

CLINICAL LEGAL EDUCATION ASSOCIATION

NEWSLETTER

Vol. VIII, No. 4

May, 2000

PRESIDENT'S MESSAGE



STACY CAPLOW (BROOKLYN)

I'm writing this with one foot out the door to the airport on my way to Albuquerque where the annual gathering of clinicians is starting out on a wonderful note. Three tenure grants in one week! Congratulations to Liz, Jim and Karl. As the ranks of clinicians with job security swell, I realize once again how important 405(c) has been to the clinical movement and reflect on the prescience of the few clinicians who labored so hard to achieve and retain this provision of the ABA Standards.

As most of you know from the voluminous numbers of emails I sent over the list serve this spring, CLEA is mounting an effort to become more

involved in ABA Section activities. Over 60 people volunteered to be site visitors and more than 25 offered to be considered for a position on a sub-committee. Hopefully, the numbers of clinicians who are active will grow and our role in helping shape policy will expand commensurately.

At Albuquerque you will have heard about CLEA's plans to host a conference in NYC during the ABA convention on July 8. Vanessa Merton, and Carrie Kass are planning a morning of substantive presentations and discussion after which we hope all participants will walk through midtown Manhattan to the ABA convention hotel to attend the Section on Legal Education session. CLEA will provide refreshments and we are organizing a housing pool so that out-of-towners can spend the night with NYC area clinicians thus reducing the cost of attending the conference. By the way, New York in the summer is really wonderful with lots of free outdoor events and, of course, the Yankees. We will keep you posted via the listserv and the CLEA home page about the details of the July conference.

Finally, if you hadn't noticed, CLEA is responsible for supporting the creative side of clinical education. The wonderful creative writing contest was

the brainstorm of Bob Seibel and Nancy Cook. We also can thank Bob for the tatoos , which brand us forever as totally cool.

A Memorial

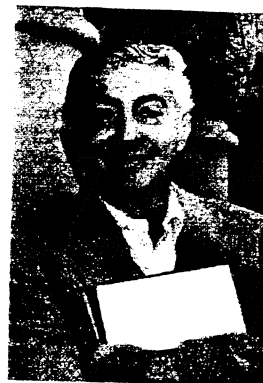
The Clinic Community lost two of its shining stars this year. **Eric Neisser** (1947-1999) taught at Rutgers, Newark and recently had become Dean at Franklin Pierce School of Law in New Hampshire. **Gary Bellow** (1935-2000) was the Louis D. Brandeis Professor at Harvard, and the author, along with Bea Moulton, of *The Lawyering Process*.

At the recent AALS Conference in Albuquerque, many of us paused to remember our two colleagues. There was music, tears, and fond memories. For those of you who could not join us there, we share with you some of the lyrics from the song with which we closed the memorial service.

CARRY IT ON

There's a man by my side walkin'
There's a voice within me talkin'
There's a word that needs a-sayin'
Carry it on, carry it on...
Carry it on, carry it on.

For the dream never-ending
You can hear the voices blending
Loud and clear, their echoes sending
Carry it on, carry it on...
Carry it on, carry it on.



THOUGHTS ON GARY BELLOW
PREPARED BY JEANNE CHARN AND
READ BY CHERYL BURG RUSK AT
THE MEMORIAL CEREMONY AT
THE AALS CLIINICAL CONFERENCE
ON MAY 8, 2000

[This along with other memories of and information about Gary Bellow may be found at <http://www.garybellow.org>]

For myself, our children, especially our 12 year old son who has, as yet, little understanding of his father as a public figure, and for Gary's extended family, I want to thank you for taking the time to remember Gary and to think about his contributions to the work and dreams we all share.

Whether you worked with Gary for five minutes or a year or a decade or nearly 3 decades, as some of us at Harvard Law School have, his ambitious sense of the possible, his bedrock commitment to greater equity and fairness, his impatience with limits and his boundless energy and optimism were unmistakable. If you worked with him for even 5 minutes, likely you were pushed by him – to think more deeply, to read more widely, to practice law smarter and better. I think he would be touched, perhaps

bemused by our tributes and accolades now that we have lost him (he knew this would happen when he died; in the past few years we occasionally talked about it), but he was --would be -- interested in only one thing: What are we going to do now? What projects will we take on? What agendas will we pursue? What will we do in the months and years ahead to make things fairer, more equitable?

In thinking about these things, I have re-read articles and comments he wrote and looked again at videos of various events. It is striking that most of his "scholarly" legacy derives from occasions where someone or some group was trying to get something done. If the occasion was commemorative (or self-congratulatory) then Gary would turn his energy and intellectual and persuasive powers -- which we know were great -- to putting an action item, a critical assessment, a wake-up call on the agenda.

I have been struck as well by the consistency of his passions and commitments over more than 30 years of practice and work in legal services and clinical education. In March of 1999, the Equal Justice Library arranged an interview of Gary as part of its oral history project. The result is a video of Gary answering questions and narrating his own biography -- public Defender in the District of Columbia, Deputy Director of the District's Poverty Program, his role in the beginnings of the legal services program, Deputy Director of CRLA, lawyer for LA Panthers, founding USC's clinical program with Earl Johnson (while assisting the UFW and representing Panthers), coming to Harvard and founding its clinical

program (while representing farmworkers; litigating, with the Children's Defense Fund, aspects of Boston's school desegregation suit; litigating innovative tort claims for asymptomatic lead paint poisoning in children; and teaching and prodding all of us who practiced with and supervised students at HLS). How he saw his life and the issues he was working on in March of 1999 was remarkably similar to what he was thinking and doing in the 60s and 70s.

Here are the most obvious themes: Gary loved excellent law practice and he was practicing right up to the time he died. Since 1972, when I first met Gary, he was always working on cases --consulting on big ones, true, but his own docket was typically 30 or 40 lower income clients with seemingly garden variety legal needs. (For one of the premier advocates of caseload limitation in legal services, Gary carried "on the side" a docket of the size typically advocated for a full time staff attorney.) In these cases Gary saw issues and challenges that ever engaged and taught him. He was a superb lawyer who just didn't lose cases, no matter how improbable a successful outcome seemed to be. There are literally hundreds of poorly maintained files at the Center, most of them never officially "closed", but outstanding results apparent. He took great pride in the lawyer's craft and he was impatient with and intolerant of anything short of excellence. He made us all crazy, at times, when we didn't produce the best for our clients, but he was ever ready to show and teach us how to do it better. After his heart transplant in 1998, he finished up some cases he had been working on before that 4 month hospital stay and

then collaborated with his former mentee, now dear friend and colleague, Paul Collier on the end game of a fifteen year saga that began in 1984 with Gary and I representing 11 tenants suing a rich slumlord over outrageous conditions of disrepair. We had been awarded and collected over \$200,000 for ten of the tenants and over \$100,000 in attorney's fees for the Center, but one case remained and Gary wouldn't let it go! All this out of truly "garden variety" landlord tenant matters against a rich landlord who was as stubborn as Gary and just wouldn't give in.

Gary loved being with and working with good lawyers. In a 1976 CLEPR report profiling leading clinicians in the country, Gary described his years after law school and the growing frustration and upset he felt at how poorly law school prepared its grads for practice. He recounted how he learned lawyer skills from Ken Pye, Bill Greenhalgh, and particularly a lawyer named George Shadoan with whom he worked at PDF in the early 60s. He never forgot that it was excellent practitioners, not professors, who taught him to practice, and he was ever aware that it was in circles and networks of expert (or aspiring expert) lawyers that we all teach ourselves and each other. It was inconceivable to him that there would be law school clinical education without a strong practitioner staff, alongside practice focussed faculty.

In the 1976 CLEPR report he cited what he found to be the "over-controlled environment of a law school operated clinic and the under-controlled environment of agency offices" and advocated for "... a modified system in which case load and

supervision are controlled, but in the real life atmosphere...."

He said in 1976 that he wanted a "...reflective, self-taught practice in a pressured real world setting...Students have to learn to be taught by the experienced without being overwhelmed by them." His vision, which fit Harvard's peculiar needs, opportunities and resources, was a full fledged teaching law office, which he outlined in the CLEPR report. He then went out and did it. He was continually innovating, criticizing and working to improve our teaching law office right up to April of this year. I have on my desk 3 or 4 memos sharply critical of Center practice in some areas, and I have to get busy working with our staff to fix these lapses.

Gary infused his teaching and practice with activism and reform projects. In the fall of 1967, Gary was invited to speak as part of a symposium in honor of Harvard Law School's 150th anniversary - a self-congratulatory occasion if ever there was one. Gary followed Justice Brennan and another distinguished speaker. His topic was legal services for the poor, a program then in its infancy and already controversial and under attack. His message was to criticize what he termed "...the very narrow assumptions.." that informed the emerging program.

He had (as usual) 3 main points: First, he said it was a mistake to separate legal services for the poor from the more general problem of unavailability of legal services to "...much of the rest of the nation..". He called for technological and other innovations to reduce costs of service, exploration of legal insurance programs, and believed that

involvement of the private bar on some type of judicare basis, in addition to staffed legal services offices, was critical to any effort to meet the needs of the vast numbers priced out of the fee for service system. Second, he argued that we ought to stop giving lots of clients a little bit of help, inevitably compromised in quality and aggressiveness. He called for, in appropriate cases, delegalization and increased use of lay advocates so that lawyers could set priorities and choose carefully in order to benefit the larger community of disadvantaged clients. As he later elaborated in "Turning Solutions Into Problems", he had found at CRLA ways (in addition to high profile litigation) to focus the impact of excellent, aggressive work, in case after case, on the institutions and practices that enmeshed and held down poor clients. Third and finally, he called for the bar to shoulder responsibility for reform of larger institutions, rules and distributive mechanisms to assure a fairer society, one in which those at the bottom would be considerably advantaged.

Justice Henry Friendly noted at the end of Gary's remarks, "If anybody had retained any degree of complacency after listening to Mr. Justice Brennan, and Mr. Wright, they certainly don't have it now." That was Gary, challenging and upsetting complacency in the loftiest of settings, in 1967 and in the year 2000.

Gary had plans and projects underway to move these same agendas forward – he recognized that the opportunities and times are different than in the 60s and early 70s, and so the strategies must also be different -- but his aims and joys and passions remained remarkably on course.

Gary's bright, shining light is gone now. Our challenge is not so much to act in his script or to pick up his projects and run with them, though many of us will. Whether we agree or differ with his visions and approaches is not the issue, we will honor him best by being as smart, savvy, opportunistic, eloquent and dedicated as we can be, in whatever large or small way, to making our society fairer and better than we found it. Gary certainly did that and he had a great time doing it! So should we.



WINNERS OF CLEA'S INAUGURAL CREATIVE WRITING CONTEST ANNOUNCED

Bob Seibel (CUNY)

CLEA's first Creative Writing Contest was a solid success. More than 20 authors submitted more than 30 entries. A fine panel of judges was selected to review the entries. The judges were all published authors and represented a diverse group with different backgrounds (one judge, one clinical teacher, one english department faculty member, and one ABA employee and magazine editor). They also represented different parts of the country. The judges divided the entries into two categories, prose and

poetry, and then selected two winners in each category as well as some honorable mentions.

The winners were announced at the AALS Clinical Section conference in Albuquerque. Nancy Cook presented the winners with handmade journals and certificates for their achievement. First place in the prose category was awarded to **Bill Ong Hing (Davis)**, for his story "White Ghosts", and second place went to **Ruth Stone Ezell (Florida State)** for her story "Napoleon and the Battle of Midway" (ed: which is about a clinical teacher!). In the poetry category **Stephen Rosenbaum (Berkeley)** was the first prize winner for "Los Bibilikos de Rossmoor" and second prize was awarded to **Jackie St. Joan (Denver)** for "Glenn Miller was Missing". Jackie and Ruth read from their winning entries to thunderous applause at the final luncheon of the conference.

In addition to the prize winners, the judges gave honorable mentions to **Sheila Simon (So. Illinois)**, **Herbie DiFonzo (Hofstra)**, and **Leslie Knight (Davis)**. Overall, the judges reported that they were impressed with the quality of the entries and the obvious devotion that went into the writing.

Bob Seibel (CUNY), Nancy Cook (Cornell) and Calvin Pang (Hawaii) comprised the committee which organized the contest. The CLEA Board has approved the continuation of the contest and Calvin Pang has agreed to chair it for next time. Watch for announcements of the next contest, but don't wait to start writing--the summer will be a good time to let your creativity run wild!

COMMITTEE REPORTS

CONFERENCE COMMITTEE REPORT

Carrie Kaas (Quinnipiac)

The CLEA Conference Committee leadership is changing. Bob Seibel (CUNY), Nancy Cook (Cornell), and Mary Jo Eyster (Brooklyn) are taking over. Here is what looms on the horizon.

"July in NY" is our 1/2 day conference on July 8, 2000, coinciding with the ABA Annual Meeting. See the flyer in this newsletter for details. Bob Seibel, Conrad Johnson and others are organizing a technology conference for sometime in 2001. Watch for further details. There will be a Second New Clinical Teachers one-day conference, in the spring of 2001, tacked on to the AALS Workshop on Clinical Legal Education. The Externship clinical teachers are contemplating a conference, perhaps in January of 2002, held in conjunction with the AALS Annual Meeting.

Interested in these or other projects? For the Externship Conference, contact Keri Gould or Mary Jo Eyster.

Kgould@sjulawfac.stjohns.edu or meyster@brooklaw.edu. For the Technology Conference and more general matters, contact Bob Seibel at seibel@mail.law.cuny.edu. For the New Clinical Teacher's Conference, contact

me at carolyn.kaas@quinnipiac.edu. As always, CLEA will help those of you with a glimmer of an idea to find others with the same idea and will provide some technical support. CLEA also offers grants in the amount of \$400 each to support conferences. For example, CLEA supported the Rutgers conference on "The Social Justice Mission of Clinics," reported on elsewhere in this newsletter.

EXTERNSHIP COMMITTEE

**Bill Patton (Whittier) and
Marlana Valdez (American)**

This is my [Bill's] last contribution as externship co-chair. (Those interested in serving as co-chair should contact Marlana Valdez at mvaldez@wcl.american.edu). It has been a very difficult two years during ALDA's [American Law Dean's Association], the Department of Education's, and the ABA's coordinated efforts at gutting many of the externship quality control requirements in Standard 305. As I look back on the many battles, several ironies come to the fore. Irony I is that after all the talk of "radically revising" ABA Standards per the Consent Decree and the DOE mandate, the only significant revisions concerned externships. However, perhaps this is not an irony, but rather a verity; the weakest with the fewest resources are always the most impacted. Externships were the ABA's sacrificial lamb. Irony II is that the most dedicated and influential individuals responsible for eviscerating externship requirements are gone. Jim White will graze elsewhere, and Scott Bice, ALDA's fearless leader, has

stepped down as dean at USC. Irony III is that I am the first full-time externship director to be replaced by a part-time adjunct externship director under new Standard 305. Irony IV is that my dean, who decided to invoke Standard 305 in hiring a part-time adjunct externship director, just stepped down as dean. Again, perhaps this is not an irony, but rather a deliverance.

Since this is the moment of the NBA playoffs and the announcement of NBA awards, I take this time to present the 1999-2000 Externship Awards. The award for Best Offensive player goes to Scott Bice [does an ex-dean qualify for membership in ALDA, and does the serpent die when its head is severed?]. The award for Best Defensive Player goes to Jim White [I have never seen anything funnier than watching Jim White and his ABA minions scurrying around when informed that Gary Palm and I had challenged the legality of the last-minute changes to Standard 305 (see CLEA Newsletter, Sept. 1999, at 11-13)]. And the final award, Best Sixth Man, goes to my ex-dean [a non-ALDA member] for appointing the first part-time adjunct to direct an externship program. Congratulations to all the winners. [The two preceding paragraphs do not necessarily reflect the opinion of anyone but myself].

THE ALBUQUERQUE EXTERNSHIP MEETING

Most of the discussion during the externship meeting concerned the creation of the following sub-committees for the 2000-2001 academic year. If you are interested in serving on one or more of these

committees, please contact Marlana Valdez at mvaldez@wcl.american.edu.

• Section 305 Watch Committee.

This committee will gather data on the changes which take place under revised Standard 305. It will monitor whether there is a change in the type of personnel hired to administer externship programs, changes in funding and support, and how changes in faculty status alter directors' access to faculty meetings and/or committees.

• Consortia Committee.

There are already two active externship consortia in Northern and Southern California (GLACE). This committee will assist other regions in establishing an externship consortium and in delineating its benefits. This committee will also consider the new issue of externship directors supervising visiting students.

• Conference Committee.

This committee will assist in planning externship meetings and activities at the next few ABA and AALS conferences.

• Site Visit Committee.

This committee will monitor the requirements, methods, and examples of site inspections among ABA law schools.

INTEGRATION COMMITTEE

Kathy Hessler (Cornell)

The Integration Committee will be continuing its work in identifying language that better describes the work we do, as well as trying to compile resources for and from folks who integrate teaching styles or

substantive areas in their work. Anyone interested in this work is welcome to join us. Contact Kathy Hessler to be included in the committee.

CONFERENCES AND WORKSHOPS

"JULY in NY"

*The ABA Annual Meeting is taking place this summer in NYC over the weekend of July 7-9, 2000. In keeping with CLEA's goal to encourage Clinical Teachers to become more active in the ABA's Section on Legal Education and Admission to the Bar, CLEA is sponsoring a 1/2 day conference on **SATURDAY JULY 8**, tentatively set for 10 am to 3 pm. (Please watch the clinic listserv for any updates on time and program.)*

*Location: PACE MIDTOWN
CENTER*

551 5th Ave (5th and 45th)

*[The ABA Meeting is at the Rihga Royal,
151 W 54th St.]*

*Program: Effective Lawyer-
Client Communication Project*

*Clark Cunningham, Washington University
School of Law*

*A Talk about "Lawyers As
Counselors"*

*Paul Tremblay, Boston College School of
Law*

*Discussion: Should Clinics Be
Required?*

*A continuation of the dialogue started in
New Mexico.*

*Simple LUNCH PROVIDED. -----
Housing Matches available.*

*After the CLEA meeting, we hope all
participants will attend the Business Meeting of
the ABA Section. Our presence will confirm
that the clinical community is interested in
ALL legal education issues, not just those
affecting the status of clinicians, and will give
us a chance to meet the new Consultant on
Legal Education, JOAN SEBERT, former
Dean at the University of Baltimore School of
Law.*

*If you are attending on July 8, please e-mail the
following information to Stacy Caplow at
scaplow@brooklaw.edu; 718 780-7944; Fax 718
780-0393: Your name; your address, phone & e-
mail address; whether you will attend for lunch; if you
NEED housing, how many people for how many
nights; if you CAN PROVIDE housing, availability
of how many beds for how many nights. (We will match
NYC area clinicians with those who need housing -
this event could become known as the GREAT CLEA
Millennial Slumber Party.)*

*Thanks to Pace University School
of Law for its generosity in
providing us the space for this
event.*

**15th ANNUAL MIDWEST
CLINICAL CONFERENCE**

The 15th Annual Midwest Clinical
Conference will be held at Washington
University in St. Louis Oct. 5-8, 2000.

**4th ANNUAL NORTHWEST
CLINICIAN'S CONFERENCE**

The 4th Annual Northwest
Clinician's Conference will also be that
weekend, October 6-8th, at the Double
Arrow Resort in Seeley Lake, Montana
(outside of Missoula). George Critchlow
and the other clinicians at Gonzaga are
planning the program, and Montana is
handling the logistics. Email Mary
Helen McNeal at
mcneal@selway.umt.edu or Donna Kay
Fladager(dkf@selway.umt.edu) if you
want program and registration
information as it becomes available.

**NATIONAL CONFERENCE ON
"UNBUNDLED" LEGAL SERVICES**

Mark your calendars for a
National Conference on "Unbundled"
Legal Services to be held October 12-
14, 2000 in Baltimore, MD convened by
the Maryland Legal Assistance Network
(MLAN), a project of the Maryland Legal
Services Corporation. Conference co-
sponsors include: National Legal Aid
and Defender Association;

American Judicature Society; Legal Services Corporation; National Association of IOLTA Programs; Maryland State Bar Association; University of Baltimore Law School; University of Maryland School of Law; ABA Standing Committee on the Delivery of Legal Services

The rising tide of pro se (self-represented) litigants has fueled an examination of the ethical and practical issues around how the legal profession and the courts respond to this sea change in public access to the justice system. As technology and the Internet offer tools to further advance the traditional practice of law, there is increasing interest in how the private bar, legal services providers to low-income persons, mediators, the courts and others might work together to integrate the new approaches that are being tried around the country.

Conference Goals - The broad goals for the conference are to:

- explore the practical and ethical issues at the nexus of pro se litigation, unbundled legal services and technology
- share information on current practice and trends
- develop a cross-cutting action agenda for the development of this emerging area in the delivery of legal services.

The conference will be held at the Hilton Hotel near the Inner Harbor in Baltimore, MD starting at noon on October 12th, Thursday and ending at 1:00 p.m. on Saturday, October 14, 2000. The preliminary conference agenda will be available in late April by e-mail or postal mail. For more information (or to be added to the publicity mailing list) contact: Ayn

Crawley, Director - Maryland Legal Assistance Network Maryland Legal Services Corporation 15 Charles Plaza, Suite 102 Baltimore, MD 21201 Phone: 410-576-9494 Fax: 410-385-1831 E-mail: conference@unbundledlaw.org

**Call for Papers
PROBLEM SOLVING IN CLINICAL
EDUCATION
UCLA/University of London
Fifth International Clinical
Conference
Fall 2001**

The UCLA School of Law and the University of London Institute of Advanced Legal Studies are delighted to announce the Fifth International Conference on Clinical Legal Education and Scholarship to be held in Fall 2001 for clinical teachers and others interested in the content and goals of clinical education.

The purpose of this conference is to explore the teaching of effective problem-solving models. The conference will proceed on the basis that problem-solving skills are key to competent lawyering and that clinical programs ought to provide students with a conceptual basis for developing those skills.

Following tradition, the conference will be held again at the beautiful UCLA Conference Center at Lake Arrowhead, California, nestled in the San Bernardino Mountains near Los Angeles. The dates are Thursday, November 9 to Sunday, November 11, 2001.

This Call for Papers invites clinical teachers to present the core concepts that underlie their teaching of

problem-solving and how those concepts are used to develop student skills in particular contexts. Lawyers are continually confronted by problems of varying dimensions and complexity at both the planning and execution stages of dealing with client matters. Problems range from big problems related to the overall solution of the client's problem to smaller problems such as how to get the other side to disgorge documents. So how do we teach students to frame the problem, generate and evaluate alternatives, develop effective strategies, and so forth. In other words, what conceptual framework do we provide to students for engaging in creative and strategic problem-solving?

We are interested in a broad range of clinical settings, including traditional litigation clinics involving either impact litigation or direct client services, and in emerging areas of clinical education including regulatory and transactional clinics, community organizing and outreach clinics, and economic development programs. Of special interest are clinical settings abroad which operate under different legal and extra-legal constraints. What problems emerge in these settings, and how do we equip students with the necessary conceptual skills to help resolve them? How do we help our students learn how to put these concepts into operation? Are the underlying models of problem solving essentially similar in the various contexts (e.g., is the framework used for dealing with problems arising in negotiation in the litigation context different from that used to negotiate transactions? How, if at all, is problem solving different in a community

organizing clinic than in a direct services program?)

SUBMISSION OF PAPERS

The schedule for submission of papers is as follows:

- Abstracts or short descriptions by September 15, 2000, presenting the main themes of the paper.

- First draft of full paper by June 1, 2001.

- Final draft by September 14, 2001

Acceptances will be made after submission of the first draft.

Submissions should be sent to:

Assistant Dean Susan Gillig

UCLA School of Law

Box 951476

Los Angeles Ca 90095-1476

If you use Federal Express, please send to our street address: 405 Hilgard Avenue and not to the box number.

WORKSHOP ON MYERS BRIGGS TYPE INDICATOR CERTIFICATION

Plans are underway for a workshop which would lead to Myers Briggs Type Indicator (MBTI) certification for law professors. Depending on interest, we will select one or more sites convenient to schools sending faculty. The certification requires about 5 days - and costs about \$600 not counting travel, room and board. 15 would be an idea size for a certification group..

What are the benefits of certification? If you use the MBTI in your clinics - internal or external - you will, after certification, be able to purchase and administer the MBTI yourself. If you don't use it now, but have been exposed to the MBTI, this will allow to explore whether this

instrument could be of help to you in your teaching and practice.

If you think you (or someone you know - or both) might be interested, why don't you reply either to me or to Joan O'Sullivan. Her email address is josull@law.umaryland.edu and I am most easily reached at liz.cole@dartmouth.edu (I know, I know, I teach at Vermont Law School).

REPORT FROM RUTGERS CONFERENCE

Some 70 clinical teachers from 50 law schools around the country gathered in Newark Saturday, April 8th to discuss "The Social Justice Mission of Clinical Education." Many of the participants also attended a dinner the night before celebrating the 30th anniversary of the Rutgers-Newark clinical programs.

At the dinner, Prof. Emeritus Arthur Kinoy, an early advocate of what he called clinics to train "people's lawyers," and Prof. Emeritus Annamay Sheppard, founding director of the Rutgers' Urban Legal Clinic, reminisced about the early days of clinical training when students who had been active in the civil rights and anti-war movements flocked to the law school to learn how to use law as an instrument of social change.

Prof. Frank Askin, founder of the Rutgers' Constitutional Litigation Clinic, reviewed the Rutgers' experience at the Saturday morning plenary session and reported that Rutgers clinics are still committed to the early social-justice mission. He asked the morning panelists to discuss whether Rutgers' social justice approach to clinical legal education was out-of-step

with current clinical pedagogy, which appears to emphasize skills training, and challenged the panel as to whether there was still a significant role for the Rutgers-type clinics in clinical education.

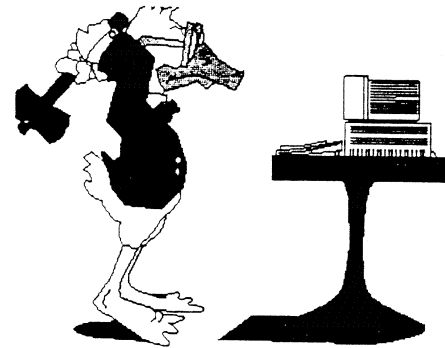
While panelists were far from unanimous in their views of what clinics in the 21st century should look like, there was a general feeling that there was no inherent conflict between skills training and advocacy of social justice. There was a general feeling that skills training is conducted within the context of social justice issues and while there is more than one way to run a successful clinic, that social justice issues should be at the root of whatever approach clinicians choose.

Steve Wizner (Yale) noted that big cases with social justice impact can grow from providing service in small cases, as the small cases reveal places where more systemic changes must be made. Gary Palm (Chicago) pointed out that clinics can use the conflict process (usually but not necessarily in the form of litigation) to increase students' awareness of social injustices that should be attended to. Antoinette Sedillo Lopez (New Mexico) stressed that the context of student work matters. Good teachers can inspire student commitment to social justice issues, even when the immediate task at hand is teaching skills. It is important that, however, that a law school support clinical work devoted to social justice. Invoking "We Make the Road by Walking" by Miles Horton and Paulo Freire, Dean Rivkin (Tennessee) posed the question we should ask of our lawyering: Is it expressive? Clinical legal work that embodies the social justice goals is an expressive form that helps enhance social justice. Annette

Appell (UNLV) reminded the group that there are no right or wrong ways for teaching skills; skills and a concern for justice are not necessarily at odds. Peter Joy (Washington, St. Louis) warned of the threat posed by law schools trying to take control of the selection of clinic cases, and reiterated that any dichotomy sought to be drawn between big cases and small ones is false.

Themes opened at the plenary were pursued at breakout groups on "Clinics and Communities," "Educational Mission of Law School Clinics," "Teaching Values v. Skills," and "Withstanding Political Attack/ Must Clinics Be Neutral."

Kristin Booth Glen, Dean of CUNY Law School, gave the luncheon keynote speech. She urged clinicians to strive to develop a sense of community among the clinics and their graduates, and to try to involve graduates in ongoing clinic projects. She emphasized that many clinic students who work on innovative and exciting projects while in law school, do not have the resources to continue this work after graduation. She believed that a new clinical model should be developed so that clinic alumni could supplement their "bread and butter" with social justice work by continuing to work with their clinics. Such an arrangement would broaden the ability of clinics to help their clients, and would create a network between current clinic students and alumni. It would also help newly-minted lawyers who are on their own strengthen their legal skills.



INFORMATION RESOURCES FOR CLINICAL TEACHERS

The **CLEA Website** is:

<http://clinic.law.cuny.edu/clea/clea.html>

To get on the **LAWCLINIC Listserv**

(run by Washburn), send an email to listserv@law.lib.wuacc.edu Do not put anything in the subject space. In the body of the message, just put the words "subscribe lawclinic" followed by your first and last name. You will get a return e-mail telling you how to post messages.

For the **Externship Listserv** (run by Catholic), send an e-mail to listserv@lists.cua.edu Again, don't put anything in the subject space and in the body, write "subscribe letern."

The **On-line Directory of Clinical Teachers**

is maintained by David Chavkin on the Washington College of Law at American University website. You can search by name, type of clinic, school or geographical location. The address is

<http://www2.wcl.american.edu/clinic/>

Once you join CLEA or the AALS Section, you will be in this database.

Remember to get changes in data to David - many of you now have new area codes or other things that cause glitches in getting in touch with each other!

Affordable Housing and Community Development Law Listserv for those who teach community development in clinics and classrooms.

To subscribe, send a message <subscribe AHCDLAW> to: maiser@main.nlc.gwu.edu

Humanizing Legal Education Listserv

provides the opportunity for interchange concerning the ways we conduct legal education, the impact those choices may have on the attitudes, values, needs, health, and well-being of law students, and the possible relationship between each of those matters and the reputed "crises" in the profession -- including issues of dissatisfaction, depression, excessive work, and substance abuse; broad concerns for eroding civility/ morality/ "professionalism"; and the low opinion of the public for

lawyers. TO SUBSCRIBE: send an email to: legaled-subscribe@mail.law.fsu.edu

You do not need to include anything for subject or text. Receipt of this email will provide you with a welcome message and request for confirmation, which provides security and activates the subscription to the list.

**WEBSITE ON "CULTURAL
COMPETENCE" FOR CLINICIANS
LAUNCHED**

As you may know, as part of our plenary presentation, "Cultural Issues in Supervision and Representation", Catherine Powell, Bryan Adamson and I debuted a new resource for clinicians. With the creative assistance of Brian Donnelly, the Director of Instructional Services at Columbia and Solomon Rosenbaum, his associate, we created a "Cultural Competence" website.

The site can be found at:

<http://www.law.columbia.edu/johnson/clinical/index1.shtml>

The site contains links to websites, teaching materials, bibliographies as well as the names of videos and films that can assist clinicians in teaching about culture.

The site is also a joint effort, one of many I think clinicians can create using technology. As such, we invite anyone with materials or information about resources that would help others in teaching about culture to contact me for possible inclusion on the website.

In the end, we share the belief that issues related to culture are an integral and important part of our work. We have created a website, especially for clinicians that can serve as a resource as we work to integrate these issues into our teaching.

-Prof. Conrad A. Johnson,
Clinical Professor of Law
Columbia Law School, Box E-3
New York, New York 10027
(212) 854-2141: Office
(212) 854-3554: Fax

NOTICES

NOMINATIONS SOUGHT FOR CLEA BOARD

The Nominating Committee is seeking individuals interested in serving on the CLEA Board of Directors. Individuals interested or those wishing to nominate individuals should contact a member of the nominating committee, Suzanne Levitt (Drake), suzanne.levitt@drake.edu, or Calvin Pang (Hawaii), Calvinp@hawaii.edu

Nominations are due by October 1, 2000. CLEA is committed to diversity and, therefore, seeks to have a board that is representative of its many Constituencies.

NOMINATIONS FOR WILLIAM PINCUS AWARD

The Awards Committee for the AALS Section on Clinical Legal Education will accept nominations for the annual William Pincus Award through Friday, October 6, 2000. The Pincus Award is an Annual Award of the AALS Section on Clinical Legal Education for Outstanding Service and Commitment to Clinical Legal Education.

The Pincus Award is authorized under Article III, Section 3(d) of the Bylaws of the AALS Section on Clinical Legal Education. The Award is presented annually to honor one or more individuals or institutions for effecting an outstanding contribution to the cause of clinical legal education. The award is based on service,

scholarship, program design and implementation, or other activity beneficial to clinical education or to the advancement of justice. The Award was established in 1980 and first presented at the 1981 Annual Meeting of the AALS.

Past recipients of the award have included:

- 1997 David Barnhizer (Cleveland State)
- 1998 Hon. Neil Smith (D-IA)
- 1999 William Greenhalgh (Georgetown)
- 1984 Robert McKay
- 1985 Dean Hill Rivkin (Tenn.)
- 1986 Tony Amsterdam (NYU)
- 1987 Gary Bellow (Harvard)
- 1988 William Pincus
- 1989 Gary Palm (Chicago)
- 1990 Bea Moulton (Hastings)
- 1991 Sue Bryant (CUNY)
- 1992 Elliott Milstein (American)
- 1993 Roy Stuckey (S. Carolina)
- 1994 Harriet Rabb (Columbia)
- 1995 Clinical Law Review
- 1996 Wally Mlyniec (Georgetown)
- 1997 Edgar Cahn (DC School of Law) and Jean Cahn (Antioch, posthumously)
- 1998 Steve Wizner (Yale)
- 1999 Katherine Shelton Broderick (U.D.C. School of Law)
- 2000 E. Clinton Bamberger (U of Maryland Emeritus)

To nominate a person or an institution, send the name and a brief but detailed (typically should run about 2-3 pages) statement of reasons why the individual or institution should be honored by the Section, specifically referencing the award criteria outlined above where relevant. In the past, committee members have found that

letters detailing the basis for the nomination were much more useful than an e-mail that merely listed a name of a nominee, although all nominations will be considered. You may send a nomination to any member of the Awards Committee, Kimberly O'Leary (Thomas M. Cooley Law School), chair (olearyk@cooley.edu); Sandy Ogilvy (Catholic), ogilvy@law.cua.edu; Peter Hoffman (Nebraska) phoffman@unlserve.unl.edu; Peter Joy (Washington Univ.), joy@wulaw.wustl.edu; or Margaret Barry (Catholic), barry@law.cua.edu.

INDIVIDUAL NEWS/ ANNOUNCEMENTS

David Chavkin (American) has been granted tenure.

James Cohen (Fordham), Clinic Director at Fordham, has been granted tenure.

Liz Ryan Cole (Vermont) has been recommended for tenure by her faculty.

Karl Coplan (Pace), Co-Director of the Pace Environmental Litigation Clinic, has been granted tenure.

Felecia Epps (Arkansas-Little Rock) has joined the University of Arkansas Little Rock School of Law faculty. She is teaching the Mental Health Clinic, which principally represents persons at or on conditional release from the Arkansas State Hospital. She is a former managing attorney with Georgia

Legal Services and officer with the United States Marines JAG Corps.

Kathy Hessler (Cornell) will join the clinical faculty at Case Western Reserve University School of Law in July.

Kate Mahern (Creighton) has been granted tenure and will be installed as the first holder of the Connie Kearney Chair in Clinical Legal Education in October 2000.

Shauna Marshall (Hastings) has been appointed Associate Academic Dean for a two-year term beginning this July. Last fall, Shauna was voted tenure as a Clinical Professor of Law.

Deb Weimer (Maryland), who heads the AIDS Litigation and Counseling Clinic at the University of Maryland Law School has just been awarded the Legal Excellence Award by the Maryland Bar Foundation for the Advancement of Unpopular Causes.

NEWS FROM LAW SCHOOL CLINICS

Barry University of Orlando

Gerry Glynn has joined the Barry University of Orlando faculty as Director of Clinical Programs. After a year as a Visiting Professor, he has accepted a more permanent position. Barry started an in-house clinic this semester and continues their four externships. He will be joined in the Fall by a new faculty member, **Judith Koons**. Professors Glynn and Koons

will run the in-house Social Justice Clinic which will represent children and families in housing, special education and welfare matters.

Cardozo

Cardozo School of Law's Bet Tzedek Legal Services Clinic has been awarded a two-year grant by the Isaac H. Tuttle Fund to provide comprehensive representation to elders residing in Manhattan who face displacement from their homes resulting from landlord-tenant conflicts or home care denials or reductions.

This \$100,000 grant will fund the Clinic's Law and Social Work Housing/Home Care Project, a team of legal and social work interns supervised by the Bet Tzedek Faculty and by a resident social work faculty member from Yeshiva University's Wurtzeiler School of Social Work.

University of Denver

We are very proud to announce that **Julie Kunce Field**, formerly director of the clinic at Washburn University, has joined our clinic on a part time basis in the Domestic Violence Civil Justice Clinic, as Legal Advocacy Coordinator. Julie is providing professional development for faculty, organizing a university-wide Domestic Violence Interdisciplinary Consortium, and working with community groups to expand pro bono legal services for battered women, and website development.

We are also proud to announce that **Doug Smith**, Visiting Clinical

Professor at Suffolk Law School, will join the Student Law Office as our first in-house Clinical Teaching Fellow in July 2000. Doug will consult with our clinical faculty on development of community lawyering, housing, mediation, and general civil matters. He will supervise clinical students and participate in our Clinical Study Group for two years.

We are equally proud to announce that **Paul J. Cain**, Visiting Assistant Professor at Case Western Reserve University School of Law, will join our Clinical Programs as our internship program Clinical Teaching Fellow in July 2000. Paul brings to this position nine years of practice experience and two years of teaching in both the civil and criminal clinic at Case Western. As Clinical Teaching Fellow he will work with us to develop and expand our extensive internship program and will teach some classes, train mentors, and conduct site visits. He will participate in our Clinical Study Group along with our other fellow and clinical faculty.

Cathryn Saylor Peterson, our former Clinical Teaching Fellow, completed her fellowship in January and is now regional legal director of Interim.com. Professor **Margaret Walker** is acting Faculty Internship Liaison until Paul Cain arrives in July. She will also supervise continuing SLO students during the summer.

Funded by a contemplative practice fellowship which **Jackie St. Joan**, Asst. Prof. & Director of Clinical Programs, received last year, she taught an internship seminar during Spring 2000 entitled, "Contemplative Practice and the Practice of Law." The class met weekly for 1.5 hours to engage in meditative practices and to

discuss ideas drawn from contemplative studies in light of observations in internship placements. The class used as texts the Lawyer's Oath and Steven Keeva's book, "Transforming Practices: Finding Joy in the Legal Life." Jackie will join fellows from a variety of academic disciplines at a Contemplative Practice Fellowship Retreat to be held at Seasons: A Center for Renewal in June 2000.

Asst. Prof. **Christine Cimini** and **Jackie St. Joan** teamed with local practitioners to co-teach a clinic class on welfare reform. Specifically the students and faculty investigated and researched the potential for challenges that might be made to TANF policies and practices in 63 Colorado counties under the Americans With Disabilities Act. The class was able to lay substantial groundwork for future negotiations, legislation or litigation.

Barbara Zeek Shaw, M.S.W. participated in a panel discussion on interdisciplinary practice at the National Legal Aid and Defenders Program this year. Barbara supervises social work interns and consults with student lawyers in our Domestic Violence Civil Justice Clinic, which is part of the Student Law Office.

Assoc. Prof. **Jerry Borison** successfully obtained a second year funding grant for \$62,431 from the Internal Revenue Service for the Low Income Taxpayers Clinic, a growing part of the Student Law Office. Under the supervision of Prof. Jerry Borison, (three) students in the clinic assisted hundreds of non-English speaking, low-income taxpayers file income-tax returns this year. In addition to helping people file tax returns, the clinic also assists people in settling

disputes with the Internal Revenue Service (IRS). Both of the services provided by the clinic (representation and filing assistance) are federally mandated by the 1998 Tax Reform Act.

Ascribe News recently quoted Profs. **Wadine Gehrke** and **Jacqueline St. Joan** in an article entitled "Innovative Stress Management Program Helps Law Students Handle School Demands, Prepare for Future Without Burnout." The article, which is being published on several websites, outlines how the Student Law Office at the University of Denver College of Law is concerned about the wellness of our students. We teach students to take care of themselves while they take care of their clients. SLO students learn that although stress is a part of a lawyer's job, it is a professional responsibility to manage it.

Earthlaw, the University of Denver's environmental law clinic, opened a satellite clinic at Stanford University this spring. Staffed by Stanford law faculty and students, the clinic will be managed, but not founded, by the DU program. Earthlaw was founded in 1992 by a group of environmental lawyers and is committed to protecting the endangered habitats, clean air and clean water of the western United States. DU contributes about 10 percent of the operating costs of the clinic, while the remaining expenses are covered by fund raising and the nominal attorneys fees collected when a case is won.

University of Florida

We are so proud of our new juvenile law clinic at the University

of Florida Levin College of Law. Gator TeamChild started in the fall semester, 1998. We are a child advocacy clinic based on the TeamChild model. We represent children in all types of cases and in all forums - school suspension and expulsion, special education, dependency, emancipation, guardianship, delinquency, and dependency. The idea is to work in teams - we have social work interns here from Florida State University and we also work with the Adolescent Psychiatry fellows from the UF medical school - to find solutions to the immense problems facing our clients.

The original TeamChild idea started in Seattle when Legal Aid Attorneys and Public Defenders joined together to represent children on the theory that solving problems on the civil side, especially school dependency problems, could keep children out of the delinquency system. This idea really works, and we have adapted it so that our law students work with public defenders, judges, guardians ad litem and agency lawyers to assess the strengths and weaknesses of a child and his/her family, and then use legal skills to move the system to respond to needs. We are new, but so far so good, and we are having a significant positive impact in our community.

In December we received a major grant of almost \$200,000 over a three year period from the Jessie Ball DuPont Fund to expand our program. With this money we will be able to double the number of students who can participate in the Gator TeamChild clinic and the number of clients we can represent. This grant also made it possible for us to offer a new juvenile

mediation clinic to our students this semester. We are on our way!

Let me know if you all would like to see one of our brochures or other information about our clinic.

-Claudia Wright

Loyola-Chicago

Joseph L. Stoner, senior partner with the Chicago firm of D'Ancona & Pflaum, LLC, has joined Loyola University Chicago School of Law as the Director of the Business Law Center.

Stone's priority as the new director of the center is the founding and establishment of a small-business clinic where students counsel aspiring entrepreneurs in such commercial transactions as leasing office space, signing contracts, zoning issues, business licenses, etc., while he and other faculty members serve as oversight clinicians.

PACE UNIVERSITY TO HOST OPEN HOUSE FOR CLINICIANS ATTENDING ABA ANNUAL MEETING

Pace University School of Law will host an Open House for clinical faculty attending the Annual Meeting of the American Bar Association Section on Legal Education and Admission to the Bar, in conjunction with the CLEA Conference described elsewhere in the Newsletter, on SATURDAY, JULY 8, 2000.

You may recall that last year, in light of changes in the accreditation structure and process, many clinical faculty decided that it would be useful and appropriate for clinical legal educators to become more visible and active within the Section. One very

important way to achieve this is through participation in the annual Program and at the annual Business Meeting. The Pace Open House is intended to facilitate this effort, and to provide an opportunity for clinicians to meet and talk informally, in parallel with the CLEA Conference. Light refreshments will be available.

The Open House and the CLEA Conference will be held at the PACE MIDTOWN CENTER, located at 551 Fifth Avenue (at 45th St.), on the 8th floor, from 10 am - 4 pm. It appears that the Section Business Meeting will be at 4:30 pm on Saturday, July 8, at the Rhiga Royal Hotel, 151 West 54th Street, NYC NY 10019 (212-307-5000), and will be preceded by a Section Program on "Professionalism" at 2:00 pm at the same location. (At present this schedule is still somewhat tentative; watch the listserv or call Vanessa Merton at Pace [914-422-4333], Carrie Kaas at Quinnipiac, or Stacy Caplow at Brooklyn to confirm.) The Rhiga Royal Hotel is about nine blocks north of the Pace Midtown Center-- a ten minute walk.

PUBLICATIONS

Barbara A. Babb (Baltimore) and Judith D. Moran, *Substance Abuse, Families, and Unified Family Courts: The Creation of a Caring Justice System* 3 J. Health Care L. & Pol'y 44 (1999)

Stephen F. Befort (Minnesota) & Holly Lindquist Thomas, *The ADA in Turmoil: Judicial Dissonance, the Supreme Court's Response, and the Future of Disability Discrimination Law*, 78 OREGON L. REV. 27 (1999).

Stephen F. Befort (Minnesota), *Mental Illness and Long-term Disability Plans Under the Americans with Disabilities Act*, 2 U. PENN. J. OF LABOR & EMPLOYMENT LAW 287 (1999).

Stephen F. Befort (Minnesota) & Christopher J. Kopka, *The Sounds of Silence: The Libertarian Ethos of ERISA Preemption*, 52 U. FLA. L. REV. 1 (2000).

Peter Jan Honigsberg (San Francisco), *Crossing Border Street* (University of California Press, 2000) [memoirs of experiences as a civil rights worker/law student in Louisiana from 1966-1968]

Alan Lerner (Penn) and Dr. Augie Hermenn, **LEGAL INTERVIEWING** (NITA, 1999) [a 2 1/4 hour teaching video and 120 page manual (available separately or together), designed for use as part of a clinical or other skills training course, for students without clinical training who are engaged in public service/pro bono activities involving client interviewing, or for lawyers desiring to refresh (or acquire) interviewing skills. Practical and easy to use, yet thoroughly researched and footnoted.

Richard Marsico (New York Law School), *Shedding Some Light on Lending: The Effect of Expanded Disclosure Laws on Home Mortgage Marketing, Lending and Discrimination in the New York Metropolitan Area*, 27 Ford. Urb. L.J. 481 (1999).

Carolyn McAllaster (Duke) and **Jeff Selbin (East Bay Community Law Center/Boalt Hall)** "Issues in Family Law for People with HIV", to be included in the 2000 supplement to

AIDS and the Law (David W. Webber ed., 3d ed. 1997)(forthcoming summer 2000). [The chapter covers a broad range of family law issues for people with HIV/AIDS in the arenas of marriage, parenting, separation and divorce, custody and visitation. The chapter also includes an extensive section on voluntary permanency planning, including: testamentary and inter vivos guardianships, standby guardianship, joint and co-guardianship, and powers of attorney and other private designations. Child welfare issues will be added in the 2001 supplement.

Jane Murphy (Baltimore), *Rules, Responsibility and Commitment to Children: the New Language of Morality in Family Law*, 60 U. Pitt. L. Rev. 1111 (1999)

Jane C. Murphy (Baltimore) and Margaret J. Potthast. *Domestic Violence, Substance Abuse, and Child Welfare: The Legal System's Response* 3 J. Health Care L. & Pol'y 88 (1999)

Richard K. Neumann, Jr. (Hofstra) *Donald Schon, The Reflective Practitioner, and the Comparative Failures of Legal Education*, 6 Clin. L. Rev. 401 (2000).

Irene Scharf (So. New England) Tired of your Masses: A History of and Judicial Response to Early 20th Century Nativist Legislation, __ U Hawaii L. Rev. __

Irene Scharf (So. New England) *Kosovo's War Victims: Civil Compensation or Criminal Prosecution for Identity Elimination?* __ Emory U. J. of Intern. L. __ (Fall 2000)

JOBS

Case Western Reserve

Visiting Assistant Professor

Case Western Reserve University School of Law seeks applicants for the position of Visiting Assistant Professor for the academic year 2000-2001. The faculty member will teach and supervise students in one or more of our 5 clinics (together with one or two other faculty supervisors) depending on experience and interest: Civil Litigation, Criminal Defense, Health Law, Family Law and Community Development.

Applicants must have a JD degree from an ABA accredited law school. Applicants should have a strong academic record, be admitted to practice law in at least one state, and be able to qualify for practice in the State of Ohio. Strong written and oral communication skills as well as a strong interest in law teaching and providing services to underrepresented portions of the community are also important factors.

Applicants should have a minimum of 5 years practice experience. Prior teaching in a clinical or fellowship setting is preferred. Immediate application is requested, and consideration will be ongoing until the position is filled. Starting date is flexible but must be on or before August 1, 2000. If interested, the visitor may apply for the permanent position to be filled for the 2001-02 academic year among other candidates

Case Western Reserve University School of Law is an equal opportunity, affirmative action employer committed to diversity, and encourages the nomination and application of women, minorities and persons with disabilities. Candidates should respond immediately to Professor Judith P. Lipton, Faculty Appointments Committee, CWRU School of Law, 11075 East Boulevard, Cleveland, Ohio 44106; fax 216-368-5137; e-mail jpl@po.cwru.edu

Central and East European Law Initiative (CEELI)

Clinical Specialists

The Central and East European Law Initiative (CEELI), a public service project of the American Bar Association, is currently seeking experienced clinical legal education professionals to serve in:

Central Asia (Uzbekistan, Kazakhstan, and Kyrgyzstan) for 3-12 months beginning August 2000; Russia for 3-12 months beginning December 2000; and Belarus, Ukraine and Moldova for 3 weeks-6 months beginning August 2000

Duties: Assist law schools in developing practice-based education programs (pro bono live-client clinical programs, externships, including:

- a) transferring experience and knowledge on the fundamentals of practice-based education;
- b) training faculty members on clinical supervision and skills development techniques;
- c) assisting in the integration of classroom components, including skills training and skills-based simulations;

- d) conducting seminars and roundtables aimed at conveying a sense of professional responsibility and legal service; and
- e) developing workbooks and manuals (model forms, procedures).

CEELI considers attorneys with a minimum of five years of clinical legal experience, U. S. bar membership, high level of energy and initiative, and strong interpersonal skills, and demonstrated.

International experience and foreign language skills are preferred. All participants receive a generous support package that covers travel, housing, general living, and business expenses. In-country foreign language training, medical evacuation insurance and reimbursement for medical insurance premiums are also included.

To receive an application/information packet, please send your name and address to ceeli@abanet.org. Or call 1-800-98CEELI (in the Washington, DC area try (202) 662-1754). Or visit www.abanet.org/ceeli.

Georgetown

Housing and Community Development Fellowship

Georgetown University Law Center Housing and Community Development Clinic seeks an individual for a 2-year fellowship leading to an LLM in advocacy; the stipend for 2000-2001 is proposed to be \$34,035 (taxable) plus some benefits.

The Fellow will represent community group clients in the development of affordable housing, community based economic

development and organizational capacity building. Required: minimum 2 yrs. legal experience with some background in transactional housing and/or business matters and/or community practice. Admission, or eligibility for admission, to the D. C. Bar is required.

Send letter/resume immediately to Michael Diamond, Harrison Institute, 111 F St., NW, Suite 102, Washington., DC 20001-2095.

Georgetown

Fellowship on Democracy & Trade Harrison Institute for Public Law,

The Harrison Institute for Public Law announces a new graduate fellowship position to support the Institute's work on democracy and trade. This two-year fellowship results in a Georgetown LLM degree. The annual stipend is \$34,000 plus health benefits.

Program summary. The program works to strengthen the capacity of public officials to govern in a global economy. State and local officials, in particular, have been missing from the globalization debate, even though state sovereignty is being challenged under global agreements in such areas as procurement, environmental protection, and remedies for fraud. The program supports the following "local/global" roles: Assess ... the impact of globalization on sovereignty and democracy. Govern ... with attention lawmaking under global agreements and avoiding unnecessary conflict.

Oversee ... the negotiation and implementation of international agreements.

Advise ... the federal government on how to balance democracy and trade.

The new fellow may also have an opportunity to work on consumer choice strategies that use the purchasing power of consumers or government agencies to promote a more humane and sustainable global economy. Among the Institute's clients are the Consumer's Choice Council and the Free Burma Coalition.

Minimum requirements. A fellow candidate must have a JD degree and completed course-work or experience in international law. We have a strong preference for at least one year of experience in public policy, state or local government, or environmental law. We encourage women and minorities to apply.

To apply. Please send your resume and a cover letter to Robert Stumberg, Clinical Director, Harrison Institute for Public Law, 111 F Street, N.W., Suite 102, Washington, D.C. 20001-2095. You can send email to or send a fax to 202-662-9613. The deadline for this position is May 24, 2000.

Northwestern

Supervising Attorney - Tax Clinic

The Northwestern School of Law has an immediate opening for a full-time supervising attorney for its new Low Income Taxpayer Clinic. The LITC will represent low income taxpayers in audits, appeals and collection matters before the Internal Revenue Service and the U.S. Tax Court.

Candidates should have a strong background in federal taxation, as well as experience in federal tax procedure and Internal Revenue Service and U.S. Tax Court practice. The LITC is a teaching clinic, and candidates must have the ability to effectively supervise law student participants. Either clinical teaching or supervisory experience is preferred, but not required.

The LITC is a new program funded by a grant from the Internal Revenue Service. The grant terminates on September 30, 2000. However, the Law School intends to apply for a full year continuation grant. Renewal of the position is subject to continued receipt of grant funding and performance in the position.

In conjunction with the clinical faculty, the supervising attorney will develop and implement a clinical program providing legal advocacy to low income taxpayers who have controversies with the Internal Revenue Service and, on a limited basis, state tax issues; assist in teaching LITC law students substantive tax law and the lawyering skills necessary to effectively represent clients of the LITC; supervise students in providing legal services to clients; coordinate the LITC activities with appropriate government agencies, Legal Services providers, local bar associations, client referral sources, and other applicable entities. The LITC will operate out of the offices of the Lewis & Clark Legal Clinic in downtown Portland.

The Northwestern School of Law welcomes applications from female and minority candidates. The position is open until filled.

Send or fax a cover letter and resume to:

Professor Richard A. Slottee
Lewis & Clark Legal Clinic
310 SW 4th Ave., Suite 1018
Portland, OR 97204

Tel: (503) 222-6429
Fax: (503) 274-7915

Pace University

Supervising Attorney Disability Rights Clinic

Pace University School of Law is seeking a full-time professor and supervising attorney for the Disability Rights Clinic and additional responsibilities outlined below. For this coming year, the position is a non-tenure-track, contract position. Right now it is unclear whether and when this might become a tenure-track position, at which time there would be a new full-scale national search.

We need to bring someone on board as soon as possible. We will accept applications until the end of May, expecting immediate availability. Applicants have to be able to come to New York to meet with faculty during June.

The focus of the Disability Rights Clinic is advocacy for the disabled, broadly defined to include both transactional and litigation elements, as well as legislative and regulatory work, with a heavy emphasis on clients with significant psychiatric impairments AND disabled/elderly immigrants (requiring some knowledge of immigration law and practice). It is open to both full-time day and part-time evening

students, so a substantial amount of the teaching and supervision will occur after 6 pm on weekdays and on weekends. The Clinic collaborates with several public interest organizations, including Westchester ARC (formerly Association for Retarded Citizens) and the New York Legal Assistance Group (NYLAG). Students receive three to six credits for each semester and may enroll for one or two semesters. Enrollment right now is expected to reach about 4-6 students per semester.

In addition, this Contract Professor will have the following responsibilities: 1) weekly critique sessions on client communication/negotiation technique for 18 students enrolled in a simulation-based Interviewing, Counseling, and Negotiation course, requiring great facility with feedback on those skills; 2) management, teaching, and supervision of a combined legal services/public interest/health law externship (requiring familiarity with a broad array of local public interest practice settings, especially health-related) for what now appears to be a total of about 15 students over two semesters; 3) an elder law classroom course one semester; 4) possibly a poverty law course the other semester; and 5) ongoing participation in and contribution to the Pace Health Law program (Advisory Board, conferences, Health Law Moot Court, student advising, fund-raising, etc.) Because of the breadth and intensity of this workload, only applicants with substantial relevant clinical and classroom teaching experience will be considered.

Pace is located in White Plains, New York, a half-hour from Manhattan's Grand Central Terminal

by train. The faculty is lively, versatile, and supportive of the clinical programs.

Please contact Vanessa Merton, Associate Dean for Clinical Education, Pace University School of Law, 78 North Broadway, White Plains, NY 10603, or by telephone at (914) 422-4333; by fax at (914) 422-4391; or by e-mail at vmerton@law.pace.edu for more information. Applications may be submitted directly to the Chair of the Faculty Appointments Committee, Professor Barbara Black, at the same address (e-mail: bblack@law.pace.edu). Please include a writing sample and references.

Southern New England

Visiting Clinical Position

Southern New England School of Law in Dartmouth, Massachusetts is soliciting applications for a possible opening for a visiting clinician for the 2000-2001 academic year.

This full-time position includes directing and supervising in the school's existing family law clinic. Job requirements include a license to practice law in Massachusetts and at least five years practice experience, preferably in a legal services/poverty law setting. Prior clinical teaching experience is highly desired.

Please send resume and letter of interest to Donna Desirey, Assistant to the Dean, Southern New England School of Law, 333 Faunce Corner Road, N. Dartmouth, MA 02747. Resumes will be reviewed as received. For more information about the position, contact Justine A. Dunlap, Director of Clinical Programs, SNESE, at jdunlap@snesl.edu.

Stanford

Clinical Teacher/Supervising Attorney

Stanford Law School and the East Palo Alto Community Law Project seek an experienced attorney/teacher to supervise and train clinical law students and provide direct legal services. The Law Project, with a dual mission of providing quality legal representation and quality clinical training to its target community, offers a diverse and challenging opportunity to engage in a variety of projects ranging from individual representation to transactional and litigation work on behalf of low-income and non-profit clients, to community outreach and education.

The attorney will assume responsibility for the Community Economic Development practice, which currently focuses on a variety of substantive areas: developing and implementing legal and practical strategies designed to improve access to capital for the community, supporting non-profit and micro-entrepreneurial ventures based in the community, and providing direct representation to those individuals and small businesses that are impacted by the process of redevelopment. The practice can, if desired, be restructured to address other community-wide legal and social needs in the general area of Community Economic Development, such as the development of affordable housing and representation of community organizations. Attorneys with significant relevant practice experience in areas related to community development may also apply for this position.

The clinical responsibilities include supervising students engaged in projects and/or cases in the area, teaching a weekly seminar with other Law Project attorneys related to clinical practice and leading discussions among students in the CED practice.

Minimum Requirements: JD; 4 years of relevant practice experience; evidence of teaching ability; interest in supervising clinical students; ability to work effectively in a diverse, multicultural community. Spanish language proficiency and active license to practice in California strongly preferred. Persons of color are especially encouraged to apply.

Terms: This is a two-year renewable appointment, at both Stanford Law School and the Law Project. The appointment at Stanford will be as a lecturer. Start date: on or before August 1, 2000.

To Apply: Please send a 2-page cover letter explaining your interest in the position and a resume, by May 22, 2000, to: R. Renee Glover, Executive Director, East Palo Alto Community Law Project, 1395 Bay Road, East Palo Alto, California 94303.

University of Washington

Low-Income Taxpayer Clinic

The University of Washington School of Law invites applications for a full-time appointment through June 15, 2001 as a Lecturer in its new Low-Income Taxpayer Clinic. Renewal of the appointment will be subject to continued receipt of grant funding and performance in the position. The school seeks applicants who possess

superior academic credentials. Candidates must have been admitted to practice law in some state for a minimum of three years and have substantial practice experience in federal taxation and tax litigation. Teaching experience is preferred, but not required.

The position involves: (1) establishing and directing a law school clinical program providing legal advocacy services to low-income taxpayers who have controversies with the IRS; (2) teaching JD and graduate law students the substantive law, procedures and lawyering skills necessary to represent the clinic's clients; (3) supervising the students' provision of legal services to clinic clients; (4) coordinating the clinic's activities with governmental agencies, local bar associations, other departments of the University of Washington and other entities, and establishing a client referral base; and (5) potentially teaching a non-clinical substantive law course(s) in a related area.

The University of Washington is building a culturally diverse faculty and welcomes applications from female and minority candidates.

Send resume and cover letter to:
Prof. Penny A. Hazelton
University of Washington School of Law
1100 N.E. Campus Parkway
Seattle, WA. 98105

For questions, please contact:

Prof. Alan Kirtley
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AN OVERSIMPLIFIED PRIMER ON THE ABA STRUCTURE RELEVANT TO LAW SCHOOLS

1. ABA: Runs the law school accreditation process by:
a. Setting the Standards for Accreditation
b. Performing the Site Visits and "approving" individual schools and programs.
Until 1999, the votes on the Standards and the approval of individual schools occurred in the House of Delegates of the ABA, comprised of academicians, practitioners, and judges.

2. Section on Legal Education and Admission to the Bar: The main ABA Section that oversees the accreditation process. Most law schools use a group membership plan for their faculty, which automatically makes each faculty member a VOTING MEMBER of the Section. The Section holds a program and a business meeting at the ABA Annual Meeting that is usually held in the summer of each year.

3. Consultant on Legal Education: Full time staff member who administers the Council and is "at the center of all the activity" of the Section and the Council. For example, the Consultant puts together the site visit teams. Dean James P. White retires in September of 2000 and will be succeeded by John Sebert. The Office of the Consultant will move from Indianapolis to Chicago.

4. Council of the Section on Legal Education and Admission to the Bar: The powerhouse of the Section. As of 1999, the Council makes the final

decisions on the Accreditation Standards and the votes on particular schools. (Formerly, it only had the power to recommend decisions to the House of Delegates.) The Council tends to be dominated by academics and deans in particular. In recent history, there has been at least one clinical teacher on the Council.

5. Committees: Standards Review and Accreditation are the two most powerful and relevant committees that report to the Council. The Standards Review Committee controls the language of the Standards that apply to all ABA accredited law schools. The Accreditation Committee oversees the accreditation process for each applicant school. Once again, it is in the best interests of law schools everywhere to have active clinical teachers appointed to these committees, and participating as Site Team Evaluators.

CLEA is committed to increasing the presence of clinical teachers in the ABA. We are supporting the

appointment of clinical teachers to positions on the Council, on Committees, and on Site Visit Teams. We also urge clinical teachers to attend functions of the Section, and to that end, CLEA has started a tradition of hosting an annual half-day meeting on the same day and at the same location as the Section's meeting at the ABA Annual Meeting.

This year, it is "July in NY" - July 8th in NYC.

The next CLEA Newsletter will be published in September, 2000. Items of interest may be submitted to the Editor by mail, FAX or email as follows:

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(701) 777-2217 FAX
larry.spain@thor.law.und.nodak.edu

JULY

IN

NYC

The ABA Convention is taking place this summer in NYC over the weekend of July 7-9. CLEA is sponsoring a program on the morning of the 8th after which the participants are urged to attend the program and the business meeting of the Section on Legal Education and Admissions to the Bar. More details will follow.

CLEA is organizing the housing for the conference by attempting to match NY area clinicians with people who need housing. If you either have space or want space, please fill out this form. This will be known as the CLEA 2000 Slumber Party.

I NEED A BED

Name:

School:

Address:

Phone:

Email:

How many people:

How many nights:

I HAVE A BED

Name:

School:

Address:

Phone:

Email:

How many beds available:

How many nights available:

RETURN THIS FORM BY FAX TO STACY CAPLOW @ 718-780-0376

CLINICAL LEGAL EDUCATION ASSOCIATION
 May, 2000

| | MONTH | YEAR-TO-DATE |
|--------------------------|--------------------|--------------------|
| Beginning Balance | \$21,225.55 | \$13,226.78 |
| EXPENSES | | |
| Conferences | | |
| Facilities | | \$ 400.00 |
| Photocopying | | |
| Postage | | |
| Professional Fees | | |
| Registration Refund | | |
| Newsletter | | |
| Printing | | \$ 1,213.00 |
| Postage | | \$ 1,546.25 |
| Other Postage | | |
| Other Printing | | |
| Telephone | | |
| Journal | \$11,167.00 | \$11,167.00 |
| Meetings | | \$ 936.02 |
| Bank Fees | | \$ 10.00 |
| CLEA Merchandise | | |
| Supplies | | |
| Dues Refund | | |
| Trophies | | |
| Website | | |
| Travel | | |
| ----- | | |
| TOTAL | \$11,167.00 | \$15,998.23 |
| INCOME | | |
| Advertisements | | |
| Conference Registrations | | |
| Donation | | |
| Dues | \$ 360.00 | \$13,190.00 |
| Merchandise Sales | | |
| ----- | | |
| TOTAL | \$ 360.00 | \$13,190.00 |
| Net Income (Loss) | (10,870.00) | (2,808.23) |
| ENDING BALANCE | | \$10,418.55 |

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*** Terms expire on December 31st of
year indicated.**