

NEWSLETTER

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MESSAGE FROM THE CHAIR**By Bob Dinerstein (American)**

Since 1983, when I began clinical teaching at American, I have managed to save virtually every clinical section newsletter that has been published. Recently, I went back and re-read the messages from the various section chairs during this period, messages from Kandis Scott, Roy Stuckey, Sue Bryant, Gary Palm, Peter Hoffman, Bill Greenhalgh, Susan Kovac, Graham Strong and Jeff Hartje. It was quite an experience and it left me with a number of conflicting thoughts and feelings.

In the early years, the messages were frequently taken up with talk about ABA Accreditation Standard 405(e)--what it was, what its passage would mean, the AALS's response to it, and the hair-raising tales of its enactment, when Bill Greenhalgh valiantly though unsuccessfully led the battle for "shall" against "should" on the floor of the ABA House of Delegates. Beyond 405(e), political issues were, of course, well represented in the messages, as section chairs wrote about the inevitable conflicts with the AALS, the need for a new clinical organization, and unexplainable denials of tenure to valued colleagues.

Occasionally, the messages sounded warnings about keeping our own house in order, for example, by attending to reduced demand for clinical programs, avoiding complacency in our teaching, and seeking out alternative sources of funding. Several chairs wrote about clinical scholarship--what it was, whether it was desirable, and what it might mean for clinical education and its practitioners. Inevitably, past chairs wrote about the new committees they had created, some of which remain with us today (the in-house clinic and dealing with difference committees, e.g.), while others are only a distant memory. **(Continued on page 3.)**

(Remember committees such as the insurance committee or the clinical legal education coordinating committee?) And there were the many messages in which my predecessors extolled the virtues of committee participation and encouraged people to attend (or described the results of) the conferences, workshops or annual meeting programs that have been so critical to the development of the clinical movement.

Absent from the above list of topics is discussion about the substance of clinical education, such as developments in clinical pedagogy and the relationships between those developments and trends in other disciplines within and without the legal academy. These concerns were not wholly absent--Gary Palm's messages, for example, stand out for their substantive content--but it is fair to say that the messages have not emphasized substantive themes.

One feeling I had when re-reading these messages was, as that great clinical teacher Yogi Berra said, it's like *deja vu* all over again. For while some of the specifics have changed, many of our political issues remain with us. Yet the political battles of the not-so-distant past can seem vapid unless we link our politics to the various components of our substantive work. Clinical education has survived as long as it has primarily because of the soundness of its underlying concepts. If the message was flawed, all the political battles in the world could not have saved clinical education.

Another feeling I had while reading the messages was almost the opposite of the first. We have made undeniable progress in clinical education, and while we still have a long way to go, we can be proud of our many accomplishments. A third feeling I had was that being chair of the clinical section will probably always entail a certain amount of cheerleading and cajolery; there will never be enough committee participation or certainty about attendance at conferences to obviate the need to remind people of these matters.

So what new topics can I add to the above? Not much, perhaps, but in the remainder of this message I wasn't to touch upon some of these above themes, as well as encourage all of you to engage in some introspection about where clinical education stands in 1992 and what remains for us to achieve. So as not to disappoint you, and to establish my own connection with the past, I'll also do my own share of cheerleading and cajolery.

First, the political theme is still salient. I wish it were possible to write that the passage of 405(e) end our long years of wandering in the wilderness of legal education and that implementation of the standard has been completely successful. Unfortunately, the reality is considerably more complicated. Consider Roy Stucke's latest report for the Consultant on Legal Education of the ABA, dated October 1991, entitled, "Final Report: Results of Surveys and Questionnaires Regarding the Status of Professional Skills Teachers, 1984-1991." In this report, the fifth and last in a series of qualitative and quantitative reports on implementation of Standard 405(e), Roy provides some disturbing statistics about the limited effects of the standard.

For example, while the number of clinicians in multi-year contract positions has increased substantially during this period (from 10.9% to 20.3%), the percentage of clinicians in the higher status tenure-eligible slots (including the more limited program-specific clinical tenure) actually decreased from 57.7% to 52.4%. Moreover, the percentage of clinicians in non-405(e) categories fell only slightly from 27.9% to 24.1%. Thus, as Roy notes, "one out of every four professional skills teachers do not have an opportunity to achieve a form of job security which is reasonably similar to tenure as defined in Section 405(e)." Report, at 5.

The report notes further that many law schools continue to deny clinicians a full role in institutional governance, with even 10% of clinicians eligible for program tenure unable to vote in faculty meetings. Other information

buttresses the Stuckey Report's conclusions. For example, at one prestigious law school, the faculty recently voted to create a track of unlimited multi-year contracts for its clinicians, while at the same time denying them voting rights and salary parity. Other law schools allow their clinicians to vote on all matters except faculty appointment or tenure, and add the coup de grace of denying clinicians the right to vote on any change in the limitations of their status.

The widespread absence of salary parity remains a serious problem for clinical legal education. In the economically troubled times of the present, demands for increased faculty salaries may not be popular but I have yet to discern a principled reason for the substantial salary disparities between clinicians and non-clinicians that apparently exist at many law schools. (I write "apparently" because the data in this area often seem quite confusing and incommensurable.) The salary differential is all the more disturbing when one considers that clinicians who work summers by rights should be entitled to greater compensation than non-clinicians on nine-month contracts.

Clinical education is not immune from the economic problems currently affecting many law schools. At some schools, the sluggish economy has refueled old debates about the high cost of live-client clinical education. At others, clinical faculty slots may go unfilled or even be reduced in order to save money. With the changing demographics of legal education, a substantial increase in hard-money support for clinical education does not seem likely in the immediate future. We must heed the wisdom of colleagues like Gary Palm who have long advocated the need for clinical education to diversify its funding sources.

Clinical education's problems are not limited to those schools that have failed to implement the letter and spirit of Standard 405(e) or that are facing the threat of substantial cutbacks. At law schools where clinicians are integrated onto a unified tenure track,

there is the increasing danger that upon receiving tenure clinicians will leave the clinic altogether. Several talented clinicians recently have taken this route. The danger is particularly acute for live-client clinics, where the pace of case supervision seems to wear out if not burn out many clinicians. We can hope that some of these departures from the front lines of our ranks may not be permanent. But it would be tragic if one result of the improvement in clinicians' status was the loss to clinical education of the very people who have developed the expertise to understand more fully the nuances of clinical pedagogy and have shown a willingness to share their insights with the rest of us.

For those who remain line clinicians (a term I've always liked, but which seems absent from our current lexicon) at their law schools, and who are fortunate enough to benefit from some long-term employment relationship, the difficulties of defining our institutional role vis-a-vis our nonclinical colleagues can be intense. Debates about how to compare clinical teaching loads with nonclinical teaching loads, or how to compare clinical scholarship with nonclinical scholarship, raise serious questions of whether clinicians are the same as or different from nonclinical teachers. At some schools, equality has meant clinicians must do everything that nonclinical teachers do (publish, teach, serve on law school and university committees), as well as all those things that inhere in being a clinical teacher (e.g., handling case supervision, fostering relationships with the practicing bar, keeping up on case law developments, administering the clinical program, etc.). Can some of these inherent differences between the work of clinicians and nonclinicians be incorporated into a vision of legal education that recognizes differences without reading inequality into them? If this sounds very much like the debate in feminism between "sameness" and "difference," we could do a lot worse than look to such feminist thinkers as Martha Minow for insights into

how to reconceptualize the terms of our own debate.

Roy Stuckey concludes his report for the ABA Consultant on Legal Education by writing:

In sum, the data produced by this project does not demonstrate that ABA Accreditation Standard 405(e) has improved the status of full-time teachers of professional skills, nor does the data indicate trends which would suggest a probability of significant future progress. *Id.* at 5. For those who believed that 405(e) would be a panacea, this conclusion is quite discouraging. But the Stuckey Report's downbeat words about the effects of Standard 405(e) beg the critical question: should we strive for a stronger version of Standard 405(e), or pursue other approaches to our political equality? Do we have the unity of purpose that characterized our earlier efforts? We need to do some hard thinking about the political landscape. We need to talk to each other about the possibilities and pitfalls of different approaches. We need to work with our friends in the AALS Standing Committee on Clinical Legal Education, CLEA and the ABA Section on Legal Education and Admissions to the Bar's Skills Training Committee to complete the unfinished clinical agenda.

As I stated above, however, the political agenda will avail us little if it is not tied to our substantive concerns. In important respects, the clinical movement has always been about reform of legal education. Our ideas have influenced mainstream legal education in countless ways that often we no longer even recognize. But we cannot rest on our laurels.

Some critics of clinical education (including many friendly ones) have written that other reformist movements--critical legal studies, feminist jurisprudence, critical race theory, law and literature, even law and economics--have passed clinical education by as levers for change in law schools. If we are candid with ourselves we must admit that there is some truth in the criticism. (If our critics are

candid with themselves, they will admit that there are some deep structural reasons why clinical education's and clinicians' reform contributions have often been marginalized.) Yet, as much of the recent clinical literature and conference activity makes clear, clinicians are beginning to connect their work with these and other movements. Clinical education need not be a mere passive observer to the reform project. For two things that often distinguish clinicians from other theorists is that clinicians are passionately concerned with teaching and with the concrete effects of theories on real clients with real (and often messy) problems. We need to remind our reform-minded friends that these are not only acceptable concerns but essential ones.

Because clinical education is involved in the process of reform, it is also subject to all the complex influences that affect legal education and society in general. In much of our collective work, we have moved from the relatively safe topic of criticizing courts, other lawyers and even nonclinical colleagues to the more treacherous terrain of questioning ourselves. It represents significant progress for us to talk about how we teach students to recognize and deal with racism, gender discrimination, homophobia, and the other problems that beset us. But it is positively scary to examine ourselves and our teaching to see the extent to which, however unwittingly, we perpetuate the very stereotypes we are attempting to deconstruct. It is not only scary, it's painful, and some of our recent conferences have reflected that pain. But clinicians are not only bound together by teaching in a common manner. We are bound together in a community, a community that has sometimes had an "us-against-them" definition but has always allowed us to listen to each other with respect and compassion as well as with criticism. It is important that we not lose that capacity for meaningful dialogue as we face the challenges ahead.

Does the above picture of the state of clinical education seem excessively pessimistic to you? It should, because it is only part of the story. Indeed, if it is true that we ignore the above signs at our peril, it is also true that if we do nothing but attend to them we will have missed the incredible growth in and diversification of clinical education. My second theme, then, is that we need to take some pride in our accomplishments.

At the end of the AALS annual meeting in San Antonio, there was a breakfast for incoming section officers. When I looked around the room, I was struck by the number of clinicians who were at the breakfast because of their leadership roles in other AALS sections. Between those clinicians who were at the breakfast and those listed in the AALS program as having been in nonclinical leadership positions during last year or this, the number of influential clinicians is mind-boggling. Minna Kotkin, Richard Boswell, Antoinette Sedillo Lopez, Louise Trubek, Susan Bennett, Nina Tarr, Hank Rose, Mary Wolf, Nancy Polikoff, Karen Czapanskiy, Beryl Blaustone, Carol Liebman, Mike Perlin, Bill Greenhalgh, Steve Wizner, Denny Curtis, Mike Churgin, Carrie Menkel-Meadow, Richard Neumann, Roy Simon, Steve Emens and John Elson (and I am sure I am probably missing some of you) are all serving or have served on the executive committee or as chair or chair-elect of another AALS section in 1991 or 1992. Obviously, other AALS sections are recognizing what we have always known: clinical teachers are a wonderfully talented group of people who can actually get things done!

We also know, of course, that a number of clinicians have taken the plunge to become law school deans. Joe Harbaugh, Elliott Milstein, Leo Romero, John Kramer, Don Gifford, Howard Eisenberg, Judy Areen and others all have clinical roots to varying degrees and we have tried our best not to let them forget.

Clinicians are also being appointed to nonclinical AALS committees. Ann Shalleck,

David Binder, Carrie Menkel-Meadow, and Jack Sammons are all serving on AALS committees this year. Yet there is still more work to be done in this area. Many key committees, such as the committee on tenure and the tenuring process, the committee on academic freedom and tenure, the nominating committee, the committee on government relations, and the committee on recruitment and retention of minority law teachers, have no clinicians on them (and this year is hardly aberrational in this respect). Clinicians rarely are appointed as the AALS faculty representative on ABA-AALS Site Inspection teams. This is not a call for clinical quotas. It is a call for the AALS to recognize the special contributions that clinicians can make to the organization's activities, and the special perspectives that clinicians have on many of the critical issues in legal education today.

The nonclinical activity of clinical teachers, impressive though it is, does present potential dangers for clinical education. If skilled clinical teachers devote substantial energy to nonclinical activities, they presumably will have less time and energy to give to their clinical pursuits. Yet there are signs that as a whole the clinical movement is replenishing itself and flourishing.

The section's newsletters reflect the increasing amount of scholarship that clinicians are producing. In the early messages that I reviewed, the listing of publications was heavy on ones "of interest" to clinicians but relatively light on work written by clinicians. Recent newsletters demonstrate that the balance has shifted to a considerable extent: now we are writing much of what is of interest to us. Beyond law review articles, clinicians increasingly are publishing textbooks (the recent new edition of Binder, Bergman & Price, as well as the new Bastress & Harbaugh book, to name two examples) and other materials that have enriched our understanding of clinical concepts. Well-established regional clinical conferences, such as the Midwest Clinical Teachers Conferences, continue

to occur even as newer regional gatherings, frequently organized around scholarly presentations, have proliferated. Law review symposia and conferences, such as the recent theoretics of practice conference at Hastings College of the Law, are focusing with greater frequency than ever before on lawyering issues that are of particular interest to clinicians.

Normally, now would be the time in the message when the new chair would write about the new committee he or she had established with the approval of the section's executive committee. However, as I said in my brief remarks in San Antonio, I have no new committee to propose. (Indeed, with the creation of CLEA, the chair and members of the alternatives committee and I have agreed that the committee has accomplished its objectives and should be terminated.) Of course, it is not that there is nothing left for us to accomplish, nor that I can't think of a new issue for the section to tackle. Rather, my sense is that we need to consolidate the many activities we are currently undertaking (see the committee reports that follow for a flavor of what's on tap for this year) and bring some of our projects to closure even as we recognize that other projects need to enter into new phases.

Along these lines, I want to mention briefly two things on which I hope we will be able to make significant progress this year. The first is the development of a peer-edited law journal that would focus on clinical education. This is an idea that has been floating around the clinical section for a very long time. In one of his messages in 1986, Gary Palm noted that at that time the idea of a clinical journal already had been discussed for quite awhile. The section's scholarship committee, co-chaired by Tony Alfieri and Marie Ashe, and a subcommittee on the development of a clinical journal, chaired by Nina Tarr, have been actively pursuing the possibility of a journal. Elsewhere in this issue you can read more about the journal, and I

intend to devote a later message to the need for and potential goals of a clinical journal. For now, if you are interested in the project, please contact Nina or me. We hope to have a series of informal discussions about the journal at the May clinical teachers conference in Albuquerque. We also need a catchy name for the journal--all ideas are welcome.

The second thing on which we need to work is diversifying the ranks of our leadership. You will note on the page listing committees and their co-chairs that I have appointed a number of new people in these positions. In particular, I have tried to increase the number of people of color in leadership positions. This is one area where we cannot feel superior to our nonclinical colleagues because of our greater achievements. While I have always thought of the clinical section as highly responsive to anyone who has been willing to make a contribution of time and effort, it unfortunately remains true that too often we rely on the same people to do our work. When it comes time to select conference presenters or committee co-chairs, we line up the usual suspects, who, given the talented people they are, often do a terrific job. But we have an obligation to seek out new colleagues and nurture their participation.

Mindful of the problems sometimes caused by bringing in entirely new leadership, I have tried to retain at least one experienced co-chair for each committee. While I can't bind my successors, my hope would be that in ensuing years each year's new appointees can be retained for at least two years and new co-chairs brought in to serve with them so that the leadership transition can be smooth, even as we create a broader cadre of potential section leaders. There will have to be exceptions, of course, and I have made some this year where circumstances have seemed to warrant it. Nevertheless, in the end, we will need to continue to work on fostering that exceptional mix of experienced and newer clinicians that has always characterized the clinical community.

So here's the cajolery. Get involved in the section's committees, even if you think that your input won't be appreciated. Believe me, it will be. Call or write me, or any of the committee co-chairs, if you want to get involved, complain, criticize, or even praise. Come to the clinical conference in Albuquerque in May. The theme of the conference--the different contexts of clinical education and how our clinical teaching relates to them--promises to be exciting. More important, I am sure that you will come away from the conference, as I always have, not only with a number of new teaching ideas and some new friends but with renewed appreciation for the intelligence and warmth of our clinical colleagues.

In the end, that sense of renewed appreciation is my most powerful reaction to the newsletter messages from previous chairs that I read. It is a renewed appreciation for the insight and vision of many of my predecessors, who wrote perspicaciously about our accomplishments and our failings in a way that both challenged us and inspired us at the same time. Maybe eight or nine years from now, when clinical education in the year 2000 will be a reality, a chair of the clinical section will look at this message and wonder what all the fuss was about. Until then, I hope we can keep building on our past achievements without forgetting that there is much yet to be done.*

COMMITTEE REPORTS

Committee on Attorneys Fees by Doug Parker (Georgetown)

The committee hopes to reestablish itself and renew its consideration of several issues relating to the collection and use of attorney's fees by clinical programs. We will

be updating our earlier report on the law governing the sharing of fees with non-clinical activities and will be collecting information from law schools on current practices. Colleagues interested in serving on this committee should contact Doug Parker at the Institute for Public Representation at Georgetown.*

COMMITTEE ON CLINICAL SCHOLARSHIP by Anthony V. Alfieri (Miami) and Marie Ashe (West Virginia)

Since its inception in June 1990, the Committee on Clinical Scholarship has worked to support both traditional and non-traditional forms of legal writing. Originally, we focused on four projects: organizing conferences and workshops, compiling a lawyering bibliography, coordinating interschool empirical research, and publishing a journal. In the last year, we have concentrated more specifically on creating a journal and planning workshops.

At the 1992 AALS Annual Meeting, the Committee convened a meeting to discuss the purpose, content, editing, housing, cost, and sponsorship of a clinical journal. These discussions will continue at the Clinical Conference in May. Persons interested in participating in the journal project should contact Nina Tarr (Washburn - 913-231-1691).

In 1991, the Committee organized well-attended workshops at the AALS Annual Meeting and Clinical Workshop. Three professors, Phyllis Goldfarb, Naomi Cahn, and Nina Tarr, presented works-in-progress. Moreover, Committee members helped organize a conference entitled "Theoretics of Practice: The Integration of Progressive Thought and Action," sponsored by the Hastings Law Journal and the Hastings Women's Law Journal. Held on January 31 and February 1, 1992, the two day conference addressed the integration of reality into legal education, the socialization of lawyers, theories of pedagogy, and the individual and community dy-

namics of the lawyer-client relationship. Scores of students, professors, and community advocates attended the conference, together discussing the presentation of some two dozen papers. Both Hastings Law Journals will publish the papers during the spring.

Additionally, the Committee is organizing a workshop to be held at the Clinical Conference in May on the subject of the clinical experience. Persons interested in submitting a paper, serving on a panel of readers, or participating in other projects, should contact or send papers directly to Marie Ashe (Boston College: 617-893-4793) and Tony Alfieri (University of Miami: 305-284-2735).*

***COMMITTEE ON CLINICAL TEACHING
IN THE PUBLIC INTEREST***
by Susan Bennett (American)

The Committee on Clinical Teaching in the Public Interest was founded a year ago in response to a small, nagging feeling: that an original goal of clinical legal education was passing us by. That goal was the two-fold mission, first, to represent people who, because their resources were too small or their causes too unpopular, lacked access to legal services; and, second, to expose students to the rewards of providing that representation. The conveners of the Committee were concerned that the many roles that clinics and clinical teachers were being called upon to fill were diverting them from those original purposes. Perceived as especially problematic was the pressure to present clinical "skills" training as wholly fungible, applicable to any practice setting, and, by extension, divorced from the goal of encouraging public service.

The Committee's first order of business was to gauge how - or whether - clinical programs were addressing the goal of providing legal services to underrepresented people. In 1991 the Committee circulated a questionnaire on public interest goals to all clinical programs. Responses indicated that many clinicians do regard it as an important

goal of their clinical teaching to represent under-represented people, and to inculcate in students a desire to advocate for the under-represented. The responses also suggested that many clinicians are still in the process of devising structures for the incorporation of public interest concerns into their clinical work.

Participants at the Committee's get-together in San Antonio re-visited these and other themes. We were reminded that the range of situations in which law school clinics deliver services is vast. Some of us teach in rural areas where our clinics provide the only source of free legal services to indigent people, and therefore feel compelled to offer a "full-service" general civil practice. Some clinics concentrate in certain subject areas, and limit caseloads severely. Some clinics work closely with community groups, private practitioners and legal services providers, in providing both services to individual clients and broader-based impact litigation. It was clear that clinicians feel that many situations can successfully convey the message of a lawyer's obligation to correct the maldistribution of legal and other resources. Problems arise when extraneous institutional pressures frustrate these goals.

A major concern is the role of clinics in curricular reform. Many schools are contemplating structural changes to infuse consideration of the lawyering process throughout the curriculum. A related reform consists of the institutionalization of pro bono service as part of law school graduation requirements. Will "live client" clinicians be called upon to be the primary purveyors of pro bono? The gurus of "grounded theory"? Clinicians can only applaud the recognition of real life concerns in the curriculum. But we may need to address whether depending on clinics to offer "real life" education provides us with more burdens than opportunities, and whether that focus also defeats the purpose of emphasizing concerns for social justice throughout all aspects of law school life.

The Committee will meet in Albuquerque

que, at a time and date to be announced. We hope at a minimum to discuss positions on clinics' place in curricular reform, and in the delivery of pro bono services. We are especially interested in identifying whole programs, classes, readings and exercises which clinicians have felt to be successful in introducing and reinforcing ideals of public service. But we welcome - indeed, urge - you to place other concerns on the table. Please submit ideas for agenda items or projects to Hank Rose [Loyola University Community Law Center, 721 North LaSalle Drive, Chicago, Illinois 60610, (312) 266-0573]; or to Susan Bennett [American University, Washington College of Law, 4400 Massachusetts Ave., N.W., Washington, D.C. 20016-(202) 885-1510]. Please give us a call or write even if you can't come to Albuquerque.*

COMMITTEE ON COMPUTERS
by Marjorie Anne McDiarmid

The Section Committee on Computers is chaired by John Barkai and me. Over the years, participants have included members of the section familiar with or interested in the use of computers: not a huge group. We have concluded that the most useful service we can provide the section is to use this column to give some hints on clinical computer use and to hold forth at various section meetings on the same topic.

Therefore, let me take this opportunity to bend your ear about a project I am trying this spring. My class will spend six hours on automated document assembly. What?! Let me explain.

We are all familiar with using boiler plate documents. The "cut and paste" method of authorship well predates the entry of the personal computer into the law office. The computerized version of these practices involves keeping on one's hard disk an all purpose document such as a divorce complaint; calling up that document as needed and making needed alterations by hand.

While this method of computer boiler plating is perfectly adequate in the hands of a lawyer or student practitioner competent to make judgments as to which alterations are needed, it provides no check that the resulting document will be legally adequate. The document is only as good as its author and that author is the person making the changes.

You are undoubtedly saying to yourself, "what's novel about that? It has always been the case that the quality of documents rested with their preparers." Leaving aside whether the long established use of boiler plate, form files, and form books challenge the notion that throughout history each legal document has been a hand-crafted work of art, let me focus on the future.

Two pressures will create a need for more pre-planning of document quality: demands for cost reduction and malpractice exposure. Cost reduction efforts have already forced increased use of paralegal personnel and have diffused tasks such as drafting. Malpractice exposure argues for centralized control over the content of documents. What to do?

To meet these dual and apparently conflicting pressures, computer technology is offering a solution: automated document assembly. Using document assembly, a document drafter with both legal and computer competence can design frequently used document models which will contain not only the boiler plate of conventional "cut and paste" documents, but will also have the capacity to pose questions to the preparer at key decision points and branch to add appropriate language depending on the responses to those questions.

To take a rather simple example in our divorce complaint the model might ask the preparer whether there are children of the marriage. If the answer is yes, the model might add the paragraphs required for UCCJA disclosures. If the answer is no, those paragraphs will be omitted. Use of such a tool, if well designed, clearly relieves the preparer

from needing to remember in every appropriate case to add the disclosures. It also provides a degree of assurance that critical material will not be omitted inadvertently.

So perhaps I have convinced you that automated document assembly systems might have some utility in law practice, but why teach them in the clinic? I have two answers for this as well.

The first lies in the practical subset of our clinical dogma. Law schools should help prepare students for practice. If designing automated systems is going to be an important lawyer skill, then it is appropriate that we teach it.

The second appeals to our more theoretical justification. You will recall that I illustrated my description with a question, "are there children?", the answer to which dictated a decision to add appropriate paragraphs to the document. Drafting model documents causes students to see these and much more complicated decision points in their practice. Spotting these decisions is a thought process which is key to lawyer work. My students agree that they are learning in more depth: "I thought I understood wills [any area of law] before, now I see its much more complicated". The exercise forces students to see relationships between statutes, rules, cases and practice skills at a level of detail which they never knew existed.

I have done automated document exercises with small groups of students before, but this is the first time I've tried it with the whole class. To minimize costs, I am designing the exercise to be accomplished using only the merge and macro capacities of WordPerfect: our clinics word processing program. There are specialized programs which make designing these functions easier, but they cost extra and our budget, like yours, is tight.

If you want to read a discussion of how to design assembled documents, I recommend Maggs and Sprowl, *Computer Applications in the Law* (West Casebook, 1987). That

casebook comes with an assembly program for distribution to your students if you adopt the text, so that is another way to do this work at low cost.

As to how it worked out, ask me in Albuquerque.*

COMMITTEE ON IN-HOUSE CLINICS by Peter Joy (Case Western Reserve)

The Final Report of the Committee on the Future of the In-House Clinic was adopted by the Executive Committee of the Section on Clinical Legal Education with some revisions made in October of 1991.

This report will highlight those changes and report on the other activities of the committee.

Report Revisions

Comments to the Final Report were solicited at the January 1991 AALS meeting and through the Section Newsletter during the spring of 1991. Some concerns were raised over the language discussing faculty:student ratio and the impact of the report on externship programs. There were also some minor corrections to some of the mathematical calculations interpreting the data collected. In response to these concerns, the following revisions were incorporated into the Final Report:

1. Faculty: Student Ratio - The following language was added: The references to faculty:student ratios in this Report assume faculty devoting all of their time to supervising students receiving four (4) hours of credit per semester. The faculty:student ratios should be adjusted lower for clinical faculty with scholarship responsibilities; non-supervisory teaching obligations (such as a clinical seminar or a non-clinical course) or substantial administrative duties (including institutional service); or supervision of clinical students receiving more than four (4) hours of credit per semester. The faculty:student ratios may be adjusted higher for supervision of clinical students

receiving fewer than four (4) hours of credit per semester... Other possible variables in determining the appropriate faculty:student ratio are the number and complexity of the cases the clinic handles.

2. Impact on Externship Programs

- The following language was added: The Committee was not charged with identifying issues particular to externship or stimulation programs, and the exclusion of specific references to these programs from this Report is not meant to diminish the importance of these types of clinical experiences.

3. Data Corrections - Under the Numbers of Students Served," the data indicates that only 27% of schools responding can accommodate more than 40% (not 100% as in the original version of the Report) of their student bodies. Under the Demand for Clinics, the Report was revised to state: The data did not bear out previously-expressed concerns about the perceived decrease in student demand for live-client clinics. Demand for clinics appears to be climbing or, at the very least, stable. Demand did vary by the number of clinics a school offered: single-clinic schools demonstrated the highest proportion of stable demand, two-clinic schools showed a much greater likelihood of decreased demand (the number of schools reporting decline in enrollment equalling the number reporting stable demand), and three or more-clinic schools experienced the highest proportion of increased demand. The data also did not support the hypothesis that clinics in medium-sized cities would be most likely to show decreased demand (Section 6).

4. The following Addendum was added to the Report:

Addendum

The Committee's Report was distributed widely to members of the clinical section in late 1990. The Committee solicited input from clinical teachers at the 1991

AALS Annual Meeting and through the section's newsletter. As a result of comments that we received, we have made several minor clarifications and corrections in the Report. The most significant change is the addition of Guideline III.C. in Section IV. of the Report, Guidelines for In-House, Live-Client Programs. The new Guideline clarifies that the faculty:student ratio of 1:10 discussed in Guideline III.B. (identified as the ratio above which a clinical program should indicate how it can meet its objectives) assumes that clinical faculty are devoting all of their time to supervising students who receive four (4) hours of credit per semester. Where clinical faculty have additional responsibilities, the ratio should be lower than 1:10.

Other Business

Deborah Barthel-Caplan of George Washington University (Visiting Professor at the University of West Virginia Law Center, Spring 1992) has become co-chair of this committee. She has been, and continues to be, active in the creation of a database of existing clinics at participating schools. If your school has not yet responded, please list your clinic(s) with Deborah. Efforts are also underway to find some entity to publish the Final Report. The Journal of Legal Education and West Publishing are currently being pursued. If you have any publishing leads or connections, please contact Peter Joy, 216-368-2769.*

MEMBERSHIP

by David Chavkin (Maryland)

David Chavkin, at the University of Maryland School of Law, has assumed the membership responsibilities from Nora Pasman. A list of the current membership is contained in this issue. Please check this list to ensure that you are correctly listed. Membership renewals or requests for membership information should be directed to David at 500 W. Balti-

more Street, Baltimore, Maryland 21202, (410)328-3295.

Clinical Section Data Base

Membership information has now been entered in a new Clinical Section Data Base. In the next month or so you will be receiving a printout of the current information on your membership. Please review this printout when you receive it. Correct any errors and complete any missing information and return the form to David Chavkin.

The data base will contain such information as the clinics you teach. This will permit clinicians to share information about their work at a level that has not been possible previously. Information will also be maintained about the number of years in teaching and since graduation for statistical profiles of clinical faculty.*

POLITICAL INTERFERENCE GROUP

**by Keith Harrison (Denver)
& Chuck Weisselberg (USC)**

The Political Interference Group (PIG) assists clinicians who experience outside interference with their programs. In the past, PIG has essentially served two roles. First, PIG gathers support for programs under attack and may even assist in litigation on behalf of law school clinics. Several years ago, for example, PIG helped the Oregon environmental law program fend off attacks from the timber industry. PIG members also prepared an amicus brief for the New Jersey Supreme Court in a case involving Rutgers clinics. The second primary function of PIG has been to serve as a resource for clinicians. PIG maintains a repository of information, so that clinicians with problems of interference can get quick answers. In the last two years, we have responded to a number of clinicians inquiries about potential interference, but we have not had to provide the same sort of assistance as with Oregon and Rutgers. Although it has

been mostly quiet of late on the PIG front, we have heard that some law school clinics are experiencing difficulty obtaining attorneys fees in cases in which fees are ordinarily awarded. For political reasons, it may be that some schools are unable to collect fees from public defendants. Both the Attorneys Fees Committee of the Clinical Section and PIG would like to gather information about this issue, so that we can determine the scope of the problem. We would also appreciate learning of strategies to combat this problem. In our clearinghouse function, we might be able to pass along successful strategies.

If you have experienced any difficulties, due to outside interference, recovering attorneys fees, we urge you to complete the accompanying questionnaire. (See p. 33.) And, of course, feel free to call with questions or concerns about any other interference problems*

AMONG OURSELVES

David Engel and Frank Munger (SUNY/Buffalo) were awarded a grant (\$60,712) by the Fund for Research on Dispute Resolution to study the perception and interpretation of disputes in the workplace involving persons with disabilities. The research will focus on learning and physical disabilities in public and private employment settings. They will examine attitudes of employers and employees through interviews with individuals and organizations.*

Presenters at the conference on Theoretic of Practice: The Integration of Progressive Thought and Action at Hastings College of Law, January 31 - February 1, 1992, included: Anthony Alfieri (Miami), Marie Ashe (West Virginia), Beverly Balos (Minnesota),

Barbara Bezdek (Maryland), Richard Boswell (Hastings), Naomi Cahn (Georgetown), Robert Dinerstein (American), Stephen Ellmann (Columbia), Marc Feldman (Maryland), Theresa Glennon (Maryland), Phyllis Goldfarb (Boston College), Homer LaRue (Maryland), Deborah Maranville (Washington), Nancy Polikoff (American), Jane Schukoske (Baltimore), Ann Shalleck (American), Barbara Stark (Tennessee), Paul Tremblay (Boston College), and Lucie White (UCLA).*

A dapper Bill Greenhalgh (GULC) was pictured in the Weekend Section of the Washington Post (March 6, 1992 - p.7) standing outside the Supreme Court building. The article quoted Bill as saying that arguments before the Supreme Court are "the best show in town."*

Peter Hoffman (Nebraska) is in Hong Kong through June 30, 1992. Peter is a Visiting Senior Fellow at the City Polytechnic of Hong Kong, Department of Law.*

OF INTEREST TO CLINICIANS

'92 MIDWEST CLINICAL CONFERENCE from Barbara Schwartz (Iowa)

The 1992 Mid-west Clinical Conference will be held in Iowa City the weekend of October 16-18, 1992. While the content of the program is still very much in the planning stage, we have tentatively decided to start after lunch on Friday (like the folks at Wisconsin did) and complete the program by noon on Sunday. In addition, we are thinking about having a "pre-program" on Friday morning addressing the particular issues of being a woman clinician. Accordingly, there will be

some sort of gathering Thursday night for persons who come to town on October 15, either to participate in the pre-program or to enjoy for an extra half day the beauty of Iowa City in the autumn.

We welcome any suggestions for the program and if anyone is interested in making a presentation, let Barbara Schwartz know.*

JOURNAL UPDATE by Nina W. Tarr (Washburn)

Over the years, various people have carried the torch to get a journal of clinical education started. There have been committee meetings, subcommittee meetings, memos, surveys, phone calls, faxes, etc. I am pleased to announce that all of this energy and discussion is about to result in the creation of such a journal. The current movement is to create a peer reviewed, professional journal which will be housed at a law school and staffed by a Board of Editors of clinical/skills teachers from around the country. We are attempting to take the best of a number of models of journals which are found in other disciplines. We expect the journal will publish a wide variety of high quality, thought provoking material relevant to theory, practice, and teaching. A Statement of Purpose has been drafted (see below) and there are serious negotiations taking place with one unnamed school that may be willing to house the journal. The plan is to have a meeting during the conference in Albuquerque so that the general membership can discuss broad concepts. The tentative time for the meeting will be Monday, over the lunch hour, but interested people should check the schedule when they arrive. The Advisory Committee will convene on Wednesday, May 13, 1992, to make decisions necessary to get the journal launched. Our goal is to have a journal published by the Spring of 1993 !!!

(Continued on page 19.)

MISSION STATEMENT FOR NEW CLINICAL JOURNAL

What is clinical scholarship? For many years, clinical teachers have attended conferences and workshops and shared insights on, among other things, clinical pedagogy, lawyer-client relationships, lawyering, institutional analysis and reform, legal education, and the role and status of the clinical teacher. This oral scholarly tradition has been and will continue to remain invaluable. But for clinical knowledge to be disseminated to the widest possible audience, clinicians must write as well as talk about these and other critical issues.

We propose the establishment of a new journal to be call [The Journal of Clinical Legal Education] [hereinafter, "The Journal"]. The Journal's goal is to provide a scholarly forum for those interested in the issues that animate clinical legal education. Any list of such issues undoubtedly would be incomplete, but it would surely include the issues identified in the first paragraph as well as issues of clinical supervision, professional responsibility, the theory(ies) that undergird clinical practice, clinical education's relationship to other pedagogical and jurisprudential movements within the legal academy, interdisciplinary connections and influences, empirical studies, definitions of clinical education, the relationship between clinical education and poverty law, clinical education and public interest practice, clinical education's efforts to deal with racism, sexism and homophobia, and so on.

The Journal will be peer-edited by clinical law teachers who should represent the diversity that is clinical education. We start with no pre-conceived notions of what form the articles in the Journal will take. Experimentation in format will be encouraged, creativity in conception and execution rewarded. Our only requirement is that the articles (or essays or other formats be scholarly attempts to struggle with issues of interest to clinicians.

If this Statement soundssomewhat fluid in tone, it is no more so than the discipline to which we hope to give a voice. Whether the Journal will succeed will depend more on the vision and skill of the contributors than on the work of any editorial board. We hope you will help us to make it a success.

February 18, 1992

Robert Dinerstein and Nina Tarr

(Continued from p. 18.)

As teachers, we are frequently presented with new ideas and challenges which could be the basis for interesting pieces. Now is the time to start writing articles, reviews, essays, editorials, etc. so that they are ready for submission to the journal. If you want more information on the journal and will not be in Albuquerque, please contact either Nina W. Tarr, Washburn (913-231-1691) or Bob Dinerstein, American (202-885-1515). Please note that we are a journal in search of a name, so send suggestions!

GONZAGA ESTABLISHES INSTITUTE FOR LAW SCHOOL TEACHING

Gonzaga University School of Law recently announced the establishment of the Institute for Law School Teaching. The Institute will seek to serve as a clearinghouse for ideas to improve the quality of education in law school; to support research concerning effective pedagogy in law schools; and to sponsor conferences regarding law school education and pedagogy. During the next two years the Institute plans to publish an annotated bibliography of articles dealing with law school teaching, begin an annual grant

program to support research concerning law school pedagogy, and hold a conference devoted to law school education. Questions about the Institute or its programs may be directed to Professor Gerald F. Hiss, Director of the Institute; his telephone number is (509) 328-4220 (extension 3779).*

**GONZAGA'S INSTITUTE FOR LAW
SCHOOL TEACHING GRANT PROGRAM
APPLICATIONS DUE MAY 15**

Gonzaga University School of Law, Institute for Law School Teaching is inviting applications for grants to projects designed to improve the quality of law school education through research on effective pedagogy. In fiscal year 1992-1993, the Institute has \$10,000 available for grants. The maximum award will be \$5000 for each grant. Completed applications must be received by the Institute on or before May 15, 1992. Successful applicants will be notified by June 15, 1992. Successful grant writers may be invited to present their projects at the Institute's first annual conference on law teaching in summer 1993. For application guidelines and information about the selection process contact the Institute for Law School Teaching, Gonzaga University School of Law, P.O. Box 3528, Spokane, WA 99220-3528.*

FINAL REPORT ON STATUS AVAILABLE

Law school deans have received copies of the "Final Report on the Results of Surveys and Questionnaires Regarding the Status of Professional Skills Teachers." This report contains statistics and other information about the status of professional skills teachers during 1984-1991. It was prepared by Roy Stuckey for the Office of the Consultant on Legal Education to the ABA. The conclusions reached by Roy in the Report are:

Seven years after the adoption of

section 405(e), significant disparities in status remain among professional skills teachers and between them and their faculty colleagues.

There has been a slight decline in the percentage of clinical teachers who have an opportunity to achieve tenure. Although the percentage of professional skills teachers with renewable multiyear appointments has doubled from 10% to 20%, one out of every four professional skills teachers do not have an opportunity to achieve a form of job security which is reasonably similar to tenure as defined in section 405(e).

There are even greater disparities between professional skills teachers and their faculty colleagues with respect to institutional governance. Many professional skills teachers have no voice in the governance of their schools and some are not even allowed to attend faculty meetings.

In sum, the data produced by this project does not demonstrate that ABA Accreditation Standard 405(e) has improved the status of full-time teachers of professional skills, nor does the data indicate trends which would suggest a probability of significant future progress.*

**HUD GRANT TO JOHN MARSHALL
FAIR HOUSING CLINIC**

The Fair Housing Clinic at the John Marshall Law School has received a grant from the federal department of Housing and Urban Development enabling it to expand its clinical program in cooperation with the Leadership Council for Metropolitan Open Communities. The HUD grant has enabled John Marshall to hire a full-time supervisor of students in the clinical program as well as to develop training programs and seminars for lawyers who do fair housing cases.*

**CLEVELAND-MARSHALL COLLEGE OF
LAW WINS \$180,000 GRANT**

The Law and Public Policy Program of Cleveland State University's Cleveland-Marshall College of Law and the Maxine Goodman Levin College of Urban Affairs have received a two-year grant of \$180,000 from the George Gund Foundation and The Cleveland Foundation. The funds will support the Colleges' new Law & Public Policy Clinic. The purpose of the clinic is to offer law and urban studies students who are planning careers in public service an opportunity to address critical public policy issues on behalf of clients in state and local government and in the not-for-profit sector.*

**STUDY LOOKS AT MARYLAND FAMILY
LAW'S IMPACT ON LOW INCOME PEOPLE**

The University of Baltimore Family Law Clinic has conducted a year-long study of family laws in Maryland and their impact on low income people. The goals of the study, which was funded by the Maryland Legal Services Corporation, are to develop legislative, funding, or policy reforms which will increase access to domestic legal remedies for Maryland's poor. The study was conducted under the direction of an Advisory Council of lawyers, judges, academics and clients chaired by Maryland's Attorney General. Copies of the study may be helpful to others engaging in similar research or law reform efforts and is available from Professor Jane C. Murphy, University of Baltimore School of Law, Family Law Clinic, 1420 North Charles Street, Baltimore, Maryland 21201-5779; (410)625-3206.*

ALI-ABA PUBLICATION RECOMMEND

Roy Stuckey (South Carolina) writes to recommend that members of the Section get a copy of *A Practical Guide to Achieving Excellence in the Practice of Law*, a 1992 ALI-

ABA publication. He didn't mention the cost, which is \$60.*

**PLANNING FOR 1993 ANNUAL MEETING
PROGRAM UNDERWAY**

The planning committee for the 1993 annual meeting in San Francisco welcomes all suggestions for our one-day program, as to both content and form. There have been gripes over the years about the annual meeting, including criticism of the "talking heads" format. This is your chance to let us know what kind of program you would like. As our chair would say, let's get clinical.

Please call, fax or write the committee chair, Minna Kotkin (Brooklyn) at 718-780-7994, 718-596-1404 (fax) or any of the other committee members: Barbara Bezdek (Maryland), Richard Boswell (Hastings), David Gottlieb (Kansas), and Mary Wolf (Indiana) with your ideas. The AALS requires a program outline by May 1, so if you have thoughts about the program, please let us know quickly. We hope to discuss the program at our Albuquerque conference in May.*

**PLANNING COMMITTEE FOR THE 1993
CLINICAL WORKSHOP NAMED BY AALS**

The AALS has named David Binder (UCLA) the chair of the planning committee for the 1993 clinical workshop. Other members are Jane Aiken (South Carolina), Stefan Krieger (SMU), Jose Martinez (New Mexico) and Jane Johnson (Tulane). The committee will meet in early April to plan the workshop.*

**PROPOSALS FOR 1994 CLINICAL CON-
FERENCE OR WORKSHOP DUE SOON**

Proposals for any 1994 conferences will need to be in to the AALS Professional Development Committee by May 23. If anyone has any ideas for part or all of a 4- or 5-day conference, they should contact Bob Dinerstein (American) or Karen Tokarz (Washington-St. Louis).*

**CONFERENCE ON CLINICAL
LEGAL EDUCATION**

**Legal Education in Context:
Understanding the Legal System,
Clients, Cases and Lawyering Through
Clinical Experience**

**May 9-13, 1992
Albuquerque, New Mexico**

SATURDAY, MAY 9, 1992

3:00 PM Registration

6:00-7:00 PM Reception

7:00 PM AALS Sponsored Dinner

Welcome

John A. Sebert, Deputy Director, AALS

***Overview of the Conference
in the Context of the History
of AALS Clinical Conferences
and Workshops***

Elliott S. Milstein, American University and Chair, AALS Planning Committee for 1992 Conference on Clinical Legal Education

SUNDAY, MAY 10, 1992

9:00-10:15 AM ***Choosing the Context:
Articulating the Goals of the
Clinical Experience***

Wallace J. Mlyniec, GULC

Vanessa Merton, Pace

James H. Stark, Connecticut

The legal settings in which clinics operate and the particular cases chosen and assigned to students create both opportunities and limits for the clinical teacher. The goals of the clinical program and the clinician either explicitly or implicitly drive decisions regarding which cases to accept. The goals often include an examination of how individual cases exist in a larger context. This session will focus on articulating the relationship between those goals and the types of cases chosen to achieve them.

10:15-10:30 AM Refreshment Break

10:30 AM-12:00 Small Group Discussions
***What Choices for Context
Have Been Made in Your Clinic
and Why?***

12:00-2:00 PM Lunch (on your own)

2:00-3:15 PM ***Understanding the
Client in Context: Dealing with
Differences; Commonalities
Among Clients***

Susan J. Bryant, CUNY

Peter Gabel, President, New College of California, San Francisco

Isabelle R. Gunning, California

This session will focus on the challenges to understanding that are posed by differences of race, gender, and other aspects of background and on the ways that lawyers speaking for their clients can suppress

the clients' can suppress the clients' own voices. It will ask as well what techniques clinicians can use - from brief training in interviewing to immersion in the experience of subordinated groups - to enable their students to meet these challenges.

3:15-3:30 PM Refreshment Break

3:30-5:00 PM Small Group Discussions

7:30 PM Informal Discussions
(1) Externship Clinics
(2) Clinical Scholarship

MONDAY, MAY 11, 1992

9:00-10:15 AM *Choices About Serving Clients in Clinical Contexts: Ethical Messages We Convey to Our Students*

Richard A. Gonzales, New Mexico

Charles Ogletree, Harvard

Jean Koh Peters, Yale

This session will provide an example of how a clinical teacher can first identify troublesome ethical messages implicit in the teaching of her clinic, and then seek to address them. In a simulation, a clinical teacher will supervise the student representing a man accused of sexually abusing his nine-year-old stepdaughter. The presenters will use the supervision to identify worrisome ethical messages sent to law students

in a clinic handling court-appointed criminal defense. Once some of those messages are identified, the simulation will attempt to demonstrate how those messages can be clarified. The presenters will then briefly comment upon messages implicit in other clinical settings and discuss other ideas for reexamining and addressing ethical imperatives latent in our teaching.

10:15-10:30 AM Refreshment Break

10:30 AM-12:00 Small Group Discussions

FREE AFTERNOON AND EVENING

TUESDAY, MAY 12, 1992

9:00-10:15 AM *Broadening the Context: Understanding the Legal System from the Clinical Experience*

Susan L. Kay, Vanderbilt

Paul R. Tremblay, Boston College

Exposure to the operation of the legal system is one of the great advantages of a clinical learning environment. However, students' involvement tends to be limited by the nature of the clinic's caseload. This session will explore the opportunities presented for generalizing students' understanding of the legal system from the context of their particular clinical experience.

10:15-10:30 AM Refreshment Break

10:30 AM-12:00 Small Group Discussions

12:00-2:00 PM Lunch (on your own)

2:00-3:15 PM *Clinical Teaching in the Context of Law Reform: Identifying Choices for Systematic Change as an Objective for Clinical Legal Education*

Rhonda Copelon, CUNY

Mark J. Heyman, Chicago

James S. Liebman, Columbia

3:15-3:30 PM Refreshment Break

3:30-5:00 PM Small Group Discussions

5:45-7:45 PM University of New Mexico School of Law Reception (Buses depart at 5:30)

8:15 PM Informal Discussions

1. Comparative Clinical Education Experiences of Clinicians with Other Cultures

2. Dealing with Differences: In this session, the film, "A Jury of Her Peers," will be shown. After the film, the group will break into small groups, which will be led by Leslie Espinosa (Arizona), Berta Hernandez (St. Johns), Paula Johnson (Northern Illinois), Odeana Rae Neal (Baltimore), and Nancy Cook and Scott Taylor (New Mexico). They will role play or discuss ways in which the film can be used to teach about gender issues and fact investigation in a clinical setting.

WEDNESDAY, MAY 13, 1992

8:30-9:45 AM *The Clinic as Context: Extrapolating from the Clinical Experience to Other Lawyering Experiences Students May Have*

Lawrence M. Grosberg, New York Law School

Lisa G. Lerman, Catholic

Beatrice A. Moulton, Hastings

Clinicians in every setting intend that students' lawyering experiences become the beginning point for learning. Although expressed in a variety of ways, clinical teachers claim that each such experience can be understood as a metaphor for other situations the student is likely to encounter throughout his or her career. The challenge for the teacher is to help students understand the relationship between the immediate and some notion of larger truth. This session will examine, from the perspective of simulation, externship, and live-client clinics, how different clinical teachers, approach engaging engaging students in this extrapolative process.

9:45-10:00 Refreshment Break

10:00-11:15 *From Context to Scholarship: Development of Scholarship from the Clinical Experience*

Anthony Alfieri, Miami

Marie Ashe, West Virginia

Minna Kotkin, Brooklyn

Professor Kotkin will outline approaches to developing a scholarship agenda. Professors Ashe and Alfieri will discuss various trends in clinical scholarship, including the "Theoretics of Practice" movement.

11:15AM-12:45 Small Group Discussions

12:45 AALS Sponsored Luncheon

***HOUSING ASSISTANCE AVAILABLE
AT THE CLINICAL CONFERENCE
IN ALBUQUERQUE***

Some faculty members at the University of New Mexico have offered their spare guest rooms to clinicians whose schools will not pay for attendance at the Albuquerque Clinical Conference. If you need free housing, write to Professor Antoinette Sedillo Lopez, University of New Mexico, 1117 Stanford NE, Albuquerque, New Mexico 87131. Please explain your financial need for the housing and describe any special housing needs. If it is possible, she will let you know whether she can arrange housing with a faculty member.

***CLINICAL LEGAL EDUCATION ASSOCIATION TO MEET IN ALBUQUERQUE
ON MAY 10, 1992***

The Clinical Legal Education Association (CLEA) will hold a meeting on Sunday,

May 10, 1992, at 6:30 p.m. in the Potters Room at the Sheraton Old Town Hotel in conjunction with the AALS Conference on Clinical Legal Education. On the agenda will be the election of a board of directors, approval of bylaws and a progress report from the committee working to create a clinical journal. All clinical teachers are encouraged to attend.

Membership forms will be available.

Also please watch you mail for an invitation to join CLEA. If you do not receive this mailing and/or wish more information about CLEA, contact Mark J. Heyrman, University of Chicago Law School, 6200 South University Avenue, Chicago, Illinois 60637; (312)702-9611.

RECEPTION TUESDAY, MAY 12, 1992

Dean Leo M. Romero and Jose R. Martinez, Acting Clinical Director and the University of New Mexico School of Law, cordially invites those attending the AALS 1992 Clinical conference to join the faculty in a reception at the Clinical Wing of Bratton Hall. The reception will be held from 5:30 to 8:00 PM on Tuesday, May 12, 1992. Transportation will depart from the Sheraton Old Town Hotel to the School of Law at 5:30.

***DEALING WITH DIFFERENCES
COMMITTEE ANNOUNCES INFORMAL
DISCUSSION PROGRAM AT
ALBUQUERQUE CONFERENCE***

The Dealing with Differences Committee of the Clinical Section of the AALS has organized an informal discussion session at the Albuquerque Conference. At 8:15, Tuesday, May 12, the Committee will show the film "A Jury of Her Peers." After the film, the group will break into small groups. Professors Leslie Espinosa, University of Arizona, Berta Hernandez, St. Johns, Paula Johnson, Northern Illinois College of Law, Odeana Rae

Neal, Baltimore, Nancy Cook and Scott Taylor, University of New Mexico will serve as small group leaders. They will role play or discuss ways in which the film can be used to teach about gender issues and fact investigation in a clinical setting.

The Dealing with Differences Committee also invites those teaching about gender, race, sexual orientation or other "difference issues" to bring their materials to Albuquerque. We are working on a clearinghouse for materials on these issues.

PUBLICATIONS BY CLINICIANS

Blaustone, Beryl (CUNY). Teaching Evidence: Storytelling in the classroom. 41 Am. U. L. Rev. 453 (1992).

Cahn, Naomi R. (Georgetown). Civil Images of Battered Women: The Impact of Domestic Violence on Child Custody Decisions. 44 Vand. L. Rev. 1041 (1991).

Dinerstein, Robert (American). Clinical Texts and Contexts. 39 UCLA L. Rev. 697 (1992).

Gifford, Donald G. (W. Virginia). Glasnost and Perestroika at West Virginia University: The College of Law's Soviet Exchange Program. 94 W. Va. L. Rev. 165 (1991).

Hezel, George M. (SUNY/Buffalo). Building a Community Base for Housing Development in the 1990s: A Modest Proposal for Buffalo, New York. 39 Buffalo L. Rev. 511 (1991).

Klein, James M. (Toledo). An Overview of Class Actions In Ohio. 20 Capital L. Rev. 909 (1991).

Kovac, Susan D. (Tennessee). Part-time Employment of Full-time Law Students: A Problem or an Opportunity? 58 Tenn. L. Rev. 669 (1991).

Morton, Linda (Cal. Western). Finding a Suitable Lawyer: Why Consumers Can't Always Get What They Want and What the Legal Profession Should Do About It. 25 U.C. Davis L. Rev. 282 (1992).

Murphy, Jane C. (Baltimore). Eroding the Myth of Discretionary Justice in Family Law: The Child Support Experiment. 70 N. Carolina L. Rev. 601 (1991).

Olsen, R. Nils (SUNY/Buffalo). The Concentration of Commercial Hazardous Waste Facilities in the Western New York Community. 39 Buffalo L. Rev. (1991).

Perlin, Michael L. (New York Law School). Fatal Assumption: A Critical Evaluation of the Role of Counsel in Mental Disability Cases. 16 Law & Hum. Behav. 39 (1992).

Pitegoff, Peter (SUNY/Buffalo). Introduction to the Symposium Issue on Buffalo Change and Community. 39 Buffalo L. Rev. 313 (1991).

Polikoff, Nancy D. (American). Educating Judges About Lesbian and Gay Parenting: A Simulation. 1 Law & Sexuality: Rev. Lesbian & Gay Legal Issues 173 (1991).

Roe, Richard L. (Georgetown). Valuing Student Speech: The Work of the Schools as Conceptual Development. 79 Cal. L. Rev. 1269 (1991).

Uphoff, Rodney J. (Oklahoma). The New Criminal Discovery Code in Oklahoma: A Two-Way Street in the Wrong Direction. 44 Okla. L. Rev. 387 (1991).

FACULTY POSITIONS AVAILABLE

The American University, Washington College of Law, is renewing its earlier-advertised request for candidates for a visiting professor position in its live-client clinical program for AY 1992-1993. Responsibilities include supervising students and co-teaching the seminar portion of the clinic. Visiting faculty members also may teach one additional course in the law school.

The Washington College of Law offers the following clinical programs: appellate advocacy clinic; criminal justice clinic (prosecution and defense); international human rights law clinic; public interest law clinic; tax clinic; and women and the law clinic. The applicant's specific teaching responsibilities will depend on experience, interest, and the overall needs of the law school's clinical program. At present, the most likely need is in the public interest law clinic, an administrative law clinic.

Minimum qualifications include a J.D. degree, outstanding academic record, and four years' experience as a lawyer. Desired qualifications include prior experience or training as a clinical teacher, legal publications, and participation in AALS clinical teachers' conferences and workshops.

Applications consisting of Curriculum Vitae and cover letter should be sent to Professor Robert Dinerstein, Chair, Faculty Appointments Committee and Director of Clinical Programs, The American University, Washington College of Law, 4400 Massachusetts Avenue, N.W., Washington, D.C. 20016.

The Case Western Reserve University School of Law has a visiting position available in its Clinical Programs during the 1992-93 academic year. Case Western Reserve has an extensive array of in-house clinics including general civil, criminal misdemeanor,

family law, health law and housing law. The visitor will be expected to supervise students on a one-to-one basis, participate in seminar classes and assist in the development of the clinical curriculum. The visitor may also engage in other academic ventures depending on the candidate's interest and institutional needs. The position is available for the 1993 Spring Semester, but an entire academic year visit will be considered. Rank and salary will be commensurate with experience. Interested applicants should send their resumes as soon as possible to Professor Peter Joy, Director of the Law School Clinic, Case Western Reserve University School of Law, 11075 East Boulevard, Cleveland, Ohio 44106.

The University of Connecticut School of Law seeks applications from persons with outstanding academic records and high promise of intellectual achievement for a tenure-track position as Director of Criminal Clinical Programs, anticipated to begin September 1, 1992. Preference will be given to applications from persons in criminal clinical programs. Contact James H. Stark, Associate Dean for Academic Affairs, University of Connecticut School of Law, 65 Elizabeth Street, Hartford, Connecticut 06105-2290.

The University of Dayton School of Law invites applications and nominations for a position which is available commencing at the beginning of the fall semester, 1992. The position is for a tenure-track faculty member to serve as Director of our Law Clinic. Applicants must have a law degree and should have experience in a clinical or other practice setting. It is desirable that applicants show evidence of significant scholarly and academic potential; among other things, this potential can be evidenced by participation on law review or significant practice experience. The School of Law is especially interested in increasing the diversity of its law faculty and so invites applications from women, minority group members and others

whose varying backgrounds may contribute to such diversity. Contact: Susan W. Brenner, Chair, Faculty Recruitment Committee, University of Dayton School of Law, 300 College Park, Dayton, OH 45469-1320.

The District of Columbia School of Law invites applications for the position of Director of Clinical and Legal Education. The District of Columbia School of Law, provisionally accredited by the ABA, graduated its first class in 1991 and has a mandatory three-year clinical curriculum taught by tenure-track faculty. The Director will lead the development and implementation of clinical pedagogy; and functions as managing partner of the clinics' law practice. Qualifications required include substantial law practice and clinical education experience together with significant administrative and management ability. Reply to Professor Barbara L. Bernier, District of Columbia School of Law, 719 13th Street, N.W., Washington, D.C. 20005.

John F. Kennedy University School of Law invites applications for full-time faculty positions. Located in Walnut Creek in the San Francisco Bay Area, the School of Law is accredited by the State Bar of California, and provides a four-year evening program leading to a J.D. degree. Our program is aimed primarily at working adults. Our curriculum is based on the belief that a comprehensive legal education challenges the student to examine the legal process in its wider political, social, and economic context. Candidates should have at least two years experience in the practice of law. We are seeking skilled teachers who demonstrate a commitment to affirmative action, community involvement, and the training of socially responsible lawyers. Contact: Professor Melinda Thomas, Faculty Curriculum and Development Committee, John F. Kennedy University School of Law, 547 Ygnacio Valley Road, Walnut Creek, CA 94596.

Rutgers, The State University of New Jersey, School of Law at Camden seeks to hire a law teacher specializing in research and teaching about doctrine and skills related to the practice of law. This is a tenured or tenure-track position. Significant published legal scholarship is necessary in order to be a candidate. We are seeking someone who would: 1) teach traditional courses related to lawyering, such as evidence, civil procedure and professional responsibility; 2) offer innovative, upper-level courses such as advanced civil procedure and negotiation; 3) help develop the use of simulation and other innovative teaching techniques in her or his own courses and throughout the curriculum; and 4) assist in improving various aspects of our out-placement clinics, without being responsible for day-to-day administration of those programs. It is a position for a scholar and teacher with clinical and/or practice experience who wants to help orient the law school curriculum to the intellectual and practical issues arising in the practice of law. Contact: Rutgers University School of Law at Camden, 5th and Penn Streets, Camden, N.J. 08102.

Syracuse University College of Law is seeking visiting faculty for one semester or full year appointments during the 1992-93 academic year. Applicants in all subject areas are encouraged; we may have particular needs in criminal law, criminal procedure and clinical teaching. Contact: Professor Sarah Ramsey, Chair, Faculty Appointments Committee, Syracuse University College of Law, Syracuse, NY 13244-1030.

The University of Tulsa College of Law seeks applications and nominations for the Chapman Distinguished Professor of Law. To be eligible for appointment, a person must have an established reputation for distinguished scholarship in his or her legal specialty. Salary and research support is nationally competitive. Contact: Professor Rex J. Zedalis, Chair, Chapman Search Committee,

University of Tulsa College of Law, 3120 East Fourth Place, Tulsa, OK 74104.

West Virginia University College of Law seeks candidates for a small number of permanent or visiting faculty positions beginning August 1992. Rank and compensation are subject to individual qualifications and experience. Distinguished academic and professional background, promise of legal scholarship, and some practice or other legal experience are desired. Curriculum needs vary but may include clinical programs, commercial and family law. Contact: Professor Robert G. Lathrop, Chair, Faculty Appointments Committee, West Virginia College of Law, Morgantown, WV 26506.

University of Wyoming College of Law invites applications for two or possibly three faculty positions. Course needs are flexible but may include, among others, trial practice, international law, water pollution and hazardous waste law, insurance law or constitutional law. Contact: Professor Mark Squillace, Chair, Faculty Appointments Committee, University of Wyoming College of Law, P.O. Box 3035, Laramie, WY 82071-3035.

OTHER POSITIONS AVAILABLE

The Board of Directors of the **Center for Public Representation, Inc.** is recruiting for an Executive Director. The Center is a unique nonprofit corporation--a combination public interest law firm, training center, watchdog and publishing house dedicated to speaking up for the unrepresented. The Center is Madison-based with additional offices in Milwaukee and northwestern Wisconsin. The annual operating budget is in excess of \$1 million.

The Board of directors seeks individuals who are eligible to practice law in Wisconsin within one year of appointment and have public interest or substantial pro bono experience. Experience in directing professional and clerical staff and demonstrated potential

for fund raising is desirable. For more information contact the Center for Public Representation, Inc. 121 South Pickney Street, Madison, WI 53703. (608)251-4008. Resumes will be accepted until the position is filled.

All employers listed here are affirmative action/equal opportunity employers; women and minorities are especially encouraged to apply for these positions.

**COMMITTEE ON IN-HOUSE CLINICS
SEEKS TO CREATE A DATABASE
OF EXISTING CLINICS AT
PARTICIPATING SCHOOLS**

Please complete and return this coupon to

Deborah Barthel-Caplan,
c/o Community Legal Clinics,
720 20th St., N.W.
Washington, D.C. 20052
Telephone: 202/994-7463

School: _____

Contact person: _____

Number of in-house, live-client
clinics: _____

For each clinic, please describe content (i.e., general civil, misdemeanor criminal, immigration, etc.)

1. _____

2. _____

3. _____

EXTERN MINI-CONFERENCE

SATURDAY, MAY 9, 1992

8:30 A.M. - 3:30 P.M.

(IMMEDIATELY PRECEDING CONFERENCE ON
CLINICAL LEGAL EDUCATION-SAME HOTEL SUITES)
ALBUQUERQUE, NEW MEXICO

PROGRAM ANNOUNCEMENT

8:30 A.M. - CONTINENTAL BREAKFAST

MORNING PROGRAM:

TEACHING, TRAINING AND SUPERVISING IN THE EXTERN SETTING

TRAINING SUPERVISORS - Liz Ryan Cole, Vermont Law School

Liz Ryan Cole will discuss and demonstrate her technique for preparing attorneys and judges in the field to supervise and critique students placed with them. There will be opportunities for the audience to role play some challenging scenarios in field supervisor training.

NEGOTIATING LEARNING CONTRACTS WITH STUDENTS - Paula Johnson,
Northern Illinois University College of Law

Paula Johnson will describe how she negotiates learning contracts with extern students, and will address the issues of student choice and faculty pedagogical input.

DISCUSSION/ROLE PLAYING IN SMALL GROUPS

Participants will have an opportunity to discuss the topics presented (or to engage in related role playing exercises) after the morning presentations.

NOON - LUNCHEON: WELCOME by Subcommittee Co-Chairs Paula Johnson and Linda Smith

AFTERNOON PROGRAM

*CURRENT DEVELOPMENTS IN ABA ACCREDITATION STANDARDS
REGARDING EXTERNSHIPS* - Roy Stuckey, South Carolina

Roy Stuckey, former Clinical Section Chair, is currently a member of the Council of the ABA Section on Legal Education and Admissions to the Bar and also a member of the ABA Standards Review Committee. He will speak about ABA accreditation standards that deal with extern and field placement clinical programs. He will focus particularly upon the most recent changes being proposed to Interpretation 2 of Standard 306. This is important information for any school operating an extern or field placement program.

***EXPLORING ALTERNATIVES IN PROGRAM DESIGN; PANEL
DISCUSSION AND OPEN FORUM***

Moderator: Linda Smith, University of Utah

Linda Smith will moderate an open discussion of various approaches to designing clinical programs with field placements. Clinical Section and Extern Subcommittee members (you) are invited and solicited to volunteer to be members of the panel. Come prepared to describe your experiences in designing clinical programs (field placements/classroom components/independent study or tutorials/oversight mechanisms) and what you may have learned from ABA site visits. Send any materials or references to Linda Smith with Registration form.

REGISTRATION

To register please forward this form with \$30.00 to cover meals and copying costs. (Participants should arrange for housing independently, in conjunction with Conference on Clinical Legal Education to be held May 9 - 13.)

Send to: Professor Linda F. Smith
University of Utah, College of Law
Salt Lake City, UT 84112

Make your check for Extern Mini-Conference payable to the University of Utah College of Law.

Name _____ Law School _____
Address/Phone: _____
Member of _____ Clinical Section _____ Extern Subcommittee? _____ Contact for Panel?

LAW SCHOOL CLINICAL TEACHERS
1991 SURVEY OF SALARIES
PRELIMINARY REPORT
by Bob Seibel (Cornell)

This is my third annual preliminary report. As in prior years, I will present an early view of some of the data without any statistical analysis, and without having had time to try to interpret the results. I am anxious to share some results because I believe that we will all benefit by having access to as much information as possible at an early time. I do intend to undertake statistical analysis of the 3 years of data soon.

You may recall that in past years I have collected data at workshops and conferences and through mailings. This year I have only collected data through a mailing to all persons registered as members of the section, and to at least one person at each law school for which there did not appear to be a section member. The number of responses this year is 190, of which 181 are full time teachers. Each of the prior years had over 200 responses, but the number of responses this year still represents a substantial proportion of all clinical teachers.

SOME SALARY AND STATUS STATISTICS

The following information is based on the 181 responses from full time teachers, of which 84 (46%) were from women and 97 (54%) were from men. This is a reversal of the past 2 years in which approximately 53% of the responses came from women.

I also want to emphasize that the data collected is the basis for comparisons among clinical teachers, but since no data was collected from non-clinical teachers, no direct comparisons with that group can be made. I am still working on obtaining data from the ABA to compare non-clinical teacher salaries. My data is for the current academic year, 1991-92.

First, overall averages by status¹:

<u>Number</u>	<u>Status</u>	<u>Average Salary</u>
47 (26%)	Tenured	\$81,894.49
43 (24%)	Tenure Track	60,634.23
37 (21%)	Non-tenure Long Term Contract	67,258.78
53 (29%)	Short Term Contract	48,509.72

The overall average salary for all 181 people is \$63,900.

84 of the respondents were women. Their reported salaries and status are as follows;

Number	% of total same status	Status	Avg. Salary
11	23	Tenured	\$81,804.55
24	56	Tenure Track	59,673.42
16	43	Non-tenure Long Term	57,537.50
33	62	Short term Contract	42,828.00

Similar data for the 97 men:

Number	% of total same status	Status	Avg. Salary
36	77	Tenured	\$81,921.97
19	44	Tenure Track	61,847.89
21	57	Non-tenure LT	74,665.48
20	38	Short term Contract	57,884.55

Except for tenured faculty members, women seem to be paid significantly less than men in each category by status.

I broke down the data by gender within the parameter of years out of law school since that seems to be a standard measure of salaries (where the number of respondents who fell in a category was small, i.e, 5 or less, I do not give the salary averages, partly to preserve confidentiality and partly because the averages are not meaningful):

Years Out	#	Total Average	#	Men Average	#	Women Average
1-5	10	\$38,412.80	2	n/a	8	\$39,766.00
6-10	40	51,171.00	11	56,986.36	29	48,965.00
11-15	55	60,379.36	29	63,913.83	26	56,437.08
16-20	45	73,669.47	31	73,896.00	14	73,167.86
21-25	23	84,038.70	19	85,686.32	4	n/a
>25	7	74,328.57				

In the 1-5 category women seem to have higher salaries, but there are hardly any men in this category. In all other categories women are paid less, though the differential narrows in the 16-20 category. Although none of this has been tested for statistical reliability, it certainly appears that we have a problem with equality of salaries.

It also seems clear (and not surprising) that men are a larger proportion of the "older" teachers, and women predominate in the "younger" categories. This might explain why an overall average salary for women would be lower than that for men, and it might even explain why women within each faculty status category might have lower averages (this needs more detailed analysis). However it would not appear to explain why there are substantial differences within the same category by number of years out of law school.

This year 15 of the 181 full time teachers reported that they were not white (8.3%). Though this seems low, it is probably a higher percentage than would be found among non-clinical teachers (that is pure guess on my part).

I will appreciate any comments or suggestions about interpretations or explanations of the data. I would like to hear from anyone who has suggestions for different data that should be requested in future surveys. I can't say often enough that this is all very preliminary, but I wanted to share what I have so far. I also want to thank all of the people who responded to the survey; you are the people who make this possible and I continue to be impressed by your cooperation. My thanks to you and I hope that the publication of the results is reward and incentive enough for your continuing support.

¹ I should note that the figures shown here are the basic salaries reported by respondents. Many people reported additional earnings from private practice, research grants, or other sources and those amounts are not included here. In a few cases where people indicated specific additional amounts for summer teaching, those amounts have been included.

CLINIC SALARY SURVEY DATA SUMMARY

1989-90

1990-91

Overall average salary= \$55,845

Overall average salary= \$59,811

47.6% Men, Avg. Sal. \$58,756

48% Men, Avg. Sal. \$66,572

52.4% Women, Avg. Sal. 53,199

52% Women, Avg. Sal. 53,476

92% of respondents were white

93% of respondents were white

16% were tenured

23% (57) are tenured

avg. 73964

avg. 80196

27% were tenure track

24% (59) are tenure track

avg. 60932

avg. 58734

32.5% on long term contracts

22% (55) on long term contr.

avg. 53276

avg. 60348

24.5% on short term contracts

30% (74) on short term contr.

avg. 41975

avg. 44702

Of the tenured clinicians:

of the tenured clinicians:

25% were women, avg \$74590

28% are women, avg \$73904

75% were men, avg 73755

72% are men, avg 82651

Of the tenure track Clinicians:

Of the tenure track clinicians:

60% were women, avg 61625

56% are women, avg 57611

40% were men, avg 59880

44% are men, avg 60160

Those on long term contracts:

Those on long term contracts:

55% were women, avg 50070

51% are women, avg 54943

45% were men, avg 57175

49% are men, avg 65954

Those on short term contracts:

Those on short term contracts:

58% were women, avg 40897

68% are women, avg 43388

42% were men, avg 42533

32% are men, avg 47438

Based on the number of years
out of law school, salary
averages were as follows:

Based on the number of years
out of law school, salary
averages are as follows:

1-5 overall \$ 36343
women, 44%, 38567
men, 56%, 34564

1-5 (25) overall \$ 38943
women, 60%, 34038
men, 40%, 46300

6-10 overall 48225
women, 68%, 45837
men, 32%, 53300

6-10 (50) overall 48874
women, 72%, 47519
men, 28%, 52357

11-15	overall	54470	11-15 (73)	overall	58531
	women, 58%,	53451		women, 59%,	57219
	men, 42%,	55880		men, 42%,	60411
16-20	overall	66547	16-20 (68)	overall	67882
	women, 47%	65792		women, 38%,	63568
	men, 53%	67220		men, 62%,	70552
21-25	overall	72422	21-25 (24)	overall	83107
	women, 33%,	67124		women, 21%,	74800
	men, 67%,	75071		men, 79%,	85293
over 26	overall	70875	over 26 (6)	overall	68833
	all were men			nearly all are men	

PLEASE ADDRESS COMMENTS, QUESTIONS, INTERPRETATIONS AND REQUESTS FOR MORE DATA TO Bob Seibel, Cornell Law School, Myron Taylor Hall, Ithaca, NY, 14853, (607) 255 4196

ATTORNEYS FEES QUESTIONNAIRE

If you have experienced difficulties collecting attorneys fees due to outside interference, please help your section and complete this brief questionnaire.

Return to: Charles Weisselberg
University of Southern California
Law Center
University Park
Los Angeles, CA 90089-0071

Name: _____

Address: _____

Telephone: _____

School: _____

1. In what types of cases has your clinic experienced difficulties, due to outside interference, in collecting attorneys fees?

2. Have you obtained any court rulings with respect to your right to earn fees?

If so, please describe (and attach a copy if you can).

3. Have you engaged in non-litigation efforts to collect fees or to preserve your ability to collect fees (i.e. lobbying, creating non-profit organization to collect fees, etc)?

If so, please describe.

4. Does your clinical program receive state or other governmental funds?

If so, do any of your funding sources restrict or

prohibit the award of attorneys fees?

5. Have you refrained from seeking attorneys fees, or refrained from taking cases in which fees may be recovered, due to actual or anticipated problems of outside interference?

If so, please describe the types of cases.

6. If your clinic were awarded attorneys fees of \$ 10,000 in a single case, where would the money go (i.e., to the general university/law school budget; to the state treasury; to the clinic budget -- perhaps with an offset in next years' budget; to a client expense account)?

7. How do you think the Clinical Section can be most useful in assisting clinical programs to avoid problems with outside interference with attorneys fees?

Please feel free to add any other information you believe would be useful. We would like to find out whether outside interference is truly a problem with many clinics' attempts to earn fees. If it is, we want to find out the strategies that have proven most effective and least effective in fighting the interference.

**AALS SECTION
ON
CLINICAL LEGAL EDUCATION**

MEMBERSHIP LIST
(as of March 19, 1992)

AALS - Clinical Section Membership 1992

Last Name: Aaronson
First Name: Norman
School Name: Legal Aid & Defender Prog
University: University of Colorado
Year Last Member: 1992

Last Name: Acton
First Name: Patricia
School Name: College of Law
University: University of Iowa
Year Last Member: 1992

Last Name: Adams, Jr.
First Name: William
School Name: Civil Law Clinic
University: Shepard Broad Law Center
Year Last Member: 1992

Last Name: Alvarez
First Name: Alicia
School Name: DePaul Legal Clinic
University: DePaul Law School
Year Last Member: 1992

Last Name: Amsterdam
First Name: Anthony
School Name: Law School
University: New York University
Year Last Member: 1992

Last Name: Anderson
First Name: Carol
School Name: School of Law
University: Wake Forest University
Year Last Member: 1992

Last Name: Anderson
First Name: Gary
School Name: UT Legal Clinic
University: University of Tennessee
Year Last Member: 1992

Last Name: Anker
First Name: Deborah
School Name: Harvard Law School
University: Harvard University
Year Last Member: 1992

Last Name: Ashe
First Name: Marie
School Name: Law Clinic
University: Boston College Law School
Year Last Member: 1992

Last Name: Axline
First Name: Michael
School Name: West. Environ. Law Clinic
University: Univ of Oregon Sch of Law
Year Last Member: 1992

Last Name: Babb
First Name: Barbara
School Name: School of Law
University: University of Baltimore
Year Last Member: 1992

Last Name: Baker
First Name: Brook
School Name: School of Law
University: Northeastern University
Year Last Member: 1992

Last Name: Baker
First Name: R.
School Name: Suffolk Law School
University: Suffolk University
Year Last Member: 1992

Last Name: Baldacci
First Name: Paris
School Name: Bet Tzedek Legal Services
University: Cardozo Law School
Year Last Member: 1992

Last Name: Balnave
First Name: Richard
School Name: School of Law
University: University of Virginia
Year Last Member: 1992

Last Name: Balos
First Name: Beverly
School Name: School of Law
University: University of Minnesota
Year Last Member: 1992

Last Name: Barkai
First Name: John
School Name: Law School
University: University of Hawaii
Year Last Member: 1992

Last Name: Barry
First Name: Margaret
School Name: Columbus Commun. Leg Serv
University: Catholic University
Year Last Member: 1992

Last Name: Bauer
First Name: Jon
School Name: School of Law
University: University of Connecticut
Year Last Member: 1992

Last Name: Baum
First Name: Joseph
School Name:
University: Albany Law School
Year Last Member: 1992

Last Name: Befort
First Name: Stephen
School Name: Law School
University: University of Minnesota
Year Last Member: 1992

Last Name: Benitez
First Name: Alberto
School Name: Legal Clinic
University: Northwestern University
Year Last Member: 1992

Last Name: Bennett
First Name: Susan
School Name: Washington College of Law
University: The American University
Year Last Member: 1992

Last Name: Bentch
First Name: Sue
School Name: Law School
University: St. Mary's University
Year Last Member: 1992

Last Name: Bentele
First Name: Ursula
School Name:
University: Brooklyn Law School
Year Last Member: 1992

Last Name: Bergman
First Name: Paul
School Name: School of Law
University: U.C.L.A.
Year Last Member: 1992

Last Name: Bernstein
First Name: Morris
School Name: Legal Assistance Office
University: University of Pennsylvania
Year Last Member: 1992

Last Name: Bettencourt
First Name: Carol
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Black
First Name: Jerry
School Name: College of Law
University: University of Tennessee
Year Last Member: 1992

Last Name: Blair
First Name: Chris
School Name: School of Law
University: University of Tulsa
Year Last Member: 1992

Last Name: Blanco
First Name: Barbara
School Name:
University: Loyola Law School
Year Last Member: 1992

Last Name: Blaustone
First Name: Beryl
School Name: CUNY Law School
University: City University of New York
Year Last Member: 1992

Last Name: Bloch
First Name: Frank
School Name: School of Law
University: Vanderbilt University
Year Last Member: 1992

Last Name: Bloch
First Name: Kate
School Name: Hastings College of Law
University: University of California
Year Last Member: 1992

Last Name: Blum
First Name: Patty
School Name: School of Law
University: Univ of Calif at Berkeley
Year Last Member: 1992

Last Name: Bolella
First Name: Barbara
School Name: Law School
University: Seton Hall University
Year Last Member: 1992

Last Name: Boskey
First Name: James
School Name: Law School
University: Seton Hall University
Year Last Member: 1992

Last Name: Bowman
First Name: Cynthia
School Name: Law School
University: Northwestern University
Year Last Member: 1992

Last Name: Boyer
First Name: Bruce
School Name: Legal Clinic
University: Northwestern University
Year Last Member: 1992

Last Name: Brehm
First Name: Susan
School Name: Ctr for Public Represent.
University: University of Wisconsin
Year Last Member: 1992

Last Name: Bressler
First Name: Barbara
School Name: DePaul Legal Clinic
University: DePaul University
Year Last Member: 1992

Last Name: Bronson
First Name: Clarissa
School Name: Legal Aid Bureau
University: Harvard University
Year Last Member: 1992

Last Name: Budnitz
First Name: Mark
School Name: College of Law
University: Georgia State University
Year Last Member: 1992

Last Name: Burke
First Name: W.
School Name: School of Law
University: Univ. of South Carolina
Year Last Member: 1992

Last Name: Bystrom
First Name: Keith
School Name: School of Law
University: University of Oklahoma
Year Last Member: 1992

Last Name: Cambon
First Name: Leon
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Camic
First Name: Nina
School Name: Ctr for Public Represent.
University: University of Wisconsin
Year Last Member: 1992

Last Name: Campbell
First Name: Angela
School Name: Inst. for Pub. Represent.
University: Georgetown University
Year Last Member: 1992

Last Name: Caplan
First Name: Deborah
School Name: Wash. Comm. Legal Clinics
University: George Washington University
Year Last Member: 1992

Last Name: Caplow
First Name: Stacy
School Name:
University: Brooklyn Law School
Year Last Member: 1992

Last Name: Catania
First Name: Francis
School Name: School of Law
University: Widener University
Year Last Member: 1992

Last Name: Ceko
First Name: Theresa
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Chavkin
First Name: David
School Name: School of Law
University: University of Maryland
Year Last Member: 1992

Last Name: Check
First Name: Lewis
School Name: Community Law Center
University: Loyola University
Year Last Member: 1992

Last Name: Churgin
First Name: Michael
School Name: School of Law
University: University of Texas
Year Last Member: 1992

Last Name: Coben
First Name: James
School Name: School of Law
University: Hamline University
Year Last Member: 1992

Last Name: Colbert
First Name: Douglas
School Name: Law School
University: Hofstra University
Year Last Member: 1992

Last Name: Cole
First Name: Elizabeth
School Name: Tulane Law Clinic
University: Tulane University
Year Last Member: 1992

Last Name: Collier
First Name: Paul
School Name: Legal Aid Bureau
University: Harvard University
Year Last Member: 1992

Last Name: Condlin
First Name: Robert
School Name: School of Law
University: University of Maryland
Year Last Member: 1992

Last Name: Copacino
First Name: John
School Name: School of Law
University: Georgetown University
Year Last Member: 1992

Last Name: Costello
First Name: J.
School Name: School of Law
University: George Mason University
Year Last Member: 1992

Last Name: Cox
First Name: Lois
School Name: College of Law
University: University of Iowa
Year Last Member: 1992

Last Name: Cunningham
First Name: Clark
School Name: School of Law
University: Washington University
Year Last Member: 1992

Last Name: Curtis
First Name: Dennis
School Name: Law Center
University: Univ. of Southern California
Year Last Member: 1992

Last Name: Curtis
First Name: Willie
School Name: College of Law
University: University of Arizona
Year Last Member: 1992

Last Name: Derbigny
First Name: Darryl
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Dieter
First Name: Robert
School Name: Legal Aid & Defender Prog
University: University of Colorado
Year Last Member: 1992

Last Name: Dineen
First Name: Francis
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Dinerstein
First Name: Robert
School Name: Washington College of Law
University: The American University
Year Last Member: 1992

Last Name: Doran
First Name: Eileen
School Name: Notre Dame Law School
University: Notre Dame University
Year Last Member: 1992

Last Name: Drizin
First Name: Steven
School Name: Legal Clinic
University: Northwestern University
Year Last Member: 1992

Last Name: Dubin
First Name: Jon
School Name: School of Law
University: St. Mary's University
Year Last Member: 1992

Last Name: Duquette
First Name: Donald
School Name: School of Law
University: University of Michigan
Year Last Member: 1992

Last Name: Einesman
First Name: Floralynn
School Name:
University: California Western Sch. of Law
Year Last Member: 1992

Last Name: Ellmann
First Name: Stephen
School Name: School of Law
University: Columbia University
Year Last Member: 1992

Last Name: Emens
First Name: Steven
School Name: School of Law
University: University of Alabama
Year Last Member: 1992

Last Name: Farnsworth
First Name: Lisa
School Name: Student Legal Services
University: Indiana University
Year Last Member: 1992

Last Name: Fell
First Name: Norman
School Name: T.M. Cooley Law School
University: Michigan State University
Year Last Member: 1992

Last Name: Field
First Name: Julie
School Name: School of Law
University: University of Michigan
Year Last Member: 1992

Last Name: Fox
First Name: Michelle
School Name: School of Law
University: Widener University
Year Last Member: 1992

Last Name: Fox
First Name: Patricia
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Frank
First Name: Judith
School Name: T.M. Cooley Law School
University: Michigan State University
Year Last Member: 1992

Last Name: Frank
First Name: Sally
School Name: School of Law
University: Drake University
Year Last Member: 1992

Last Name: Franklin
First Name: Neil
School Name: College of Law
University: University of Idaho
Year Last Member: 1992

Last Name: Funderburg
First Name: J.
School Name: School of Law
University: University of Alabama
Year Last Member: 1992

Last Name: Furman
First Name: H.
School Name: Legal Aid & Defender Prog
University: University of Colorado
Year Last Member: 1992

Last Name: Galbreath
First Name: Glenn
School Name: Law School
University: Cornell University
Year Last Member: 1992

Last Name: Genty
First Name: Philip
School Name: School of Law
University: Columbia University
Year Last Member: 1992

Last Name: Geraghty
First Name: Thomas
School Name: School of Law
University: Northwestern University
Year Last Member: 1992

Last Name: Gibson
First Name: Nancy
School Name: Legal Clinic
University: Northwestern University
Year Last Member: 1992

Last Name: Gideonse
First Name: Martin
School Name: PLAP-Law School
University: Harvard University
Year Last Member: 1992

Last Name: Gifford
First Name: Donald
School Name: College of Law
University: West Virginia University
Year Last Member: 1992

Last Name: Gilchrist
First Name: Barbara
School Name: School of Law
University: St. Louis University
Year Last Member: 1992

Last Name: Glowinsky
First Name: Carol
School Name: Legal Aid & Defender Prog
University: University of Colorado
Year Last Member: 1992

Last Name: Goemann
First Name: Richard
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Gold
First Name: Neil
School Name: Professional Legal Educ.
University: City Polytechnic of Hong Kong
Year Last Member: 1992

Last Name: Goldberg
First Name: Pamela
School Name: Main St. Legal Services
University: City University of New York
Year Last Member: 1992

Last Name: Goldberger
First Name: David
School Name: College of Law
University: Ohio State University
Year Last Member: 1992

Last Name: Goldfarb
First Name: Phyllis
School Name: Law School
University: Boston College
Year Last Member: 1992

Last Name: Goldner
First Name: Jesse
School Name: School of Law
University: St. Louis University
Year Last Member: 1992

Last Name: Goldstein
First Name: Lee
School Name: Legal Aid Bureau
University: Harvard University
Year Last Member: 1992

Last Name: Gonzalez
First Name: Richard
School Name: Chicago Kent College of Law
University: Illinois Institute of Tech.
Year Last Member: 1992

Last Name: Gottlieb
First Name: David
School Name: School of Law
University: University of Kansas
Year Last Member: 1992

Last Name: Gould
First Name: Keri
School Name:
University: New York Law School
Year Last Member: 1992

Last Name: Gould
First Name: L.
School Name: Rutgers Urban Leg. Clinic
University: Rutgers University
Year Last Member: 1992

Last Name: Graf
First Name: Karen
School Name: Legal Assistance Clinic
University: Hastings College of Law
Year Last Member: 1992

Last Name: Greenberg
First Name: Daniel
School Name: Harvard Law School
University: Harvard University
Year Last Member: 1992

Last Name: Greenebaum
First Name: Edwin
School Name: School of Law
University: Indiana University
Year Last Member: 1992

Last Name: Greenhalgh
First Name: William
School Name: Georgetown Law Center
University: Georgetown University
Year Last Member: 1992

Last Name: Groot
First Name: Roger
School Name: School of Law
University: Washington & Lee University
Year Last Member: 1992

Last Name: Grosberg
First Name: L.
School Name:
University: New York Law School
Year Last Member: 1992

Last Name: Gross
First Name: Samuel
School Name: School of Law
University: University of Michigan
Year Last Member: 1992

Last Name: Guggenheim
First Name: Marty
School Name: School of Law
University: New York University
Year Last Member: 1992

Last Name: Hamilton
First Name: Philip
School Name:
University: New England School of Law
Year Last Member: 1992

Last Name: Hanna
First Name: Mary
School Name: Legal Aid Office
University: Temple University
Year Last Member: 1992

Last Name: Harder
First Name: Alex
School Name: Legal Clinic
University: Vanderbilt University
Year Last Member: 1992

Last Name: Hardy
First Name: Frances
School Name: School of Law
University: Indiana University
Year Last Member: 1992

Last Name: Hay
First Name: Ann
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Hecht
First Name: Henry
School Name: School of Law
University: Univ. of Calif. at Berkeley
Year Last Member: 1992

Last Name: Herring
First Name: David
School Name: School of Law
University: University of Pittsburgh
Year Last Member: 1992

Last Name: Heyrman
First Name: Mark
School Name: Law School
University: University of Chicago
Year Last Member: 1992

Last Name: Hoffman
First Name: Peter
School Name: College of Law
University: University of Nebraska
Year Last Member: 1992

Last Name: Hollingsworth
First Name: Betsy
School Name: Law School
University: University of Puget Sound
Year Last Member: 1992

Last Name: Hollingsworth
First Name: Marla
School Name: School of Law
University: University of Baltimore
Year Last Member: 1992

Last Name: Honigsberg
First Name: Peter
School Name: School of Law
University: University of San Francisco
Year Last Member: 1992

Last Name: Huerta
First Name: Michael
School Name: Student Legal Services
University: Indiana University
Year Last Member: 1992

Last Name: Hyman
First Name: Jonathan
School Name: School of Law
University: Rutgers University
Year Last Member: 1992

Last Name: Irvine
First Name: John
School Name: Student Legal Services
University: Indiana University
Year Last Member: 1992

Last Name: Iscoe
First Name: Craig
School Name: Vanderbilt Law School
University: Vanderbilt University
Year Last Member: 1992

Last Name: Izumi
First Name: Carol
School Name: National Law Center
University: George Washington University
Year Last Member: 1992

Last Name: Janus
First Name: Eric
School Name:
University: Wm. Mitchell College of Law
Year Last Member: 1992

Last Name: Johnson
First Name: Jane
School Name: Tulane Law Clinic
University: Tulane University
Year Last Member: 1992

Last Name: Joy
First Name: Peter
School Name: Law School Clinic
University: Case Western Reserve Univ.
Year Last Member: 1992

Last Name: Juergens
First Name: Ann
School Name:
University: Wm. Mitchell College of Law
Year Last Member: 1992

Last Name: Kadish
First Name: Marc
School Name:
University: Chicago-Kent School of Law
Year Last Member: 1992

Last Name: Kamerling
First Name: Manya
School Name: School of Law
University: Rutgers University-Camden
Year Last Member: 1992

Last Name: Kanter
First Name: Arlene
School Name: College of Law
University: Syracuse University
Year Last Member: 1992

Last Name: Kanter
First Name: Lois
School Name: Legal Aid Bureau
University: Harvard University
Year Last Member: 1992

Last Name: Katner
First Name: David
School Name: Tulane Law Clinic
University: Tulane University
Year Last Member: 1992

Last Name: Kay
First Name: Susan
School Name: Law School
University: Vanderbilt University
Year Last Member: 1992

Last Name: Kearney
First Name: Caroline
School Name: Child Support Enforce Cl.
University: Brooklyn Law School
Year Last Member: 1992

Last Name: Kempinen
First Name: Ben
School Name: School of Law
University: University of Wisconsin
Year Last Member: 1992

Last Name: Kenn
First Name: Deborah
School Name: Housing and Finance Clinic
University: Syracuse University
Year Last Member: 1992

Last Name: Kirtley
First Name: Alan
School Name: Civil Law Clinic
University: University of Washington
Year Last Member: 1992

Last Name: Klein
First Name: Ilene
School Name:
University: New England School of Law
Year Last Member: 1992

Last Name: Klein
First Name: James
School Name: College of Law
University: University of Toledo
Year Last Member: 1992

Last Name: Knight
First Name: Lois
School Name: School of Law
University: Boston University
Year Last Member: 1992

Last Name: Kohm
First Name: James
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Koplow
First Name: David
School Name: Georgetown Law Center
University: Georgetown University
Year Last Member: 1992

Last Name: Krauss
First Name: Ronald
School Name: Penn Legal Assistance Office
University: University of Pennsylvania
Year Last Member: 1992

Last Name: Krieger
First Name: Lawrence
School Name: School of Law
University: Florida State University
Year Last Member: 1992

Last Name: Krieger
First Name: Stefan
School Name: School of Law
University: Southern Methodist University
Year Last Member: 1992

Last Name: Kurtz
First Name: Madeleine
School Name: School of Law
University: New York University
Year Last Member: 1992

Last Name: LaFleur
First Name: Catherine
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: LaRue
First Name: Homer
School Name: School of Law
University: University of Maryland
Year Last Member: 1992

Last Name: Laflin
First Name: Maureen
School Name: College of Law
University: University of Idaho
Year Last Member: 1992

Last Name: Landsman
First Name: Maury
School Name: School of Law
University: University of Minnesota
Year Last Member: 1992

Last Name: Laser
First Name: Gary
School Name:
University: Chicago-Kent College of Law
Year Last Member: 1992

Last Name: Lauritsen
First Name: Marc
School Name: Harvard Law School
University: Harvard University
Year Last Member: 1992

Last Name: Lenzi
First Name: Margaret
School Name: Law School
University: Villanova University
Year Last Member: 1992

Last Name: Levine
First Name: Alan
School Name: Law School
University: Hofstra University
Year Last Member: 1992

Last Name: Levy
First Name: John
School Name: Law School
University: College of William and Mary
Year Last Member: 1992

Last Name: Lidman
First Name: Raven
School Name: School of Law
University: University of Puget Sound
Year Last Member: 1992

Last Name: Liebman
First Name: Carol
School Name: Legal Assistance Bureau
University: Boston College Law School
Year Last Member: 1992

Last Name: Lloyd
First Name: Nina
School Name: South Royalton Legal Clinic
University: University of Vermont
Year Last Member: 1992

Last Name: Lockard III
First Name: J.
School Name: School of Law
University: Widener University
Year Last Member: 1992

Last Name: Lucht
First Name: Carol
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Lynch
First Name: Mary
School Name: Disabilities Law Clinic
University: Albany Law School
Year Last Member: 1992

Last Name: Macfarlane
First Name: Julie
School Name: Dept of Prof Legal Educ.
University: City Polytech-Hong Kong
Year Last Member: 1992

Last Name: Magdaleno
First Name: Leticia
School Name:
University: Loyola Law Center
Year Last Member: 1992

Last Name: Mahern
First Name: Catherine
School Name: Thurgood Marshall Schl of Law
University: Southern University
Year Last Member: 1992

Last Name: Mandell
First Name: Leonard
School Name: College of Law
University: Northern Illinois University
Year Last Member: 1992

Last Name: Mapico
First Name: Richard
School Name:
University: New York Law School
Year Last Member: 1992

Last Name: Maranville
First Name: Debra
School Name: Civil Law Clinic
University: University of Washington
Year Last Member: 1992

Last Name: Margolis
First Name: Kenneth
School Name: Law School Clinic
University: Case Western Reserve Univ.
Year Last Member: 1992

Last Name: Markush
First Name: Robin
School Name:
University: D.C. Law Students in Court
Year Last Member: 1992

Last Name: Marshall
First Name: Randall
School Name: T.M. Cooley Law School
University: Michigan State University
Year Last Member: 1992

Last Name: Masner
First Name: Charles M.
School Name: National Law Center
University: George Washington University
Year Last Member: 1992

Last Name: Maurer
First Name: Nancy
School Name:
University: Albany Law School
Year Last Member: 1992

Last Name: May
First Name: James
School Name: South Royalton Legal Clinic
University: University of Vermont
Year Last Member: 1992

Last Name: McCaffrey
First Name: Angela
School Name: School of Law
University: Hamline University
Year Last Member: 1992

Last Name: McCormick
First Name: Michael
School Name: Mediation Clinic-Schl. of Law
University: University of Washington
Year Last Member: 1992

Last Name: McDiarmid
First Name: Marjorie
School Name: The Law Center
University: West Virginia University
Year Last Member: 1992

Last Name: McDonald
First Name: John
School Name: School of Law
University: University of Montana
Year Last Member: 1992

Last Name: McIntyre
First Name: Gerald
School Name: School of Law
University: Cornell University
Year Last Member: 1992

Last Name: McMurtrie
First Name: Jacqueline
School Name: School of Law
University: University of Washington
Year Last Member: 1992

Last Name: McNeil
First Name: Alan
School Name: School of Law
University: Gonzaga University
Year Last Member: 1992

Last Name: McThenia, Jr.
First Name: Andrew
School Name: School of Law
University: Washington & Lee University
Year Last Member: 1992

Last Name: Meadows
First Name: Shainn
School Name: School of Law
University: University of San Francisco
Year Last Member: 1992

Last Name: Meier
First Name: Joan
School Name: National Law Center
University: George Washington University
Year Last Member: 1992

Last Name: Meili
First Name: Steve
School Name: Ctr for Public Representation
University: University of Wisconsin
Year Last Member: 1992

Last Name: Menkel-Meadow
First Name: Carrie
School Name: School of Law
University: U.C.L.A.
Year Last Member: 1992

Last Name: Miller
First Name: Binny
School Name: Washington College of Law
University: The American University
Year Last Member: 1992

Last Name: Miller
First Name: Irwin
School Name:
University: Calif. Western School of Law
Year Last Member: 1992

Last Name: Miller
First Name: M.
School Name: T.M. Cooley Law School
University: Michigan State University
Year Last Member: 1992

Last Name: Milstein
First Name: Elliott
School Name: Washington College of Law
University: The American University
Year Last Member: 1992

Last Name: Miner
First Name: JoAnne
School Name: School of Law
University: Cornell University
Year Last Member: 1992

Last Name: Minuskin
First Name: Alan
School Name: Legal Assistance Bureau
University: Boston College
Year Last Member: 1992

Last Name: Mitchell
First Name: John
School Name: Law School
University: University of Puget Sound
Year Last Member: 1992

Last Name: Mitchell
First Name: Marla
School Name: Legal Clinic
University: The University of Akron
Year Last Member: 1992

Last Name: Mitshkun
First Name: Mark
School Name: Clinical Law Program
University: University of Michigan
Year Last Member: 1992

Last Name: Mlyniec
First Name: Wallace
School Name: Georgetown Law School
University: Georgetown University
Year Last Member: 1992

Last Name: Moliterno
First Name: James
School Name: Marshall-Wythe School of Law
University: College of William and Mary
Year Last Member: 1992

Last Name: Moore
First Name: James
School Name: Legal Aid Bureau
University: Harvard University
Year Last Member: 1992

Last Name: Morgan
First Name: Rebecca
School Name: College of Law
University: Stetson University
Year Last Member: 1992

Last Name: Morrison
First Name: Joe
School Name: School of Law
University: University of Alabama
Year Last Member: 1992

Last Name: Morton
First Name: Linda
School Name:
University: Calif. Western School of Law
Year Last Member: 1992

Last Name: Moulton
First Name: Bea
School Name:
University: Hastings College of the Law
Year Last Member: 1992

Last Name: Munger
First Name: Frank
School Name: School of Law
University: SUNY - Buffalo
Year Last Member: 1992

Last Name: Murphy
First Name: Jane
School Name: School of Law
University: University of Baltimore
Year Last Member: 1992

Last Name: Muselo
First Name: Karen
School Name: Law Clinic
University: University of San Francisco
Year Last Member: 1992

Last Name: Musinsky
First Name: Ellen
School Name:
University: Franklin Pierce School of Law
Year Last Member: 1992

Last Name: Natkin
First Name: Mary
School Name: School of Law
University: Washington and Lee University
Year Last Member: 1992

Last Name: Nelson, Jr.
First Name: John
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Neumann
First Name: Richard
School Name: School of Law
University: Hofstra University
Year Last Member: 1992

Last Name: Nichols
First Name: Nathaniel
School Name: School of Law
University: Widener University
Year Last Member: 1992

Last Name: Nordgren
First Name: Gerald
School Name: DePaul Legal Clinic
University: DePaul University
Year Last Member: 1992

Last Name: North
First Name: Rick
School Name: School of Law
University: University of Maryland
Year Last Member: 1992

Last Name: Novoa
First Name: Ana
School Name: Poverty Law Clinic
University: St. Mary's University
Year Last Member: 1992

Last Name: O'Leary
First Name: Kimberly
School Name: School of Law
University: Indiana University
Year Last Member: 1992

Last Name: O'Neil
First Name: Paul
School Name: School of Law
University: Pace University
Year Last Member: 1992

Last Name: Ogilvy
First Name: J.P.
School Name: Columbus School of Law
University: The Catholic Univ. of America
Year Last Member: 1992

Last Name: Oro
First Name: Barbara
School Name: Clinical Law Office
University: New England School of Law
Year Last Member: 1992

Last Name: Osgood
First Name: Susanne
School Name: Family Law Clinic
University: Seton Hall University
Year Last Member: 1992

Last Name: Outland
First Name: Denise
School Name: Harvard Law School
University: Harvard University
Year Last Member: 1992

Last Name: Palm
First Name: Gary
School Name: School of Law
University: University of Chicago
Year Last Member: 1992

Last Name: Parker
First Name: Douglas
School Name: Inst. for Public Represent.
University: Georgetown University
Year Last Member: 1992

Last Name: Peden
First Name: James
School Name: T.M. Cooley Law School
University: Michigan State University
Year Last Member: 1992

Last Name: Perlin
First Name: Michael
School Name:
University: New York Law School
Year Last Member: 1992

Last Name: Pertnoy
First Name: Leonard
School Name:
University: St. Thomas Law School
Year Last Member: 1992

Last Name: Peters
First Name: Jean
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Peters
First Name: Marcia
School Name: TAP-Law School
University: Harvard University
Year Last Member: 1992

Last Name: Peterson
First Name: Robert
School Name: Ctr of Public Representation
University: University of Wisconsin
Year Last Member: 1992

Last Name: Piontkowsky
First Name: David
School Name: School of Law
University: University of Michigan
Year Last Member: 1992

Last Name: Pitegoff
First Name: Peter
School Name: School of Law
University: S.U.N.Y. at Buffalo
Year Last Member: 1992

Last Name: Player
First Name: Theresa
School Name: Law School
University: University of San Diego
Year Last Member: 1992

Last Name: Pond
First Name: Sande
School Name:
University: Loyola Law School
Year Last Member: 1992

Last Name: Pottenger, Jr.
First Name: J.
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Potter
First Name: Judy
School Name:
University:
Year Last Member: 1992

Last Name: Quigley
First Name: William
School Name: School of Law
University: Loyola University
Year Last Member: 1992

Last Name: Rabb
First Name: Harriet
School Name: School of Law
University: Columbia University
Year Last Member: 1992

Last Name: Simmons
First Name: Peter
School Name: School of Law
University: Rutgers University-Newark
Year Last Member: 1992

Last Name: Simon
First Name: Roy
School Name: School of Law
University: Washington University
Year Last Member: 1992

Last Name: Smith
First Name: Abbe
School Name: Criminal Justice Inst.
University: Harvard University
Year Last Member: 1992

Last Name: Solomon
First Name: Robert
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Spain
First Name: Larry
School Name: School of Law
University: University of North Dakota
Year Last Member: 1992

Last Name: Spiegel
First Name: Mark
School Name: Law School
University: Boston College
Year Last Member: 1992

Last Name: Stone
First Name: Donald
School Name: School of Law
University: University of Baltimore
Year Last Member: 1992

Last Name: Stone
First Name: Randolph
School Name: School of Law
University: University of Chicago
Year Last Member: 1992

Last Name: Strand
First Name: Joan
School Name: National Law Center
University: George Washington Univ.
Year Last Member: 1992

Last Name: Strom
First Name: Barry
School Name: Law School
University: Cornell University
Year Last Member: 1992

Last Name: Stuckey
First Name: Roy
School Name: Law School
University: University of South Carolina
Year Last Member: 1992

Last Name: Talley
First Name: William
School Name: Criminal Justice Inst.
University: Harvard University
Year Last Member: 1992

Last Name: Tarr
First Name: Nina
School Name: Law Clinic
University: Washburn School of Law
Year Last Member: 1992

Last Name: Taylor, Jr.
First Name: James
School Name: School of Law
University: Wake Forest University
Year Last Member: 1992

Last Name: Tokarz
First Name: Karen
School Name: School of Law
University: Washington University
Year Last Member: 1992

Last Name: Tonon
First Name: Margaret
School Name: School of Law
University: University of Montana
Year Last Member: 1992

Last Name: Torres-Ramos
First Name: Antonia
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Trubek
First Name: Louise
School Name: Ctr for Public Representation
University: University of Wisconsin
Year Last Member: 1992

Last Name: Uphoff
First Name: Rod
School Name: School of Law
University: University of Oklahoma
Year Last Member: 1992

Last Name: Van Susteren
First Name: Greta
School Name: Georgetown Law Center
University: Georgetown University
Year Last Member: 1992

Last Name: Vandercoy
First Name: David
School Name: Law Clinic
University: Valparaiso University
Year Last Member: 1992

Last Name: de la Vego
First Name: Connie
School Name: Law Clinic
University: University of San Francisco
Year Last Member: 1992

Last Name: Vogelmann
First Name: Lawrence
School Name: Office of Clinical Education
University: Benj. N. Cardozo School of Law
Year Last Member: 1992

Last Name: Voyvodic
First Name: Rose
School Name: Legal Assistance of Windsor
University: University of Windsor
Year Last Member: 1992

Last Name: Vujnovich
First Name: Gary
School Name: Columbus Community Leg. Clinic
University: The Catholic Univ. of America
Year Last Member: 1992

Last Name: Wallace
First Name: Carol
School Name: School of Law
University: University of Alabama
Year Last Member: 1992

Last Name: Wanger
First Name: David
School Name:
University: D.C. Law Students in Ct.
Year Last Member: 1992

Last Name: Weiser
First Name: Larry
School Name: Gonzaga Law School
University: Gonzaga University
Year Last Member: 1992

Last Name: Weissberg
First Name: Lynn
School Name: TAP-Law School
University: Harvard University
Year Last Member: 1992

Last Name: Weisselberg
First Name: Charles
School Name: USC Law Center
University: Univ. of Southern California
Year Last Member: 1992

Last Name: White
First Name: Paula
School Name: Student Legal Services
University: Indiana University
Year Last Member: 1992

Last Name: Williams
First Name: Lucy
School Name: School of Law
University: Northeastern University
Year Last Member: 1992

Last Name: Wizner
First Name: Stephen
School Name: Yale Law School
University: Yale University
Year Last Member: 1992

Last Name: Wolf
First Name: Mary
School Name: School of Law
University: Indiana University
Year Last Member: 1992

Last Name: Woo
First Name: Margaret
School Name: School of Law
University: Northeastern University
Year Last Member: 1992

Last Name: Wortham
First Name: Leah
School Name: Columbus School of Law
University: The Catholic University
Year Last Member: 1992

Last Name: Yanez
First Name: Linda
School Name: Camb-Somerville Leg Serv
University: Harvard University
Year Last Member: 1992

Last Name: Zavez
First Name: Maryann
School Name: South Royalton Legal Clinic
University: University of Vermont
Year Last Member: 1992

Last Name: Zorn
First Name: Stephen
School Name: Law School
University: Pace University
Year Last Member: 1992

AALS - Clinical Section Membership - 1991 Members

Last Name: Alfieri
First Name: Anthony
School Name: Law School
University: Marquette University
Year Last Member: 1991

Last Name: Avellone
First Name: Frank
School Name: College of Law
University: Ohio Northern University
Year Last Member: 1991

Last Name: Berend
First Name: Laura
School Name: Legal Clinic
University: University of San Diego
Year Last Member: 1991

Last Name: Bezdek
First Name: Barbara
School Name: School of Law
University: University of Maryland
Year Last Member: 1991

Last Name: Bonine
First Name: John
School Name: W. Environmental Law Clinic
University: University of Oregon
Year Last Member: 1991

Last Name: Boswell
First Name: Richard
School Name: Hastings College of Law
University: University of California
Year Last Member: 1991

Last Name: Bress
First Name: Frank
School Name:
University: Pace Law School
Year Last Member: 1991

Last Name: Bryant
First Name: Sue
School Name: CUNY Law School
University: City University of New York
Year Last Member: 1991

Last Name: Buckler
First Name: Carol
School Name:
University: New York Law School
Year Last Member: 1991

Last Name: Burdick
First Name: Robert
School Name: School of Law
University: Boston University
Year Last Member: 1991

Last Name: Burg
First Name: Cheryl
School Name: Legal Services Center
University: Harvard University
Year Last Member: 1991

Last Name: Burman
First Name: John
School Name: College of Law
University: University of Wyoming
Year Last Member: 1991

Last Name: Carlson
First Name: M.
School Name: School of Law
University: Washington University
Year Last Member: 1991

Last Name: Cohen
First Name: James
School Name: School of Law
University: Fordham University
Year Last Member: 1991

Last Name: Cole
First Name: Liz
School Name:
University: Vermont Law School
Year Last Member: 1991

Last Name: Cowden
First Name: Vance
School Name: School of Law
University: University of South Carolina
Year Last Member: 1991

Last Name: Cunha
First Name: John
School Name: Harvard Defenders
University: Harvard University
Year Last Member: 1991

Last Name: Daniels
First Name: Nancy
School Name: Public Defender
University: Florida State University
Year Last Member: 1991

Last Name: Davis
First Name: Ed
School Name:
University:
Year Last Member: 1991

Last Name: Eastman
First Name: Herbert
School Name: School of Law
University: St. Louis University
Year Last Member: 1991

Last Name: Elson
First Name: John
School Name: School of Law
University: Northwestern University
Year Last Member: 1991

Last Name: Eyster
First Name: Mary
School Name:
University: Brooklyn Law School
Year Last Member: 1991

Last Name: Federle
First Name: Kate
School Name: Wm.S.Richardson School of Law
University: University of Hawaii
Year Last Member: 1991

Last Name: Fisher
First Name: Linda
School Name:
University: Dickinson School of Law
Year Last Member: 1991

Last Name: Flynn
First Name: Patrick
School Name: Clinical Offices
University: University of South Carolina
Year Last Member: 1991

Last Name: Galowitz
First Name: Paula
School Name: School of Law
University: New York University
Year Last Member: 1991

Last Name: Gasperetti
First Name: Barbara
School Name: Notre Dame Legal Aid
University: Notre Dame University
Year Last Member: 1991

Last Name: Geiger
First Name: Teri
School Name: Law School
University: University of Dayton
Year Last Member: 1991

Last Name: Gillig
First Name: Susan
School Name: School of Law
University: U.C.L.A.
Year Last Member: 1991

Last Name: Gold
First Name: Keri
School Name: Externship Programs
University: New York Law School
Year Last Member: 1991

Last Name: Goode
First Name: Victor
School Name: CUNY Law School
University: City University of New York
Year Last Member: 1991

Last Name: Goodwin
First Name: Robert
School Name:
University: Cumberland School of Law
Year Last Member: 1991

Last Name: Green
First Name: Michael
School Name: College of Law
University: University of Iowa
Year Last Member: 1991

Last Name: Gregg
First Name: Carol
School Name: College of Law
University: Florida State University
Year Last Member: 1991

Last Name: Griffin
First Name: Lissa
School Name: John Jay Legal Services
University: Pace University School of Law
Year Last Member: 1991

Last Name: Haracz
First Name: Lisa
School Name: School of Law
University: University of Chicago
Year Last Member: 1991

Last Name: Harris
First Name: Debra
School Name: Lawyering Program
University: New York University
Year Last Member: 1991

Last Name: Harrison
First Name: Keith
School Name:
University:
Year Last Member: 1991

Last Name: Hartje
First Name: Jeffrey
School Name: School of Law
University: University of Denver
Year Last Member: 1991

Last Name: Iannotti
First Name: Lawrence
School Name: Cumberland School of Law
University: Samford University
Year Last Member: 1991

Last Name: Johnson
First Name: Paula
School Name: College of Law
University: Northern Illinois University
Year Last Member: 1991

Last Name: Jones
First Name: Susan
School Name: National Law Center
University: George Washington University
Year Last Member: 1991

Last Name: Kaas
First Name: Carolyn
School Name: Civil Clinic
University: University of Bridgeport
Year Last Member: 1991

Last Name: Kaess
First Name: Laura
School Name: School of Law
University: New York University
Year Last Member: 1991

Last Name: Klein
First Name: Catherine
School Name: Legal Clinic
University: The Catholic University
Year Last Member: 1991

Last Name: Knight-Eagan
First Name: Karen
School Name: College of Law
University: University of Nebraska
Year Last Member: 1991

Last Name: Kovac
First Name: Susan
School Name: College of Law
University: University of Tennessee
Year Last Member: 1991

Last Name: Kramer
First Name: John
School Name: Tulane Law School
University: Tulane University
Year Last Member: 1991

Last Name: Lerman
First Name: Lisa
School Name: School of Law
University: The Catholic University
Year Last Member: 1991

Last Name: London
First Name: Harriet
School Name: Family Law Clinic
University: Seton Hall University
Year Last Member: 1991

Last Name: McDougall
First Name: Harold
School Name: School of Law
University: The Catholic University
Year Last Member: 1991

Last Name: Merrill
First Name: Marsha
School Name: School of Law
University: St. Mary's University
Year Last Member: 1991

Last Name: Merton
First Name: Vaness
School Name: John Jay Legal Services
University: Pace University School of Law
Year Last Member: 1991

Last Name: Molina
First Name: Luz
School Name: School of Law
University: Loyola University
Year Last Member: 1991

Last Name: Montoya
First Name: Jean
School Name: School of Law
University: University of San Diego
Year Last Member: 1991

Last Name: Morey
First Name: Alice
School Name: CUNY Law School
University: City University of New York
Year Last Member: 1991

Last Name: Murray
First Name: Sean
School Name: Law Clinic
University: University of Dayton
Year Last Member: 1991

Last Name: Nachmias
First Name: Carolyn
School Name: School of Law
University: Widener University
Year Last Member: 1991

Last Name: Noonan
First Name: Sue
School Name: Law Clinic
University: University of Puget Sound
Year Last Member: 1991

Last Name: O'Brien
First Name: Ed
School Name: Natl Inst for Cit. Educ in Law
University: Georgetown University Law Ctr
Year Last Member: 1991

Last Name: Olingy
First Name: Judith
School Name: School of Law
University: University of Wisconsin
Year Last Member: 1991

Last Name: Oppenheimer
First Name: David
School Name: School of Law
University: John F. Kennedy University
Year Last Member: 1991

Last Name: Palevitz
First Name: Stephen
School Name: Vanderbilt Law School
University: Vanderbilt University
Year Last Member: 1991

Last Name: Pasma
First Name: Nora
School Name: Thomas M. Cooley Law School
University: Michigan State University
Year Last Member: 1991

Last Name: Patzer
First Name: Jeffrey
School Name: Thomas M. Cooley Law School
University: Michigan State University
Year Last Member: 1991

Last Name: Pecora
First Name: Anne
School Name: School of Law
University: University of Baltimore
Year Last Member: 1991

Last Name: Perry
First Name: Robert
School Name: Legal Division City Council
University: New York Law School
Year Last Member: 1991

Last Name: Perschbacher
First Name: Rex
School Name: School of Law
University: University of Calif. at Davis
Year Last Member: 1991

Last Name: Peterson
First Name: Karen
School Name: Cornell Legal Aid
University: Cornell University Law School
Year Last Member: 1991

Last Name: Polacheck
First Name: Lori
School Name: Mandel Legal Aid Clinic
University: University of Chicago
Year Last Member: 1991

Last Name: Polikoff
First Name: Nancy
School Name: Washington College of Law
University: The American University
Year Last Member: 1991

Last Name: Robertson
First Name: Michelle
School Name: Clinical Programs
University: University of North Carolina
Year Last Member: 1991

Last Name: Ross
First Name: Philip
School Name: Law School
University: Seton Hall University
Year Last Member: 1991

Last Name: Russell
First Name: Marjorie
School Name: Thomas Cooley Law School
University: Michigan State University
Year Last Member: 1991

Last Name: Schwartz
First Name: Ronald
School Name: Chicago-Kent School of Law
University: Illinois Inst. of Technology
Year Last Member: 1991

Last Name: Schweitzer
First Name: Harvey
School Name: Washington College of Law
University: The American University
Year Last Member: 1991

Last Name: Sheldon
First Name: Michael
School Name: School of Law
University: University of Connecticut
Year Last Member: 1991

Last Name: Slye
First Name: Ronald
School Name: School of Law
University: Yale University
Year Last Member: 1991

Last Name: Smith
First Name: Lisa
School Name:
University: Brooklyn Law School
Year Last Member: 1991

Last Name: Spielberg
First Name: Joshua
School Name:
University: Tomar, Simonoff, Adourion
Year Last Member: 1991

Last Name: Spinak
First Name: Jane
School Name: School of Law
University: Columbia University
Year Last Member: 1991

Last Name: Spitzer-Resnick
First Name: Jeffrey
School Name: Ctr for Public Representation
University: University of Wisconsin
Year Last Member: 1991

Last Name: Stark
First Name: Jim
School Name: School of Law
University: University of Connecticut
Year Last Member: 1991

Last Name: Staudt
First Name: Ronald
School Name: Chicago-Kent School of Law
University: Illinois Inst. of Technology
Year Last Member: 1991

Last Name: Steele
First Name: Shari
School Name: Georgetown University Law Ctr
University: Georgetown University
Year Last Member: 1991

Last Name: Strong
First Name: Graham
School Name: School of Law
University: Cornell University
Year Last Member: 1991

Last Name: Szczygiel
First Name: Anthony
School Name: School of Law
University: State Univ of N.Y. at Buffalo
Year Last Member: 1991

Last Name: Taylor
First Name: David
School Name: College of Law
University: Northern Illinois University
Year Last Member: 1991

Last Name: Turissini
First Name: Anne
School Name: School of Law
University: Loyola University
Year Last Member: 1991

Last Name: Watson
First Name: Sidney
School Name: School of Law
University: Mercer University
Year Last Member: 1991

Last Name: Weber
First Name: Mark
School Name: College of Law
University: DePaul University
Year Last Member: 1991

Last Name: Weinstein
First Name: Janet
School Name:
University: California Western Sch. of Law
Year Last Member: 1991

Last Name: Wilson
First Name: Rick
School Name: Washington College of Law
University: The American University
Year Last Member: 1991