



SECTION ON

CLINICAL LEGAL EDUCATION

NEWSLETTER

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This NEWSLETTER is a forum for the exchange of points of view. Opinions expressed here are not necessarily those of the Section on Clinical Legal Education and do not necessarily represent the position of the Association of American Law Schools.

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MESSAGE FROM THE CHAIR

by Karen Tokarz (Washington University - St. Louis)

This year has been both satisfying and frustrating for me. As chair of the Section, I have spent a lot of time talking with clinicians across the country. I have been heartened to learn about the richness and diversity of our clinical programs, to meet so many like-minded sisters and brothers, and to see such commitment to high quality legal education and social justice. At the same time, I have spent a lot of time talking with nonclinicians—deans, administrators, bureaucrats, and politicians. To borrow terms from Karen Czapanskiy's dinosaur lexicon: some of those I have met are "sympathasaurus;" some are "antagonistasaurus" out there than I ever imagined just waiting to devour clinicians and clinical education.

I believe that we are at a critical juncture in the evolution of clinical legal education in the United States. While the A.B.A., through the MacCrate Commission Report and otherwise, is strongly pushing law schools to expand their clinical offerings, the sagging economy and the intransigence of the academic establishment are pulling in the opposite direction. Clinicians are caught in the crossfire. Yet, clinicians are uniquely equipped to facilitate the dialogue between the A.B.A. and the A.A.L.S. and to define the debate about the development of legal education, its content, method, funding, staffing, and objectives. Clinicians have always understood the premise that theory informs practice, and practice informs theory. And, we are, for the most part, the only travelers who journey peacefully between the planet A.B.A. and the planet A.A.L.S.

It has taken me much of the year to translate my vision for the Section into practical terms. My (and Aretha's) overarching objective for the Clinical Section is the same as I said last January

-- R-E-S-P-E-C-T. I'm just a little clearer now about what it will take to get there. Here are my thoughts:

R — Regional and national conferences, networking, sharing ideas and resources. I have become convinced this year during my travels around the country that there is a pressing need for more communication between clinicians, for more networking, for better sharing of ideas about curricular development, program designs, status battles, etc. In the past 20 years, we have grown to somewhere in the neighborhood of 700-1,000 clinical law faculty of the 8,500 or so law teachers in the U.S. Our increasing size and the continued fluidity of clinical law teachers in and out of teaching makes communication and networking increasingly difficult. I have several suggestions to improve networking and communication among clinicians:

1) Continued promotion of national and regional conferences. The Section sponsored the first national clinical directors conference in McLean, Virginia May 5-6, immediately preceding the 1993 A.A.L.S. Workshop. About 50 directors attended the conference, which was superbly coordinated by Sue Bryant (CUNY), Peter Joy (Case Western), and Alan Kirtley (Washington). The Section contributed \$2,000 to defray some of the costs of the conference. It is anticipated that these directors' conferences will continue on an annual or bi-annual basis. Once again this year, the Section also supported the Midwest Regional Conference and contributed \$2,000 to defray costs. We need more regional conferences to promote sharing of resources and to accommodate those clinicians unable to attend national conferences.

The Section also has continued to submit proposals to the A.A.L.S. for annual workshops and conferences.

There will be a five-day A.A.L.S. national conference in Newport Beach, CA in early June 1994, as a result of our proposal of the previous year. The planning committee, headed by Jane Aiken (South Carolina), has been working hard on the program all year. There will be a two-day A.A.L.S. workshop in May 1995, based on the proposal I submitted last summer. The planning committee will be headed by Antoinette Sedillo-Lopez (New Mexico). (At some point, I think we might want to consider alternating the A.A.L.S. five-day conferences with our own independently sponsored workshops because of the various A.A.L.S. constraints and costs.)

2) Development of a clinical program directory. You should have received or will be receiving soon a copy of the Directory of Clinical Programs (1993 edition) developed by the In-House Clinics Committee, under the direction of Peter Joy (Case Western). The directory should help clinicians connect with others working in the same subject area, the same geographic area, etc. The directory will be updated and re-published every Spring (based on new information from membership forms) and distributed free at the annual meeting and the annual conference/workshop. If you do not get a copy, please contact me or Peter Joy.

3) Expansion of the newsletter to include profiles of various clinical programs. These profiles will describe a number of different clinical programs, especially programs designed to meet the MacCrate Report objectives. I urge you to contribute a brief description of your clinic to the newsletter.

E. — Equality, salary parity, status. As I said in the last *Newsletter*, this area worries me more than ever. The percentage of clinicians in tenure track positions has fallen from 58% to 52% since the adoption of Standard 405(e) and roughly one-quarter to one-third of all clinical faculty are on "tenuous track," without job security, status, salary equity, or full membership in the academy.

I have asked Ann Shalleck (American) to co-chair the newly-renamed Status, Salary, Tenure & Promotion Committee (a/k/a 405(e) En-

forcement Committee) and to help the Section work with other groups like S.A.L.T. and other individuals like Bob Seibel (Cornell) to develop a strategy for the Section on this issue. Low status and pay inequity are, in part, the reason for the high frustration and the high turnover of clinical faculty in clinical education. Such treatment is not only unfair to individual clinicians and injurious to the clinical movement, it is an impediment to long-range planning and follow-through and, at times, detrimental to the client population being served.

S – Social justice and public service. I believe that this is a time for us to refocus on the public interest/social justice mission of legal education, to clarify our relationships with legal services programs, and to strengthen our ties with other public interest/social justice groups. For this reason, the Section chose the topic "Legal Education and the Search for Social Justice" for our all-day clinical program at the annual meeting in Orlando. The program was coordinated by Abbe Smith (Harvard) and Steve Wizner (Yale), along with Catherine Klein (Catholic), Leslie Espinoza (Boston College), and Isabelle Gunning (Southwestern). It promises to be terrific. The program features Leslie Espinoza (Boston College), Nadine Taub (Rutgers), Robert Williams (Arizona), Rennard Strickland (Oklahoma), Michelle Jacobs (Florida), Lucie White (UCLA), and Charles Ogletree (Harvard). We are especially pleased to have Rennard Strickland, the incoming chair of the AALS, on our program.

This year's recipient of the Section's annual award for contributions to the cause of clinical education is a 20-year veteran clinician with a life-long commitment to public service -- Harriet Rabb. Harriet recently took a leave from Columbia Law School, where she is the George Jaffin Professor of Law and Social Responsibility, to serve in the Clinton Administration as General Counsel for the Department of Health and Human

Services. Harriet exemplifies the best of clinical educators -- she is a top teacher, scholar, mentor, colleague, and dedicated public interest advocate. We are delighted she will be joining us in Orlando.

P – Pluralism, diversity, dealing with difference. A number of clinicians played key roles in the two S.A.L.T. Teaching Conferences on "Re-Imagining Traditional Law School Courses: Integrating Class, Disability, Gender, Race, and Sexual Preference into Teaching and Course Materials." This group included, among others, Holly Maguigan (NYU), Randy Hertz (NYU), Isabelle Gunning (Southwestern), Charles Ogletree (Harvard), Shanara Gilbert (CUNY), Cookie Ridolfi (Santa Clara), Kandis Scott (Santa Clara) and Paula Johnson (Syracuse). I think the Section has made strides in this area in recent years, but there still is much work to be done.

E – Educational leadership in areas of curricular development, methodology, and scholarship. In my view, our most important task in the coming year is to dominate the current discourse about the direction of legal education, in particular the teaching of skills and values. The MacCrate Report emphasizes the critical importance of clinical education and the need for integration of instruction of lawyering skills and values into law schools' curricula. It calls upon schools to reexamine their curricula and pedagogy. The report implicitly supports, but stops short of requiring, live-client clinical opportunities for all students who desire it. We need to forcefully assert this direction for legal education and lead the way toward implementation of the goals of the report.

I have proposed a joint Clinical Section/C.L.E.A. MacCrate Task Force, to be co-chaired by Minna Kotkin (Brooklyn), Chair-Elect Designate of the Section, and Mark Heymann (Chicago), the Secretary-Treasurer of C.L.E.A. This task force is charged with collecting information, serving as a resource, and developing and implementing a strat-

egy for the Section and C.L.E.A. vis-a-vis the MacCrate Report. The task force will make efforts to communicate and cooperate with the AALS Executive Committee Task Force on MacCrate, the ABA Skills Training Committee, the AALS Clinical Standing Committee, and other groups, and hopes to make an initial report at the AALS Conference in June. Task Force members will be available to talk with clinicians about programs and policy issues. Clinicians who have expressed interest in working on the task force include Gary Bellow (Harvard), Gary Palm (Chicago), Randy Hertz (NYU), Marjorie McDiarmid (West Virginia), Peter Joy (Case Western), Richard Boswell (Hastings), Bev Balos (Minnesota), Nina Tarr (Washburn), Hank Rose (Loyola-Chicago), Bobbie Schwartz (Iowa), and Bob Dinerstein (American). Any others who are interested are welcome to join. Please contact Minna or Mark immediately. The ABA Skills Training Committee, chaired by Richard Boswell (Hastings), also plans to play an active role in the implementation process. That committee is considering a program about the MacCrate Report at the ABA annual meeting in August. If you have ideas, contact Richard.

I am confident that the new clinical journal, fostered by C.L.E.A. and supported by the Section, will provide an enormous intellectual contribution to the development of legal education. All involved are to be thanked for their efforts -- especially the new editors, the new editorial board, and NYU, which has graciously taken on the role as home base and publisher. We all look forward to the first issue, due out on the stands in spring 1994.

C – Clinical (live-client) opportunities for all students and Section committee work. In addition to clinical internships discussed above, "C" also stands for Section committees. The Section works primarily through its membership and committees; however, our committees don't function very easily. There is no time built into the annual conferences/workshops and little time (or inclination) for committees to meet at the annual meetings.

There is little opportunity for committees to set goals and accomplish them.

I have proposed changes to the membership form (see last page of the *Newsletter*) to provide members an avenue for expressing interest in doing committee work and for offering suggestions. I also have suggested to Sandy and to future conference/workshop planners that they try to figure out a way to allocate time at annual conferences and meetings for committees to meet. I know Sandy welcomes your ideas and suggestions about this topic.

T – Teamwork with CLEA, SALT, ABA, AALS, and others. The need to consolidate our efforts with other like-minded groups is increasingly apparent. In particular, I support a strong partnership between the Section and CLEA. Clinicians need an organization, independent of AALS, representing our interests and I am thrilled that CLEA has evolved to fill that need. There is much that we can do together to advance the interests of clinical education.

In conclusion, I want to say thanks to all who chaired the Section before me, from whose experience and wisdom I and the Section have greatly benefitted; 1992 - Bob Dinerstein (American); 1991 - Jeff Hartje (Denver); 1990 - Graham Strong (UCLA); 1989 - Susan Kovac (Tennessee); 1988 - Bill Greenhalgh (Georgetown); 1987 - Peter Hoffman (Nebraska); 1986 - Gary Palm (Chicago); 1985 - Sue Bryant (CUNY); 1984 - Roy Stuckey (South Carolina); 1983 - Kandis Scott (Santa Clara); 1982 - Elliott Milstein (American); 1981 - Judy Potter (Maine) and Dean Rivkin (Tennessee); 1980 - Joseph Harbaugh (Temple); 1979, 1978, 1977 - David Barnhizer (Cleveland State).

Happy end-of-the-semester!
Happy holidays! I look forward to seeing all of you in Orlando.

COMMITTEE REPORTS

Awards Committee by Minna J. Kotkin, chair

This year's recipient of the Section's annual award is Harriet Rabb, General Counsel of the United States Department of Health and Human Services, on leave from Columbia Law School where she was the George M. Jaffin Professor of Law and Social Responsibility and Vice-Dean. Harriet will be taking a much needed break from transforming our health care system to join us in Orlando.

Harriett began her teaching career in 1966 as an instructor at Rutgers, Newark, directly after graduating from Columbia. From 1967 to 1969, she was staff counsel at the Law Center for Constitutional Rights in Newark. After a two year detour from academia, first as Special Counsel to the Commissioner of the New York City Consumer Affairs Commission, and then as Staff Counsel at the Stern Community Law Firm, she joined the Columbia faculty in 1971.

Harriett may hold several records for members of the Section: most live-client clinics directed in different subject areas, and most titles held at one law school. In 1971, she founded the Employment Law Clinic, where she litigated major race and gender discrimination actions against the New York Times, Reader's Digest, and several Wall Street law firms, among others. Her colleague during this period was another former clinician in the news, Justice Ruth Bader Ginsberg, who directed a sex discrimination clinic. In the late 1970's Harriet began a program called the Big Apple Clinic, in which students represented the City of New York in various matters. Over the last ten years, she has created and directed an immigration law clinic, an educational policy clinic and a fair housing clinic. While running the education clinic, she worked with Donna Shalala, now

Secretary of HHS.

Harriet is a veteran of the clinical status wars. She started at Columbia as a lecturer, a title she held for 13 years. From 1972 until 1984 she also held the position of Assistant Dean for Urban Affairs. She fought for and won the battle to establish a long-term contract system, along with professorial titles at Columbia, and in 1984, became a Clinical Professor and Director of Clinical Education. In 1988, she was awarded "regular" tenure and received the Jaffin Chair in 1991. In 1992, she became Vice-Dean.

Harriet is the author of two books, *Fair Employment Litigation* (with Cooper and Rubin) and *The I.N.S. and Outs of Immigration* (with Guttentag). She has served on the boards of the Ford Foundation, the NAACP Legal Defense Fund, Inc. the Mexican American Legal Defense Fund, and the Legal Aid Society.

In honoring Harriet, the Section wishes not only to recognize her outstanding contribution to the cause of clinical education, but to celebrate the contributions that clinicians -- Harriet and many others -- can, should and do bring to the arena of government and public policy.

Past Recipients of the Award

1981 - David Barnhizer (Clev.State)
1982 - Hon. Neil Smith
1983 - William Greenhalgh (GULC)
1984 - Robert McKay
1985 - Dean Hill Rivkin (Tenn.)
1986 - Tony Amsterdam (NYU)
1987 - Gary Bellow (Harvard)
1988 - William Pincus
1989 - Gary Palm (Chicago)
1990 - Bea Moulton (Hastings)
1991 - Sue Bryant (CUNY)
1992 - Elliott Milstein (American)
1993 - Roy Stuckey (S.Carolina)

Committee on Clinical Scholarship by Tony Alfieri (Miami), co-chair

The Committee on Clinical Scholarship announces a call for papers to be presented during the AALS Conference on Clinical Education, June 4-8, 1994 at the Newport (Ca) Beach

& Tennis Club. The Committee invites submission of works in progress, including an abstract, addressing the theme of "Challenges for the 90s: Expanding Pedagogy, Scholarship & Social Justice."

The papers will be reviewed and selected by a panel of readers. Abstracts and drafts of papers will be circulated in advance of the Conference. Persons interested in submitting a paper, serving as a commentator, or participating in other projects, should contact or send papers directly to Marie Ashe (Suffolk University: 617.573.8000) or Tony Alfieri (University of Miami: 305.284.2735).

Extern Committee

**by Paula Johnson (Syracuse)
& Linda Smith (Utah), co-chairs**

At this time (November) last year, the ABA was considering major revisions in Interpretation 2 of Standard 306(c) which governs the operation of field placement programs. Much of the Committee's work through February, 1993 involved commenting upon the changes and suggesting certain more useful concepts and terms. We worked in consultation with various officers and members of CLEA. In January, your chairs surveyed all law schools regarding the proposed changes and received responses from 44 law schools. The results of the survey indicated that the Revised Interpretation would require some changes in most field placement programs; but that the changes would primarily have no impact or a negative impact upon the educational quality of the programs. These results were forwarded to the ABA Council.

Ultimately the Council adopted Revised Interpretation 2, which went into effect in July, 1993. It would be fair to say that our "lobbying" did not have a major impact upon the language adopted, but it appears that there were some changes in response to the suggestions we (and others) made. Watch this space for the "post-game" reports now that accreditation questions and reviews will be based upon

the Revised Interpretation 2! (Any school giving credit for work off campus should study the Revised Interpretation. There are major changes for programs granting more than credits. But there are less significant changes for ALL extern programs.)

We WILL have a meeting during the AALS Annual Meeting in Florida. Time and place to be announced on site. We will discuss the Revised Interpretation during that meeting. Thanks for all your support. It's been a pleasure serving as the co-chairs of this committee.

Committee on the In-House Clinic by Peter Joy (Case Western Reserve)

The Directory of Clinical Programs, 1993 Edition, was recently mailed to approximately 550 clinical teachers, deans and others involved in clinical education. It took longer to distribute than originally projected, but you should have your copy by now. It contains all of the corrections and submissions received as of May, 1993. A new version will be distributed in 1994. Please send all additions, deletions and corrections using the form on the last page. A new data collection form is being developed for the purposes of Clinical Section membership, and in the future that form will ask for information to update the directory.

If you are interested in joining the Committee on the In-House Clinic, please contact Binny Miller, American University, 202.885.1500, or Peter Joy, Case Western Reserve University, 216.368.2769.

Nominations Committee by Bob Dinerstein (American)

The Nominations Committee -- Bob Dinerstein, Chair (American), Richard Boswell (Hastings), Sue Bryant (CUNY), and Barbara Schwartz (Iowa) -- recommends that at the upcoming annual business

meeting the Section membership elect the following individuals for the following positions:

Chair-Elect: Minna J. Kotkin
(Brooklyn)

Executive Committee:

Two-year term*: Paula Johnson
(Syracuse)

Three-year terms: Peter Joy
(Case Western)
Susan Kay
(Vanderbilt)

*Vacancy created because Homer LaRue of D.C. School of Law, one of last year's electees, does not teach at an AALS member school and thus, according to AALS By-Laws, cannot serve in an elected position on the Executive Committee. Professor LaRue remains on the Executive Committee as co-editor of the Section Newsletter.

Political Interference Group by Keith Harrison (Denver) and Chuck Weisselberg (Southern California)

The Political Interference Group (PIG) assists clinicians who experience outside interference with their programs. That support can take a variety of forms. For example, in the past, PIG has submitted amicus curiae briefs in litigation affecting clinics. But perhaps PIG's most useful function is to serve as an information clearinghouse. We are happy to send any clinicians briefs, reports, ABA statements, and other materials about academic freedom and outside interference. Clinicians with problems or potential problems can call for quick answers to questions. We can also discuss some strategies that other clinics have used to stave off attacks. Please call if we can assist you in any way. Keith Harrison: 303.871.6291; Chuck Weisselberg: 213.740.2528.

AMONG OURSELVES

Gay Gellhorn and Pat Roth (District of Columbia School of Law) discussed their paper, *Law and Language: Ethnography in a Law School Clinic*, at the Clinical Theory Workshop, October 1, at The New York Law School.

On October 27, 1993, the Washburn Law Faculty voted to recommend that **Nina W. Tarr** be granted tenure and promoted to full professor.

David Chavkin (Georgetown), **Minna J. Kotkin** (Brooklyn) and **Louise G. Trubek** (Wisconsin) will be among the faculty at a symposium sponsored by Brooklyn Law School: *Ensuring (E)qual(ity) Health Care for Poor Americans*, December 3 and 4, 1993.

Jennifer Brown (Emory), **Cookie Ridolfi** (Santa Clara) and **Kandis Scott** (Santa Clara) were the Clinical/Lawyering subject matter area coordinators at the West Coast version of the 1993 SALT Teaching Conference at Santa Clara University School of Law on October 29th and 30th.

Willamette received a grant from the U.S. Department of Education to establish a new Clinical Law Program.

Loyola-Chicago has established the new Civitas ChildLaw Center to educate and train law students as specialized litigators and advocates on behalf of abused and neglected children.

The University of Washington received a grant from the U.S. Department of Education to begin a Low Income Housing and Immigration Clinic.

Neil Franklin (Idaho) received two academic grants, one to work in Malawi addressing human rights issues, the other to consult with traditionally black South African universi-

ties regarding clinical legal education.

Dean Leo Romero (New Mexico) is the Chairperson of the ABA Section of Legal Education and Admissions to the Bar Committee on Diversity in Legal Education.

Dean Joseph Harbaugh (Richmond) is the co-chair of the ABA Section of Legal Education and Admissions to the the Bar Committee on the MacCrate Task Force Report Invitational Conference Planning.

Jonathon Hyman (Rutgers-Newark) has been appointed Associate Dean for Academic Affairs effective July 1.

Stephen Befort (Minnesota) has been honored by his school for excellence in teaching.

Carrie J. Menkel-Meadow (UCLA) and **Susan Deller Ross** (Georgetown) will be among the principal speakers at the AALS Mini-Workshop -- *Beyond Tokensim: Wrestling with Power, Creating Opportunity*, at the AALS Annual Meeting, January 6, 1994 in Orlando.

OF INTEREST TO CLINICIANS

Dear Mr. Clinician:

My school is on the third year of its Title IX funding. I understand that many schools did not get new grants in 1993-94 because only one law professor agreed to be a Reader and some schools got greedy. The Dentists, who were hired as Readers, did not know which programs deserved funding.

In case my program is not funded, I decided I better start job hunting for next year. As I have discussed positions, I have been confused about status terms. Could you please explain what the most commonly used buzz-words mean? Thanks.

One Grant Away From Unem-

ployment

Dear One Paycheck:

Your concern is warranted. I suggest you recall some tenant-landlord concepts:

1. "Adjunct" = "Squatter"-- Assume that you are paid by an entity outside the law school, but office in the law school to supervise students. Since you can be eliminated with no notice, you have the status equivalent to a squatter.

2. "Instructor" = "Month-to-Month Tenant" -- Assume your position is funded with grant money. Since you can be terminated with little notice, you are in the status of a month-to-month tenant. The law school may decide to put a permanent tenant in your office or the institution may decide it does not want to keep up the cost of the "rental unit" (i.e. your job). In either case, you are out.

3. "Long term contract" = "Tenant with a Lease"--If you are given a renewable, long term contract but are not allowed to participate in law school governance in a significant manner, you are similar to a tenant with a long term lease.

4. "Tenure Track" = "Mortgage" If you are on a tenure track, but not tenured, your position is similar to a person buying a home with a mortgage.

5. "Tenured" = "Home Owner"--Finally, if you are fully tenured, you are in the enviable position equivalent to a home owner.

I wish you luck in the search.

Dear Mr. Clinician:

I must develop criteria for students regarding the safekeeping of client files. Do you have any good advice?

Papered

Dear Papered:

Since the students model themselves after you, I suggest you consider your own habits.

You should immediately remove all of the client files that I know are stored in the backseat of your car.

Those you have kept in your briefcase for a week are somewhat more secure, but it is awkward to have the students plow through your briefcase looking for papers. The files you keep in your mailbox are as hidden from the students as those in the pile of papers on your floor.

You can advise the students to "do as I say, not what I do." So you can instruct them that all files should always be returned to the appropriate place in a secure file cabinet.

Dear Mr. Clinician:

I keep hearing about this MacCrate Report. Is this good or bad for clinic teachers?

Confused

Dear Confused:

It depends who you ask. □

New Discovery Rules to be Discussed at Annual Meeting in Orlando

The Litigation and Civil Procedure Sections of the AALS will conduct a joint program on Friday, January 7, 1994, which will focus on the significant changes in the Federal Rules of Civil Procedure relating to discovery that have been approved by the Supreme Court and, barring action by Congress, are slated to go into effect in December 1993. This program will address the impact of the proposed changes and the implications of these changes for our adversarial system.

The program will consist of two panels. In the first panel, moderated by Jeff Stempel (Brooklyn), Rochelle Cooper Dreyfuss (NYU) and Steve Subrin (Northeastern) will put the amendments into their political and historical context, examining the distributional effects of the new disclosure rules and the implications of the changes for lawyers and for our adversary system. The second panel, moderated by Minna Kotkin (Brooklyn) consisting of Barrington Parker Jr. (Morrison & Foerster, NYC), Hon. Norma Shapiro (ED Pa), Hon. William Bertlesman (DC Ky) and Bill Lee (NAACP Legal Defense Fund,

San Francisco), will consider the degree to which the proposed changes further the goals of efficiency and fairness. Following each panel presentation, the moderator will open the floor for discussion among panelists and audience members. □

Title IX Program Being Planned

The second Title IX Law School Clinical Experience Program National Evaluation and Workshop Conference is tentatively planned for March 9 through March 11, 1994, at Drake University Law School. The conference will be followed by the dedication of the new National Center for Public Service Attorneys' Professional Development at Drake University Law School. The Center is being constructed as an addition to the Neal and Bea Smith Law Center, which houses Drake's Legal Clinic.

The Conference should be very helpful to both clinicians from schools with Title IX grants and to clinicians who would like to apply for Title IX grants. A preliminary and tentative topic list follows:

1. Establishing useful goals and effective evaluations for clinics;
2. What you always wanted to know about the LSCE grant application process;
3. Design and implementation of grants for new clinics;
4. Administrative practices and management of clinics, including hiring, training, personnel management, office procedures, among others;
5. Achievements and problems of the program and the clinics; and
6. Future program - clinic relations: joint effort to meet student, community, and national needs.

In its 1993 appropriations legislation, congress authorized the expenditure of funds to ensure that the major costs of transportation and hotel expenses will be defrayed. An attendance of 150 law school clinicians is expected.

A notice will be sent out as soon as more details are available. Please mark your calendars now? □

National Institute for Trial Advocacy Presents Advocacy Teacher Training Program Harvard Law School Cambridge, Massachusetts March 18-20, 1994

NITA's Advocacy Teacher Training Program is designed specifically for lawyers and law professors interested in learning and applying the NITA teaching method. During the three-day course, law school advocacy students perform exercises. The program participants critique and advise the students on how to improve their performance. These critiques are reviewed by NITA instructors who provide the teacher trainees suggestions for their own improvement. The program also offers information on developing and implementing one's own advocacy program. The program features five intensive workshops, each focusing on a specific critiquing skill. You will learn to:

- ♦be specific and constructive
- ♦effectively deliver and demonstrate key points of critique
- ♦teach the group while critiquing the individual
- ♦team-teach and critique multiple performances
- ♦critique case analysis □

Report from the ABA Skills Training Committee by Richard A. Boswell (Hastings), Chair

There is a great deal that I could discuss here, but I will only take on a few of the more pressing topics. For a couple of years the energy of the ABA Section on Legal Education has been focused on the long awaited MacCrate Report. Since the Report came out in the summer of 1992, the Skills Training Committee has been wrestling with the tough issue of how clinicians can best use the document.

With this end in mind, we have been looking at how the ABA Accreditation Standards can be modified or new interpretations can be made to existing Standards to better

reflect the present state of legal education. One major question which comes to mind is whether the time has come for 405(e) to be revisited. When 405(e) was originally adopted, it was not viewed as being etched in stone but that law schools would be given a chance to work with the non-mandatory language. Has the time come for 405(e) to be changed from "should" to "shall" and what would the impact be on law schools? Would law schools begin to close down their clinics? Would there be a much sharper shift to simulation programs? These questions must be discussed, and clinicians are the ones who must be the first ones to grapple with the question.

The Committee needs to hear more from the clinical community. This column is but one way to accomplish that goal. Another way is for you to call or write individual members so that we make sure that your views are reflected in the actions of the ABA. The clinician members of the Committee are John Elson (Northwestern University), Karen Tokarz (Washington University - St. Louis), Roy Stuckey (South Carolina), Randy Hertz (NYU), Bob Dinerstein (American) and myself. I invite each and everyone of you to give us the benefit of your thought about these and any other issues which you believe we should address. I can be reached by FAX at 415.565.4865 or by mail at the University of California, Hastings College of the Law, 200 McAllister Street, San Francisco, CA 94102. □

AALS Names 1995 Clinical Legal Education Workshop Planning Committee

Carl Monk, Executive Director of AALS, has named Antoinette Sedillo-Lopez as chair of the committee to plan the 1995 Clinical Legal Education Workshop. Also named to the committee are Dean Jack Friedenthal (George Washington), Thomas Geraghty (Northwestern) and Leah Wortham (Catholic). □

Results of Survey on Testing in Clinical Courses and News About the NCBE's Performance Test by Roy Stuckey, South Carolina

Survey Results

Last spring's issue of the *Newsletter* contained a survey on testing in clinical courses and a promise that I would compile the results and publish them in a future issue. I received only twelve responses, including my own, four of which indicated that no testing was done other than the subjective evaluation of student performance by a teacher or supervising attorney. This was a disappointing response insofar as I have personal knowledge that some people who did not respond have been working for years to find additional ways of testing in clinical courses and I suspect that many others are beginning to search for evaluation tools which are more accurate than sole reliance on subjective evaluations of student performances. On the other hand, the meager response reinforced my perception that the full clinical legal education community has not yet embraced the notion that we have an obligation to set clear educational objectives in our courses and to evaluate whether we are achieving them. Without sound evidence that we are doing these things, and that our evaluative techniques are valid and reliable, it will become increasingly difficult to justify the high cost of clinical courses in these times of diminishing resources.

Only two people's responses indicate that they use essay exams. Peter Hoffman of Nebraska uses essays in a simulated pretrial litigation course to test knowledge and application, particularly of strategic considerations. I use essay exams in a negotiation course to test whether the students understand what I wanted them to learn about the rules and theories of negotiation. (I began using essay exams after learning that John Barkai of Hawaii and Joe

Harbaugh of Richmond had been using them for years in their negotiation courses.) Joe, John and I also use journals to force the students to demonstrate their prenegotiation planning and post-negotiation reflection. Brook Baker of Northeastern reports using journals in a negotiation course only to evaluate students' reflectiveness about their experiences.

Four respondents reported using journals to help measure learning in field placement clinics, which I understand anecdotally to be a common occurrence. George Bisharat of Hastings indicates that he uses journals to evaluate the extent to which students have learned the art of reflection and developed the capacity to learn from experience. Larry Krieger of Florida State apparently asks his students to comment in their journals on assigned reading materials as well as on issues of ethics, process and skills which arise during their field-work experiences. I do not remember ever hearing of an in-house clinic which requires students to keep journals. I am not sure if this reflects in-house clinicians' beliefs that their one-to-one conversations with students serve the same evaluative objectives. This suggests that the primary motivation for the use of journals may be to keep track of what students and field placement instructors are doing. Journals also appear to serve valid educational purposes.

Some people require papers or evaluate written products of their students' clinical work. Larry Krieger uses "quizzes" and weekly written assignments to help evaluate students' preparation skills and assimilation of materials in his Criminal Practice Clinic (which he indicated on the form he returned is a simulation course). Marty Guggenheim of NYU bases one third of his grade in Evidence: Litigation Planning/Criminal Litigation (this may be two courses) on memoranda written during the course. He uses these to measure "whether students are planning systematically; whether they are integrating law and fact; the quality of

their legal analysis; the quality of their ability to argue facts persuasively."

Performance Test News

All of you should be aware that California administers a "performance test" as part of its bar examination. You may not be aware that Alaska was doing it before California, although the Alaskan exam has previously focused on research skills (I understand that Hawaii has recently decided to adopt Alaska's performance test.) Also, Colorado has been administering a one hour version of a performance test for a few years.

Many of you also know that the National Conference of Bar Examiners (who brought us the multistate bar exam, the multistate professional responsibility exam and, recently, the multistate essay exam) is in the process of deciding whether to offer bar examining authorities an opportunity to purchase a multistate performance test from the NCBE. Four ninety-minute performance tests developed by the NCBE were experimentally tested as part of the Summer of 1993 bar examinations in six jurisdictions: in California, Alaska and Colorado as part of their required examination; and in Virginia, New Mexico and Georgia on the basis that the results of the test could help applicants, but not hurt their chances of passing those bar exams. Most applicants volunteered. The tests were similar to those which have been used in California, although this was the first time that ninety-minute test segments had been given in California, rather than three hour test segments.

The results of this experiment are being evaluated and a report was expected in November, following which the NCBE was to decide whether to proceed with the project of developing a nationally available performance test. Reliable sources report that the market is there, that is, many states have expressed interest in adopting a performance test, if the NCBE offers one for sale. The primary question facing the NCBE at this point is whether its approach to performance testing is valid and reliable.

As part of the process of finding an answer to this question, the NCBE convened a meeting of lawyers and law teachers to constitute a Content Validity Study Panel for the NCBE Test Research Project. The lawyers and one of the law teachers were drawn from the membership of the NCBE's Testing, Research & Development Committee. The other law teachers had professional skills teaching backgrounds. They were: Randy Hertz of NYU, Marjorie McDiarmid of West Virginia, Gary Palm of Chicago, Leo Romero of New Mexico, and Roy Stuckey of South Carolina. The Panel members were asked to review the content specifications for all four ninety minute tests and to outline their own answers to the tests before going to Chicago. They were also asked to review the materials used by the graders and some sample candidate answers. The grading materials included very specific criteria for evaluating the test answers.

In Chicago, the panel members spent a day answering questions about the tests and debating their answers. Although the Panel was presented with a wide range of questions about the tests, there were two basic issues: (1) whether the tests gave the test takers an opportunity to demonstrate their competence in the skills included in the test specifications; and (2) whether the grading criteria focused appropriately on those skills? The idea is that a test cannot be a valid measure of a person's skills if it either fails to provide an opportunity to demonstrate competence in the skill or fails to measure whether competence has been demonstrated.

The panel was also asked to comment on how well the test specifications represented the larger domain of lawyering skills. This presented an interesting issue, because the NCBE had initially determined that each of the performance tests should try to test all of the skills included in the test specifications. To accomplish this, the number of lawyering skills which would be

subject to testing with a single test could not possibly include the universe of lawyering skills. The three skills selected by the NCBE for performance testing are legal analysis, fact analysis and problem-solving. This is not a closed issue, and the NCBE may well decide now or in the future to publish a more inclusive list of lawyering skills which might be tested by a given performance test, but not necessarily by all performance tests.

The discussions of the Panel members and their written answers to specific questions were to be analyzed by the NCBE and a final report was to be ready in November.

My experience on the Panel was enlightening, and it reaffirmed my position that many of the things we teach in clinical courses can be measured by written tests. If we had begun working on this in the late 1960's when clinical education began growing, we would certainly be at a point by now where we would be teaching the NCBE how to do it, not learning from it. If the NCBE eventually markets a national performance test, we can expect it to influence the ways in which we structure our courses and how we evaluate our students. Stay tuned. □

Newport Beach will be site of 1994 clinical conference

The AALS Conference on Clinical Legal Education, to be held June 4-8, 1994, will be in Newport Beach, California. The Conference theme is "Challenges for the 90s: Expanding Pedagogy, Scholarship & Social Justice."

The goal of the Conference is to use interactive presentations, concurrent plenary sessions for new and experienced clinicians and small groups organized randomly and by areas of interest, to look at new challenges for clinical legal education. What are the clinician's educational goals and how are they met? What effect does choice of subject matter and method have on students' ideas of lawyering, social justice and

professional responsibility? The tradition of direct service and litigation clinics, focusing particularly on community organizing, economic development and arbitration, negotiation and mediation-type clinics will be challenged. The Conference will provide an invigorating opportunity to evaluate clinical method, substance and scholarship in theory and practice.

The Chair of the Conference Planning Committee is Jane H. Aiken (South Carolina). The other members of the Planning Committee are David A. Binder (UCLA), Isabelle R. Gunning (Southwestern), Edward D. Ohlbaum (Temple) and Jane M. Spinak (Columbia). □

Journal of Professional Legal Education now in its tenth volume

The Journal of Professional Legal Education (Australia) is seeking both subscribers and contributors from North America. The Journal, now in its tenth volume and twentieth issue, focuses on those parts of legal education that follow completion of law school, but has recently expanded its scope to take account of developments in clinical legal education. Many of the issues discussed in the Journal, such as teaching and assessment, questions about the future of legal education, and so on, cross boundaries and are of interest to law teachers in and outside law schools. As reported in the last issue of the *Newsletter*, Nathaniel Nichols (Widener) and Barbara Bezdek (Maryland) have been recent contributors to the Journal.

Subscription enquires [Australian spelling] should be addressed to:
W.M. Gaunt & Sons Inc.
Law Book Dealers
3011 Gulf Drive
Holmes Beach, FL 34217-2199

Potential contributors should contact the editor: Associate Professor Neville Carter, Journal of Professional Legal Education, P.O. Box 2, St. Leonards 2065, Australia. □

Clinical Legal Education in Australia

A new newsletter with the title: Clinical Legal Education in Australia has published its first issue. The newsletter, published by the Kingsford Legal Centre (UNSW) was mailed to 64 Australian clinicians and law school deans. The purpose of the newsletter "is to put people in touch with each other . . ." and "to let people know what is happening" in clinical legal education. The newsletter's editor, Simon Rice, Director of the Kingsford Legal Centre, The University of New South Wales, notes in a letter to the editor of this *Newsletter* that he is not inviting "subscriptions" although he would appreciate any expressions of interest from North American clinicians. Professor Rice may be contacted at Kingsford Legal Centre, University of New South Wales, 11 Rainbow Street, Kingsford, NSW, 2032, Australia; telephone 398.7377; FAX 399.6683. □

District of Columbia School of Law receives grants

The District of Columbia School of Law received two grants in July to assist in funding the law school civil clinics. Joe Tulman, Shelley Jackson and Susan Sutler direct the juvenile law clinics. □ •

SMU and Yeshiva receive Title IX Grants for Clinics

Southern Methodist has received a Title IX grant to operate an immigration law clinic to serve low-income clients and Yeshiva has been awarded a three-year grant for two of the school's clinical programs: the Bet Tzedek Legal Services Clinic and the Cardozo Criminal Law Clinic. □

Nova Establishes Public Interest Fellowship

The Arlene and Marc Rohr Public

Interest Fellowship Fund has been established at Nova to enable selected students to engage in public interest work. □

FEATURES

Profile of the Clinical Program at Case Western Reserve University School of Law by Peter Joy

The centerpiece of the clinical program at Case Western Reserve University School of Law is the in-house clinical program located in the Milton A. Kramer Law Clinic. This article will profile the people and the programs of law clinic, and it will also briefly mention the other skills and values training programs of the law school. I will begin by discussing the most recent developments in our program and some of our plans.

Recent Developments

In the spring of 1993 a major private gift of \$750,000 from the Milton A. and Charlotte R. Kramer Foundation, the Samuel Rosenthal Foundation, and the Paul P. Dosberg Foundation enabled the in-house clinical program to expand its offices from less than 1,100 square feet to more than 3,000 square feet located on the ground floor of the law school. This gift also provided \$450,000 to establish a clinic endowment. Charlotte Rosenthal Kramer made this gift in memory of her late husband. Mrs. Kramer sees this gift as a way of helping the clinical program, our students and especially our low income clients in need of legal representation.

It is our hope that the endowment gift will help us attract other donations designated for the clinical program. Income from the endowment will eventually help the clinic expand our faculty, accommodate more students, offer a greater variety of programs, and serve more clients. In this way Mrs. Kramer's commitment to

our clinical program is serving as a catalyst for us to begin to undertake long-range planning.

Mrs. Kramer's gift is timely since it coincides with the law school expanding the coordination of the pre-trial, trial and appellate advocacy courses. The law school faculty has also been meeting to discuss the MacCrate Report, and there may be recommendations affecting the clinical program. All of these forces create a feeling of optimism and opportunity for the future of our in-house clinical program.

Current In-House Clinical Programs

Currently, the law clinic offers two one-semester clinical courses, the Criminal Defense Clinic and the General Practice Clinic, during each fall and spring semester. In addition, there are four year-long courses, the Civil Clinic, Criminal Clinic, the Family Law Clinic and the Health Law Clinic. Each clinic is a four credit hour course. Students attend a weekly two hour seminar class that covers skills such as interviewing and counseling clients, discovery practice, negotiations and hearing skills, as well as topics such as the problems of poverty, and ethical issues. In addition, the seminar classes are used for case conferencing and office meetings for the individual clinics.

All students are Certified Legal Interns under Ohio's 3L student practice rule. In the criminal area the student practice rule limits intern representation to misdemeanor cases such as petty theft, driving under the influence, and trespass. Civil cases include consumer matters, landlord/tenant cases, tort defense, contract claims, and writing wills. Students in the family law clinic work on issues such as contested and uncontested divorces, dissolutions of marriages, domestic violence petitions, and post-decree custody, visitation and support modifications. In the health law clinic, interns assist clients in cases ranging from guardianship, social security disability, advance health care directives and health insurance disputes.

Clients come to the clinic in many ways. Criminal cases are pri-

marily assigned by municipal courts that do not have a public defender. Civil, family and health law cases are referred from the local legal services office, social service agencies, local bar associations, some courts and former clients.

Cases are usually assigned to students working individually, though some issues or cases are occasionally handled in teams. The student/faculty ratio is approximately 9:1. Year long students are counted as two-thirds of a student in the fall semester and one-half of a student for the spring semester in calculating the student/faculty ratio. For the past five years, the clinics consistently have been oversubscribed.

The Clinical Faculty

The full time in-house clinical faculty consist of Judy Lipton, Ken Margolis and Louise McKinney and myself. We are greatly assisted by the clinic office manager/secretary, Sara Burnham. The clinical faculty are involved in other courses and activities at the law school. Two members of the non-clinical faculty have some involvement in two clinical courses: Lew Katz, who primarily teaches in the criminal law and procedure area, is responsible for the classroom component of the Criminal Defense Clinic each spring; and Karen Nelson Moore, who primarily teaches in the civil procedure and federal courts area, coordinates the Judicial Externship Program each summer.

Judy Lipton and Ken Margolis coordinate the Family Law Clinic. Judy and Ken also team teach the substantive Family Law course each fall. In addition, Judy is involved in a project with the medical school that helps to sensitize medical students about legal issues and how to make referrals for patients with legal problems. Ken is active in the area of the delivery of legal services, and he recently completed a research project in cooperation with the Council of Small Enterprises that surveyed business clients about the delivery of legal services and client satisfaction.

Louise McKinney coordinates the Health Law Clinic, and she teaches the Poverty Law course each spring. A proposal is pending that would involve Louise working with social work students to help them identify legal resources for women who recently have been released from prison or jail and/or who are at risk of incarceration.

I am the director of the in-house clinical program, and I teach the Professional Responsibility course from time to time. In conjunction with the Mandel Center for Nonprofit Organizations, I am also the primary clinical faculty member working on a special project to provide legal assistance for small nonprofit organizations and groups wishing to form nonprofits.

Marla Mitchell, who was a member of the clinical faculty during the 1992-93 academic year, is presently teaching Trial Tactics, and she has been developing and teaching a new course, Appellate Advocacy.

Related Activities

In addition to the courses and activities mentioned above, the law school has also been actively engaged in making issues of professionalism and professional ethics more meaningful. Toward that end some important steps have been taken.

First, professionalism is discussed during the 1L orientation and followed up with panel discussions involving practitioners during the first four weeks of the fall semester. Professional responsibility problems have also been developed for each 1L course, and these problems are integrated into the substantive material and taught by the 1L faculty. A "reorientation" program takes place during the start of the spring semester, this program deals with issues of substance abuse, stress and competitiveness.

Second, the ethics course, Professional Responsibility, is taught as a required 2L course during the fall semester to classes of approximately 50-55 students. The relatively smaller class size allows for more creative uses of problem solving, simulations, videos and other teaching techniques.

The faculty teaching this course also meet regularly, and one or two joint programs or classes are done each year.

Conclusion

If you have any questions about any of the programs described, please feel to contact me or the appropriate person identified in this article at 216.368.2766.

Legal Theory and Practice at the University of Maryland School of Law

by Barbara Bezdek

Maryland's Legal Theory and Practice (LTP) requirement is designed to provide law students with an integrated learning experience which links together legal theory, doctrine and the provision of legal assistance to poor and marginalized people. A central purpose of the LTP requirement is to engage students with the value of devoting at least some of one's practice to the representation of poor and disadvantaged people. To this end, we think it important that LTP courses are placed early in students' education, where the most intensive socialization into the legal profession occurs. All full-time day students at the University of Maryland take LTP, half in the second and half in the third semester of law school.

LTP courses are conceived and implemented as a bridge between Maryland's "stand-up" curriculum and its longstanding elective clinical law program. The LTP course requirement was developed instead of an extracurricular pro bono requirement, a first year clinic, or an introduction to lawyering. LTP offers instead an intensive and integrated model that seeks to make apparent to students the deep connection between legal rules, lawyers' choices, and the realities of law's impact on the lives of the poor. Five faculty members, joined at times by other members of the Maryland faculty, have concentrated their energies on developing and teaching these courses.

Each course undertakes a critical examination of the law, bringing

to the center the legal system's treatment of the poor, people of color, women and children, and other underrepresented client populations. The courses engage students in actual client representation in the context of traditional core subjects such as torts, civil procedure, property, criminal law, constitutional law, and legal profession. The students' legal work has included the representation of tenants challenging dangerous defective conditions in their rented dwellings, victims of lead paint poisoning, battered women charged with homicide, death row inmates, children with disabilities in special education and school discipline cases, recipients of drug and alcohol treatment services, and communities seeking environmental justice.

Educational Objectives. The overarching task of the LTP requirement is to construct with students an understanding of legal process, inseparably coupled to a conception of responsibility to the poor. To accomplish this task requires a range of pedagogical goals that extends from the mastery of rule systems, to the development of insights about poverty and the political workings of the law, to the study of systems for the delivery of effective legal services to unrepresented populations.

LTP's focus on the needs of poor people was spurred by the Maryland Legal Services Corporation's findings in 1988 that the legal needs of the state's poor generally were not being met. In partial response, the state legislature and Governor directed the state's two law schools to provide more service to the poor and to modify their curricula to "inculcate" future lawyers with a belief in the value of service to the poor. The University of Maryland Law School approach encompasses three objectives:

1) to marshal the under-used resource of talented law students to provide real service now, while they are in school, so as to respond to great and growing need;

2) to enhance the capability of our students and graduates to perceive the legal problems confronting poor people and to better develop strategic responses;

3) to expand the ranks of willing, capable and actual providers in the future, as our students graduate into the ranks of the legal profession.

Actualizing the Objectives. To bridge the customary divide between the classroom and clinical sides of Maryland's curriculum, a number of courses in the familiar law school line-up have been expanded and reconfigured as LTP courses. This includes most first year courses (e.g., LTP/Torts, LTP/Civil Procedure, LTP/Property) and an expanding array of upper year courses (in addition to LTP/Legal Profession, LTP/Constitutional Law, LTP/Advanced Torts, LTP/Law & Mental Health Care, and in Fall 1993, LTP/Women and the Law, and LTP/Complex litigation: Environmental Justice).

While the combinations of doctrinal subjects and legal service opportunities may be nearly infinite, there are some requisites for any LTP course:

1) Each student must be given the opportunity for significant experience in providing legal services to poor people;

2) The representational work is to be integrated with the study of some area of legal regulation, so that students' learning of doctrine occurs in a context that aids the development of a critical understanding of the law and its processes;

3) Issues of professional responsibility, choice and identity are to be the subject of regular consideration; and

4) Students' autonomous learning is to be promoted through pedagogical diversity.

In this way, the LTP concept seeks to restore to law study the non-doctrinal elements of human decision and social context that give law its power and meaning. Each of these elements, and the task of synthesizing them, creates particular demands for teaching materials and models. The courses

aim to enlarge students' comprehension of the traditional elements of legal education -- role, doctrine, policy, procedure -- by reassembling them in real contexts. This reassembly occurs in two directions, by bringing the legal doctrine and theory of the classroom into the real world of the students' legal work, and by making the thick description of students' legal work experiences a part of the work of the classroom.

The fact that LTP students perform legal work on behalf of clients is one significant element of students' experience and course design. Students' practice experiences serve as one important type of "teaching material," and students spend roughly ten hours per week accomplishing this work. LTP courses necessarily instruct students in the practice area in which students assist clients, although the primary focus is not to teach practice skills.

Faculty carefully select and structure the students' course experiences, in order to make available for them the links between legal theory and practice. Legal work is selected so that it both invokes the doctrine and theory of the course, and gives students substantial responsibility for some client matters. Because lawyering experiences often do not, alone, enable students to draw the connections among legal regulation, lawyer operations, and social knowledge, class sessions are directed to seeking out intersections between students' practice experiences and the theoretical and doctrinal analysis presented by the course. Much of LTP students' legal work is pre-trial or preventative work, i.e., it tends to feature interviews of clients and witnesses, case planning, development and execution of investigation plans, drafting complaints, discovery planning, negotiation, and informal or agency advocacy. These serve our service and education objectives well, since our students provide needed assistance to more clients, at levels where overworked legal services attorneys and high-priced private counsel are not sufficiently available.

A significant measure of LTP courses entails instruction in the doctrinal subject of the course. LTP faculty reconfigure classroom sessions to transform the intellectual activities of "learning a subject" into mastering its meanings, utilities, and consequences in concrete terms outside the law school walls. While casebooks are widely used in LTP courses, they are supplemented extensively with materials drawn from trial records, pleadings, lawyers' files, client documents and interviews, statutes and regulations, media reports, census data, sociological accounts, and so forth. Analysis is frequently directed toward students' real and imagined work on behalf of people who, in the conventional distribution of legal services, are rarely "clients." Doing so fosters for students the development of an appreciation that legal rules are produced in response to evidentiary accounts, constructed (usually) by lawyers; that parties' different perspectives, and opportunities for representation by counsel, importantly shape such accounts; that clients, lawyers, and judges all face a range of choices for resolving "doctrinal" questions; and that the class, gender, and race of the people implicated by legal disputes may influence the operation of legal decision-making at each of these junctures.

Variations in Operational Detail. While sharing the essential core described above, the specific LTP courses vary considerably in their operational details. Course configurations have run the gamut, from sections of ten students taught by a single faculty member; to sections of twenty-five taught by a team of four teachers; to coordinated sections of twenty-five students, each led by one LTP faculty member, pursuing the same subject through different practice areas. Such differences in size and organization carry with them varied decisions in the use of upper-year teaching assistants; involvement of cooperating attorneys in supervision; and the focus of legal work.

The flexibility in the LTP concept has permitted the configuration of LTP courses that draw on faculty expertise, do double-duty in curriculum planning, and serve other administrative needs. Moreover, it has created invaluable opportunities for collaboration with faculty members who otherwise have seen insufficient practical opportunity to bridge the gap between classroom and practice.

Maryland also offers an upper division elective clinical experience course to second and third year students which enrolls 75 to 95 students per year. Of these, approximately 30 may elect to enroll in the upper division clinic to satisfy their Legal Theory and Practice requirement. All clinic students are supervised directly by the 8 members of the full time faculty who teach principally in the Clinic.

Interested readers may read more about our curricular choice in the following: Barbara Bezdek, Richard Boldt, Marc Feldman, Theresa Glennon & Homer La Rue, *Students and Lawyers, Doctrine and Responsibility: A Pedagogical Colloquy*, 43 *Hastings L.Rev.* 1107 (1992); and Barbara Bezdek, "Legal Theory and Practice" Development at the University of Maryland, 42 *Wash. U. J. Urban & Contemp. L.* 127 (1992). □

The Clinical/Lawyering Program at New York Law School by Steve Ellmann

New York Law School offers its students opportunities to experience the roles of lawyers in at least three different ways: a live-client clinic, an extensive and diverse externship program, and classroom courses utilizing simulation techniques to teach the skills and responsibilities of lawyering. These courses are the focus of this report, but I should mention that NYLS also offers a considerable number of other classes bearing directly on lawyering skills, including a variety of courses on legal writing and drafting.

A. The In-house clinic: Carol Buckler, Larry Grosberg (the director of our Lawyering Skills Program)

and Rick Marisco teach New York Law School's Civil Law Clinic. Students in this course meet for four hours of class each week, while also handling cases under faculty supervision; the result is that students spend an average of 15 hours a week and of course sometimes more, on clinic work. At the moment students earn four credits during their clunk semester, two of them graded and two pass/fail; the faculty is about to consider a proposal to make the clinic a six-credit course (in light of the amount of work students actually do), and to make all six credits graded (in light of the fact that students are already evaluated on all parts of their clinic work, including "classroom performance, simulations, tutorials, and case-work"). Carol, Larry and Rick have written that "we generally use scheduled seminars to focus on skills, readings and simulations, and devote most of the remainder of the students' time to case work, [but] we try to integrate skills learning and the case work in every seminar and simulation." Currently 40 students take the clinic in the course of the year.

The Clinic's work includes both litigation and non-litigation matters. Among the former are immigration and social security cases, as well as cases dealing with racial discrimination, in particular in housing and banking. (For example, the Clinic, acting on behalf of a community group in East Harlem, challenged a bank acquisition before the Federal Reserve Board on the basis of the Community Reinvestment Act, and succeeded in winning improvements in the bank's credit policies and community services.) In addition, clinic students provide non-litigation assistance to not-for-profit groups, on issues such as incorporation, tax-exemption and regulatory concerns. The Clinic's client groups have included neighborhood associations, community development groups, and an AIDS prevention group.

B. Externships and workshops: The school's externship programs placed well over 200 students (out of

a student body of over 1400) during the school year 1992-93, including the summer term. These programs include:

(1) a four-credit externship course in which students work in a wide range of placements, and also take part in a seminar addressing "issues in lawyer development." Keri Gould, director of the school's externship programs, describes this seminar as utilizing "a variety of classroom teaching methods including lecture, lawyering-skills simulations and critique, journals and timesheets, student-facilitated discussions which may be based upon a series of written observational exercises, and final student presentations to promote reflective, self-directed student experiential learning." Meanwhile the students work under the supervision of attorney-mentors in their placements, maintain a journal, and meet three times during the semester with a faculty tutor to discuss and reflect upon their experiences. So far 32 members of the faculty have acted as tutors in this or other externship programs.

(2) a four-credit externship course with a particular substantive focus, namely on criminal prosecution; this course is taught by an adjunct professor, the Hon. Ernest Rosenberger, and its seminar component focuses on "case rounds" discussions. Students are placed in state and federal prosecutors' offices throughout the New York metropolitan area.

(3) a three-credit judicial externship, organized along the lines of the four-credit externship course described above, but with coursework and supervision elements amounting to one credit's worth rather than two;

(4) two-credit externships, judicial and non-judicial: These programs do not have a seminar component; students are required, however, to keep journals, do written "observational exercises" focusing on a variety of aspects of their place-

ments, and meet three times with their respective faculty tutors (as well as, of course, to work under the supervision of their mentors in their placements).

All of these programs, with the exception of the criminal prosecution externship program, are supervised by Keri Gould; Marina Hogan is also very much involved in our externship teaching.

(5) Workshops: In addition, a number of other faculty members have been developing "workshops," in which externship components are linked to substantive courses. This effort to create workshop courses is one of the primary elements of a reorientation of the school's curriculum, endorsed by the faculty as a whole last year, a reorientation which aims to provide, in the words of the Dean, a more "lawyer-centered education." Among the existing workshops are an environmental law workshop, a bankruptcy law workshop, a media law workshop; at least four others have recently been proposed by individual faculty members and are before the full faculty for approval.

C. "Lawyering" courses: Through the efforts of Larry Grosberg and others, New York Law School now has three courses which employ simulation techniques to introduce students to, and train them in, lawyering skills. The first of these, appropriately called "Lawyering," is a first-semester, first-year course which every new student at New York Law School takes. Beginning with a week of "legal method" training in the reading of cases, the course then takes students through the analysis of the facts and law bearing on a particular case, and through the observation and to some extent the performance of such skills as client interviewing, deposition preparation, witness interviewing, client counselling and negotiation in that case. Despite being only a two-credit course, and despite being taught in sections of over 100 students, this class seems able to broaden students' sense of what their law student is about, at the very beginning of

their law school experience. Steve Ellmann, Larry Grosberg, Carlin Meyer, Richard Sherwin and Don Zeigler all have taught this course.

Two other simulation courses also offer training in lawyering skills to substantial numbers of students. Trial Advocacy, taught by Gene Cerruti with the assistance of a Negotiating, Counseling and Interviewing, which has now been taught twice here, was offered last spring to almost 100 students. Larry Grosberg developed this course with Doug Frenkel, and continues to teach it (with a number of adjuncts leading its small sections).

**Law School Clinic Highlights:
Avoiding "Drift"
Washburn Law School Clinic
by Nina Tarr**

Washburn Law School can provide a model for the many law schools that continue to struggle with the "status" of the faculty who teach in their clinic programs. The Law School has had a clinic program for twenty-five years and has had a history of hiring faculty who become tenured, teach nonclinical courses, and continue to teach in the clinic after many years.

Four faculty currently teach in the clinic and classroom, engage in scholarship, and provide service to the profession. The two who are tenured have been in these positions for 15 years. I am currently in the tenuring process after six years at Washburn and another is in her third year at Washburn. In addition, we have one visiting professor whose position is currently funded by the Title IX program who teaches exclusively in the Clinic.

Washburn's success is attributable to factors beginning with the faculty's conception of the clinic program and continuing through the hiring, retention, tenuring, and "maintaining" of the faculty who teach in the clinic. Other schools that have been equally successful at retaining experienced tenured clinic faculty seem to have followed similar paths.

At the outset in 1968, the entire

opment of the program. Not every individual was equally committed to the enterprise, but a majority both participated in and supported the concept of having a live client, in house clinic with tenured faculty who are fully integrated into the law school. This participation and institutional commitment laid the ground work for what followed.

The faculty appointments committee uses the regular system to hire the faculty who teach in the clinic. The committee looks for applicants who have a special interest and expertise in teaching in the field, developing a curriculum, and creating serious scholarship in the area. The committee looks for the same qualifications it would consider for any position.

Once brought into the institution, each clinic professor is given the same respect, responsibilities, benefits, and salaries as all other faculty. Course loads are assigned with an eye towards rationally mixing supervision in the clinic and one other class each semester. Summer teaching is optional for everyone except the Clinic Director, because of the expectation everyone is engaging in scholarship. Committee work is distributed in the same fashion as it is to other faculty, with a mix of light and heavy, and a progression towards more responsibility. The faculty who teach in the clinic have been provided salaries, research assistants, offices, and all other benefits associated with being a law professor. On a social level, there is no distinction.

Review for retention is the same as for all faculty. Scholarship is reviewed, classes visited, and teaching evaluations collected. The entire faculty participates every year. My application for tenure is being treated like that of all other candidates.

My senior colleagues tell me that they continue to stay interested and committed to clinic work and have not "drifted" for a number of reasons. Their professional responsibilities have been reasonably allo-

cated among classroom teaching, clinical supervision, scholarship, and service. They feel these various elements exponentially improve one another. For example, teaching family law, supervising students doing family law cases, and writing in the field provide for a stimulating mix. Since all elements of their work are respected and they are valued and compensated similarly to the rest of the faculty, there is no need to drift.

Not all schools can replicate all of these elements. Nevertheless, the closer a school can come to duplicating this experience, the more likely it will be that the institution will have the benefits of experienced, creative, senior faculty who continue to teach in the clinic. □

**Introduction to the Yale Law
School Clinical Program
by Jean Koh Peters**

Yale law students have been serving clients in the New Haven community since 1970 as part of the Jerome N. Frank Legal Services Organization (LSO). In the twenty three years of its operation, law students under attorney supervision have served a wide range of clients in the greater Connecticut and New York area. Currently LSO operates eight different clinics. These include:

1. The Advocacy for People with Disabilities Clinic, in which students represent children and parents in special education cases, disabled adults in social security disability hearings, people with mental retardation in a federal class action to achieve their placement out of a state psychiatric hospital into the community, children in a federal class action who receive Medicaid but who have been prevented from receiving medical care at school, and recently a number of cases growing out of the Americans with Disabilities Act;

2. The Housing and Community Development Clinic; in which law, business, and architecture students represent not-for-profit organizations concerned with developing low income housing and community eco-

conomic development, in work related to their incorporation, management, federal low income tax credit, corporate governance, fundraising and planning.

3. The Immigration Legal Services Clinic, in which students represent people applying for political asylum and related immigration matters;

4. The Landlord/Tenant Clinic, in which students represent indigent tenants in New Haven Housing Court in summary process eviction proceedings;

5. The Legal Assistance Program, in which students are placed at local legal services offices and attend a weekly class run by clinic faculty.

6. The Prison Legal Services Clinic, in which students represent federal inmates at the Federal Correctional Institution at Danbury in parole and post-conviction matters as well as state prisoners in a variety of matters including federal 1983 actions;

7. The Poverty Legal Services Clinic, in which students perform a broad spectrum of traditional legal services representation, including special projects related to legal issues of people living with HIV, families exposed illegally to lead paint, teenage mothers seeking publically funded daycare to allow them to complete their education, and a broad range of benefits-related activities.

The clinic also currently sponsors an environmental law clinic which is expected to expand within the next few years, and several externships including placement at local prosecutors' offices. Clinic faculty also run, each semester, a simulated trial advocacy course.

The Yale Clinic enjoys several distinctive features. First, because the student practice rule allows first year students to appear in state courts, the Connecticut clinic generally enrolls one third to one half of the first year class in the second semester each spring. With the exception of some federal actions, first year students can perform the entire range of lawyering functions in almost all of our cases under attorney supervision. Since the

average Yale class size is one hundred and eighty students, usually, about half of any graduating class has actively participated in an LSO Clinic by the time they graduate. A significant number of student graduates spend two and one-half years representing clients in the clinic.

Second, the Yale program has a history and a commitment to interdisciplinary work and teaching wherever possible. For many years the Advocacy for People with Disabilities Clinic has worked closely with the Yale Law and Psychiatry program run by Howard Zonana M.D., a distinguished Yale psychiatrist. The Housing and Community Development Clinic regularly enrolls Architecture and School of Organization and Management students to work side by side with law students for non-profit organizations to benefit low income housing and community economic development in New Haven. The Immigration Legal Services Clinic has recently begun to enroll graduate students in International Relations, to help with their clients' claims for political asylum. The clinic is currently contemplating setting up either projects within the existing clinics or a new clinic to address parent and child representation in cases such as abuse, neglect and termination and delinquency in the local juvenile court. In cases that the clinic has already tried in these areas, the clinic has made use of social work and local psychiatric expertise in preparing their representation. The clinic is fortunate to have access to a broad range of interdisciplinary resources available in the university and greater New Haven community.

Third, the Yale Law School clinic combines all of its clinic activities in one space allowing for maximum interchange among students and faculty of different clinics. Unlike some schools in which the clinic facilities operate out of different sites, some in the community, the Yale clinic is located in one small wing of the law school. While

the space allotted to the clinic has not always been sufficient to meet the large numbers of students working at the clinic at any one time (often over a hundred students in the spring semester), the close quarters also create an interchange that leads to a good deal of cross-fertilization among the clinics. Clinic faculty meet weekly to discuss clinic issues to plan clinic-wide events such as professional responsibility sessions, diversity training, or simple social gatherings, in a concerted effort to promote weekly dialogue even among faculty who do not regularly teach together. As a result, it remains a constant goal of students and faculty at the Yale clinical program to create a coherent law firm identity and atmosphere at LSO.

For more information about the Yale clinics please feel free to contact Jean Koh Peters until mid November or Steve Wizner at 203-432-4800. The current director of the Yale Clinical Program, Jay Pottenger, will return from leave on February 1994; in the interim the acting director of the clinic is Carroll Lucht.

PUBLICATIONS BY CLINICIANS

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Campbell, Angela J. (Georgetown). Political Campaigning in the Information Age: A Proposal for Protecting Political Candidates' Use of On-line Computer Services, 38 Vill. L. Rev. 517-553 (1993).

Gellhorn, Gay (District of Columbia). Equal Access to Justice Act Attorney's Fees, in Disability: Social Security and SSI Programs (Legal Counsel for the Elderly 1993).

Juergens, Ann (William-Mitchell). Teach Your Students Well: Valuing Clients in the Law School Clinic, 2 Cornell J. of Law & Pub. Pol. 339 (1993).

Koosed, Margery Malkin (Akron). Incorporating into a Seminar or Clinical Course the Representation of an Indigent Death Row Inmate Seeking Certiorari in the United States Supreme Court, 40 Clev.St.L.Rev. (1992).

Menkel-Meadow, Carrie (UCLA). To Solve Problems, Not Make Them: Integrating ADR in the Law School Curriculum, 46 SMU L.Rev. 1995-2004 (1993).

Pacheco, Yvonne M. Cherena (St. Mary's). Latin Surnames: Formal and Informal Forces in the United States Affecting the Retention and Use of the Maternal Surname, 18 T. Marshall L.Rev. 1 (1992).

Pasman, Nora J. (Cooley). The Public Interest Exception to the Employment-at-Will Doctrine: From Crime Victims to Whistleblowers, Will the Real Public Policy Please Stand Up? 70 U.Det. Mercy L.Rev. 559-603 (1993).

Pitegoff, Peter (SUNY-Buffalo). Child Care Enterprise, Community Development, and Work, 81 The Georgetown L.J. 1897 (1993).

Rose, Henry (Loyola-Chicago). Law Schools Should be About Justice Too, 40 Clev.St.L.Rev. 443 (1992).

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Shalleck, Ann (American). Constructions of the Client Within Legal Education, 45 Stan. L. Rev. 1731 (1993).

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Weisselberg, Chuck (Southern California) and Dunworth (Terry (RAND)). Inter-District Variation Under the Guidelines: The Trees May Be More Significant Than the Forest, 6 Federal Sentencing Reporter 25 (1993).

POSITIONS IN CLINICAL LEGAL EDUCATION

The American University, Washington College of Law, is interested in receiving applications for positions as visiting professors in our Clinical Programs for the upcoming academic year, 1994-95. We are particularly interested in candidates with demonstrated clinical teaching success, scholarly interest in clinical teaching, and considerable legal practice experience. The number of available positions will be subject to programmatic and budgetary considerations. The Washington College of Law offers live-client clinical programs in Appellate Advocacy, Criminal Justice (prosecution and defense), International Human Rights, Public Interest, Tax, Women and the Law, and Criminal Justice-Women in the Law Concentration on the Family.

Inquiries should be transmitted as soon as possible. Please include a cover letter explaining your background and a resume. Please send

materials to Professor Thomas O. Sargentich, Chair of Washington College of Law, American University, 4400 Massachusetts Ave., N.W., Washington, D.C. 20016.

The University of Arkansas School of Law invites applications for the position of Director of the Legal Clinic, the clinic first directed by Hillary Rodham Clinton. This is a twelve-month non-tenure-track position beginning in the 1994-95 academic year. After two years, we expect to offer a commitment to continued employment for no less than three years at a time. The Director's duties include administering criminal and civil clinic programs, overseeing and evaluating clinics, supervising attorneys, and teaching and supervising students in the clinics. Litigation experience, excellent writing skills, and a strong academic record are required, and experience teaching lawyering skills is preferred. Salary will be commensurate with experience. The Director should be a member of the Arkansas bar, or should commit to becoming one. Applications (including a cover letter explaining the candidate's background and interest and a complete C.V. with at least three references) are to be sent to Prof. Robert B. Leflar, University of Arkansas School of Law, Fayetteville, AR 72701.

Boston University School of Law is seeking applicants for the full-time position of Clinical Associate Professor for its Legal Aid Program. We are seeking a highly motivated attorney with good professional skills, a capacity to think critically about the legal system and the legal profession, and a desire to combine teaching with practice.

Five Clinical Professors and the Director are responsible for the instruction of 45 second- and third-year law students (10 students per instructor) in the Legal Aid Program who represent indigent clients under a special student practice rule. The representation covers a broad spectrum of civil litigation and non-litigation problems with an emphasis on

landlordtenant, public benefits, domestic relations, and special education law.

Clinical teachers provide constant, close personal supervision of cases in order to maximize the educational benefit for the students and to ensure high equality professional services for the clients. The students are principally responsible for most client cases, including trials, but on occasion, students will act as assistants to the supervising attorney. Clinical teachers are also responsible for the classroom instruction which includes critiquing simulations and teaching seminars.

Applicants must have at least five years of practice experience for this position, which is available July 1, 1994. Out-of-state attorneys may practice with this Program for up to two years before admission to the Massachusetts Bar is required.

Please send a resume including your educational and professional background and references to Professor Robert Burdick, Director, Civil Clinical Programs, 765 Commonwealth Avenue, Boston, MA 02215.

Brooklyn Law School may have two openings for full-time clinical faculty members to teach in a live-client program, beginning in the 1994 academic year. The subject matter of the clinic and the status of the appointments have not yet been determined. It is expected, however, that both positions will be appointments with eligibility for a long-term contract and one may be on the clinical tenure track.

We invite expressions of interest from applicants with clinical teaching experience. Letters of application with accompanying resumes should be sent to: Professor Stacy Caplow, Director of Clinical Legal Education, Brooklyn Law School, 250 Joralemon Street, Brooklyn, NY 11201.

The Law Offices of Chicago-Kent College of Law, Illinois Institute of Technology, is seeking up to three clinical faculty members to teach in

its in-house clinical program. Applicants should have strong academic credentials and a minimum of five years of lawyering experience. The attorneys who are hired for the positions will supervise students who will work on the cases that the attorneys generate and will teach lawyering skills in a classroom setting. Each attorney will be expected to generate a significant number of fee-generating cases. A substantial salary is negotiable, depending upon background and experience. We offer an excellent opportunity for talented attorneys wishing to teach and practice in a unique setting.

Open Date: November, 1993. Please contact and send resumes to: Professor Gary S. Laser, Director of Clinical Education, Chicago-Kent College of Law, Illinois Institute of Technology, 565 W. Adams Street, Suite 600, Chicago, IL 60661-3691.

The University of Connecticut School of Law has approved a first-year course entitled the Lawyering Process that will introduce students to legal research and writing, interviewing, counseling, negotiation, fact investigation and to the roles and responsibilities of the lawyer. We seek a clinician or lawyering skills teacher with significant experience in designing and implementing simulations to help design the course and oversee its implementation and development. It is anticipated that this will be a non-tenure track, long-term renewable contract position.

Please submit a resume and letter of interest by January 1, 1994, to Professor James H. Stark, Associate Dean for Academic Affairs, University of Connecticut School of Law, 65 Elizabeth Street, Hartford, CT 06105.

Cornell Law School is seeking applications for a full-time clinical teaching position in its civil law, live-client clinical program. Teaching duties include classroom settings as well as direct supervision of

second and third year students in case representation. Minimum qualifications include a J.D. degree and at least five years practice experience. Experience as a clinical teacher is preferred. A curriculum vitae and cover letter should be sent to: JoAnne Miner, Chair, Clinical Search Committee, Cornell Law School, Myron Taylor Hall, Ithaca, NY 14853.

Georgetown University Law Center is accepting applications for Fellowships in its various legal clinical programs to begin in the fall of 1994. The Fellowships last two years and pay in excess of \$26,000 per year. At the end of the two years, a Fellow is awarded an LLM degree in Advocacy. We are accepting applications for Fellows to work with the Criminal Justice Clinic, Juvenile Justice Clinic, Center for Applied Legal Studies, the Harrison Institute's Tenant Advocacy and State Legislation Clinics, the Institute for Public Representation, the new Federal Legislation Clinic and the Street Law High Schools Clinic.

Georgetown also administers the Women's Public Policy Fellowship Program. This is a one year Fellowship that does not lead to an LLM degree.

Recent graduates as well as those graduating in June, 1994, are invited to apply. Persons interested should apply directly to the clinical program in which they are interested. Applications are due in late fall.

For more information, contact Professor Wallace Mlyniec, Associate Dean for Clinical Education, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001. Telephone: 202.662.9590.

University of Hawaii School of Law seeks to fill one tenure-track faculty position to begin in August 1994, subject to availability of funding and position. The primary teaching responsibility for the position will be in the clinical area with an emphasis on one or more of the following areas: Family Law, Public Entitlements and Elder Law. Applications from both

experienced teachers and those new to teaching are welcome; however, the highest level at which we are able to hire is Assistant Professor. Candidates must have a J.D. degree and the demonstration or promise of excellence in both teaching and scholarship. Desirable qualifications include clinical teaching experience and significant law practice in the areas of Family Law, Public Entitlements and/or Elder Law. Hawaii is a community of rich cultural diversity.

We particularly encourage applications from minority group members, women and others whose background or interests will contribute to diversity in the faculty.

Salary negotiable. Closing date: January 10, 1994. Please send a resume, a letter of application and the names of three references to Lawrence C. Foster, Associate Dean, University of Hawaii, William S. Richardson School of Law, 2515 Dole Street, Honolulu, Hawaii 96822.

Indiana University School of Law-Indianapolis has a full-time position as a clinical professor of law available in its Criminal Defense Clinic. The position is funded by a three year grant from the United States Department of Education. The teaching, in the classroom and in the clinical context, is of third-year law students who are certified to practice law under the supervision of a lawyer. The students and the professor represent indigent persons charged with low level felonies. Admission to the bar in Indiana not later than Summer, 1994 is required. It is preferred that the person filling this position will have three or more years experience in clinical teaching or criminal law practice. For more information call Professor Bill Marsh (317) 274-4980. To apply for the position, send a resume to: Marcia Combs, Human Resources Administration, Ref. No. 332-93, Indiana University-Purdue University Indianapolis, 620 N. Union Drive, Indianapolis, IN 46202-5168.

New York University School of Law is seeking to fill a clinical tenure track

teaching position in the clinical law program. Interested persons should send a resume with references, a law school transcript, and a writing sample to Professor Martin Guggenheim, New York University School of Law, 249 Sullivan Street, New York, NY 10012, by November 25, 1993.

The position will involve classroom teaching in seminar format, including simulation and critique, and live-client fieldwork supervision. The fieldwork may be in a variety of settings depending on the preference of the faculty member.

Faculty on the clinical tenure track will be expected to produce scholarship. Clinicians are eligible for a pre-tenure leave of one semester and may also obtain time away from fieldwork and other clinical supervision during the summer.

Applicants should have substantial experience in litigation or other forms of law practice. Some experience in teaching, training, or supervision of lawyers is preferred.

New York University School of Law seeks to hire a Coordinator for its Lawyering Program, a mandatory six-credit course for first-year law students. In the first semester of this program, students are taught legal writing and research skills by about a dozen full-time Lawyering Instructors who teach for up to three years. In the second semester, seminars and exercises in lawyering skills are added to the writing program.

The Lawyering Coordinator will recruit, train and supervise the staff of Lawyering Instructors; work with the Director of the Lawyering Program (a tenured member of the faculty) and others on the development of the program's seminar, writing and research, and lawyering simulation components; handle program administration; and teach in the program.

The Lawyering Coordinator will be a contractual, not a tenure-track, position. The rank will be clinical assistant, associate, or full professor of lawyering, as the individual's ex-

perience and promotions may dictate. The initial contract term will be up to four years; further terms will be renewable four-year contracts.

Applicants for this position should have experience in law teaching, law practice, and editing or teaching writing skills. Interested qualified people should send a resume indicating their experience, references, a law school transcript, and a writing sample to Professor Claudia Angelos, New York University School of Law, 249 Sullivan Street, New York, NY 10012, by December 15, 1993.

New York University School of Law is seeking full-time instructors to teach mandatory first-year course covering legal research, writing and analysis and simulated clinical exercises (non-tenure track position) in academic year 1994-95. Qualifications include significant litigation experience, demonstrated legal research and writing ability and excellent academic record. Starting salary in low \$50s. Send resume and cover letter by December 15, 1993. NYU encourages applications from women and member of minority groups. NYU Lawyering Program, 137 MacDougal Street, New York, NY 10012.

Santa Clara University invites applications and nominations for the position of Dean of the School of Law. The appointment is expected to commence July 1, 1994, at the end of the term of Dean Gerald F. Uelmen.

Santa Clara University is located 50 miles south of San Francisco, in the high technology center known as Silicon Valley, an area rich in opportunities for academic and professional development. The University offers a liberal arts education to approximately 4,000 undergraduate students and offers professional degrees in law, engineering, and business administration. The Law School, which enrolls 850 students, offers a program leading to the award of a J.D. degree and, with the School of Business, a J.D./M.B.A. degree.

As part of a Jesuit University, the Law School attempts to infuse its secu-

lar professional program with the values central to the Jesuit tradition: fostering a commitment among students to serve others; developing in students an awareness of the moral and ethical implications of law and law practice; treating students humanely in the context of standards of rigor and excellence; seeking diversity in both the members of the educational community and the content of the education.

The Law School's character reflects those values in part through significant faculty and student commitment to public interest law, and through specialized programs in high technology law, international human rights and international commercial transactions and lawyering skills. In addition, the Law School has achieved notable success in diversifying its faculty and student population: 44% of its faculty are female and 18% are minority; 50% of its students are female and 30% are minority.

Applications and nominations should be submitted by October 31, 1993 to: Professor George J. Alexander, Chair, Dean Search Committee, Santa Clara University, School of Law, Santa Clara, CA 95053; Telephone (408) 554-4053; Fax (408) 554-5047.

All of the employers listed here are affirmative action/equal opportunity employers; women and minorities are especially encouraged to apply.

ANNUAL MEETING LUNCHEON RESERVATIONS

The AALS is requiring the Section to identify the number of persons attending the Section's Annual Meeting Luncheon by December 30, 1993. In the past, we were able to give the AALS an estimate and to continue to sell tickets on the day of the luncheon. This option may not be available.

If you wish to attend the luncheon and award ceremony, please send a check, payable to the AALS, in the amount of \$20.00 to Prof. J. P. Ogilvy, Columbus School of Law, The Catholic University of America, Washington, D.C. 20064. Your payment should arrive before December 30.

Plan to Attend the Opening Reception

The Section will host a Reception in conjunction with the Open Meeting of the Executive Committee, Wednesday, January 5, from 6:00 to 8:00 p.m., in the Marriott's Orlando World Center. The reception will feature hors d'oeuvres and an open bar.

It's time to renew your section membership!

Membership in the Section on Clinical Education runs from January through December. To renew your section membership for 1994 and to receive all the membership benefits (Newsletter, nifty decoder ring, swell announcements), complete the Membership Questionnaire and mail it with a \$10 check (payable to AALS) to:

David F. Chavkin
Visiting Professor of Law
Georgetown University Law Center
600 New Jersey Avenue, N.W.
Washington, D.C. 20001

AALS Clinical Section Membership Information Questionnaire

Last Name: _____

First Name: _____

Middle Name: _____

Title: _____

Name of Law School: _____

Name of University: _____

Building Address: _____

Street Address: _____

City: _____

State: _____ Zip Code: _____

Office Telephone: (_____) _____

Fax Telephone: (_____) _____

ABANET: _____

BITNET: _____

HANDSNET: _____

INTERNET: _____

Year Graduated from Law School: 19 _____

Year Started Teaching: 19 _____

____ Tenured ____ Tenure Track ____ Long-Term Contract ____ Short-Term Contract
____ Clinical Tenured ____ Clinical Tenure Track ____ Full-Time ____ Part-Time

Subject Matter of Clinic Course(s)
in which you teach

Type of Clinic
Externship/In-House/Simulation

I wish to serve on the following committee(s):

- | | |
|---|---|
| ____ Attorneys' Fees | ____ Alternative Dispute Resolution |
| ____ Clinic Financial Resources | ____ Clinical Scholarship |
| ____ Clinical Teaching in Public Interest | ____ Computers |
| ____ Dealing with Difference | ____ Externships |
| ____ Integration of Clinical Education
into the Traditional Curriculum | ____ In-House Clinics |
| ____ Public Interference | ____ Status, Salary, Tenure &
Promotion (405(c) Enforcement) |

I wish to co-chair a committee: _____

Comments/Suggestions: _____

