



NEWSLETTER

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MESSAGE FROM THE CHAIR

by
Sandy Ogilvy
(Catholic University)

FUNDING OF CLINICAL LEGAL EDUCATION

Funding issues continue to dominate conversations at many gatherings of clinicians. The Board of the Legal Services Corporation proposes to redirect the funds that have for several years gone to fund clinical programs into other programs and the Clinton administration has not included any funding for the Department of Education's law school clinical experience program in the 1995 Budget. Although neither decision is final, the hole out of which these programs must climb in order to stay alive seems much deeper this year.

Elsewhere in this Newsletter, Dan Power (Drake) explains the status of the Department of Education's Law School Clinical Experience Program. Since the Section is not permitted to make public communications of position on matters affecting legal education (other than to Section members and to the deans and faculty of AALS member and ABA-approved law

schools), as a Section we need to work on this issue through the AALS Committees, principally the Executive Committee, the Committee on Clinical Legal Education (John Barkai, Hawaii, chair), and the Committee on Government Relations (chaired by J. Clay Smith, Jr. of Howard University Law School). CLEA will undoubtedly also be active on this issue. Individually, we may want to coordinate our activities with Dan Power, who, for years, has been at the forefront of the struggle for changes and increased funding in the Law School Clinical Experience program.

One thing of which we can be certain: federal support of clinical legal education will not grow in the near future and may contract substantially from the combined 16.3 million dollars appropriated this year. Clinicians will need to work even harder than in the past to find funding to expand and even to maintain clinical opportunities for students. Alumni and other donors may need to become a more important source of resources for clinical programs which have seen the foundations and now the federal government cut back significantly on funding of clinical legal education.

The committee on attorneys fees has been surveying programs on the extent and nature of attorney fees as a source of clinic funding. We can look forward to a report that may serve as a

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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baseline for exploration of attorneys fees as an important source of funding.

The Clinton administration's "domestic peace corps," the National and Community Service Corps, should also be explored as a potential source of resources for clinical legal education. Although presently small, the program could grow substantially in later years. Regulations are just now being written by the various state funding agencies and the federal Corporation for National and Community Service. Clinicians will need to keep track of the developments in this arena.

ELECTRONIC COMMUNICATION

With the leadership of the Computer Committee and the nudging of Nina Tarr (Washburn), clinicians opened their own corner of cyberspace in December with the initiation of an electronic discussion group (listserv) hosted by Washburn University. At this writing 100 clinicians have subscribed and are engaged in a lively discussion on a host of topics. The discussions have included reports about materials used to teach

about issues of diversity, questions of credit hours and supervisory levels in externships, law office software for clinical programs, and the use of actors in simulations, among other topics. If you have Internet access and have not yet subscribed to the discussion group, I invite you to do so. Of the several discussion groups to which I subscribe, the discussions on this listserv have been among the most manageable, in terms of numbers, and useful. For subscription and message-posting information, please see the article on page 19 of this Newsletter, "E-Mail Clinic Network/Bulletin Board."

We would like to expand electronic services to clinicians by offering an indexed archive of documents of interest to clinicians. The idea is to create a space on a host computer in which we can put a large number of documents such as the Directory of Clinical Programs, clinical syllabi, manuals, teaching materials, pleadings, and other documents useful to clinical teachers. The documents will then be capable of being downloaded to your desktop computer where you can put them to use in your own clinical programs.

To get started, please send me both your suggestions of documents that you would like to see added to an archive and electronic versions of documents that you have created that you would be willing to share with your colleagues. We hope to announce the existence of the archive in the next issue of the Newsletter and electronically on the LAWCLINIC listserv.

SECTION COMMITTEES

The Committees are the life blood of the Section. Witness some of the recent products of committees: the Directory of Clinical Programs, produced by the Committee on In-House Clinics; the sponsorship of scholarly papers at the workshops and conferences, coordinated by the Committee on Clinical Scholarship; and the existence of an electronic discussion list, the LAWCLINIC listserv, through the efforts of the Committee on Computers.

I urge each of you to give some time to at least one of the committees of your choice. Simply contact one of the co-chairs of a committee listed in the table on page 25 of the Newsletter and let him or her know of your interest in participating

in the work of the committee. To a large extent, each committee designs and implements its own agenda for the year. I expect that the same will be true again this year, but to give each committee a headstart on the design of its agenda, I have prepared several charges for each committee. These are intended to be recommendations, not mandates.

Committee on ADR: 1) Develop a structure for making available to others the syllabi and teaching materials that are being created by ADR clinics -- both live-client and simulation; 2) Work with the Integration of Clinical Education into the Traditional Curriculum Committee to better integrate ADR teaching into the traditional classroom; 3) Work with the spring workshop and annual meeting planning committees to integrate teaching about ADR clinics and techniques into clinical training programs.

Committee on Attorneys' Fees: 1) Update and publish the data from the questionnaire on attorney's fees; 2) Assist clinicians and their institutions with questions and problems with accounting for attorney's fees that are generated by clinical practice.

Committee on Clinical Scholarship: 1) Continue to sponsor "Scholarly Papers" at workshops, conferences and the annual meeting; 2) Publish a detailed, annotated bibliography of clinical scholarship; 3) Assist clinical teachers with the design, evaluation and presentation of empirical research projects.

Committee on Clinic Financial Resources: 1) Monitor and report on developments with respect to Title IX and LSC clinical education grants; 2) Provide technical assistance with respect to financial resources to clinical programs seeking to diversify clinical opportunities; 3) Prepare and disseminate a guide to clinic financing.

Committee on Computers: 1) Provide technical assistance and mentoring to clinicians coming online; 2) Prepare and disseminate a digest of articles and books dealing with computer assisted learning and the use of computers in the practice of law, especially the use of computers in law clinics.

Committee on Clinical Teaching in the Public Interest: 1) Continue to publicize through the Newsletter public interest activities of clinical programs; 2) Prepare a report examining the impact on clinical education of mandatory and voluntary law school pro bono programs; 3) Explore ways in which clinical programs and legal services providers can work together to the benefit of both.

Committee on Externships: 1) Continue to monitor the impact of the changes to Interpretation 2 of ABA Accreditation Standard 306; 2) Evaluate and recommend action with respect to the recently proposed amendments to the AALS bylaws and Executive Committee Rules dealing with curriculum as they apply to externship programs; 3) Work with the workshop and annual meeting planning committees to ensure that externship programming is part of clinical teacher training.

Committee on Dealing with Difference: 1) Continue the work of the committee to help clinicians deal with issues of difference in their teaching and representational activities; 2) Work with the workshop and annual meeting planning committees to ensure continued attention to the issues of difference in clinical teacher training.

Committee on In-house Clinics: 1) Continue to revise and publish the Directory of Clinical Programs; 2) Work with the Computer Committee to put the Directory online; 3) Work with the CLEA/Clinical Section MacCrate Report Task Force to monitor how schools are responding to the MacCrate Report.

Committee on Integration of Clinical Education Into the Traditional Curriculum: 1) Prepare and disseminate an annotated bibliography, from published and unpublished sources, of examples of clinical methods being integrated into the traditional curriculum; 2) Work with the CLEA/Clinical Section MacCrate Report Task Force to monitor how schools are responding to the MacCrate Report.

Committee on Status, Salary, Tenure and Promotion: 1) Review the progress, or lack of progress, that clinicians have made since the implementation of ABA Accreditation Standard 405(e) and make recommendations to the Executive Committee of the Section and to the

membership; 2) Review the draft Statement of Principles for Tenure for Clinicians and make recommendations to the Executive Committee as to adoption of the Statement.

Committee on International Clinical Practice and International Human Rights: 1) Come up with an appropriate name for the Committee; 2) Explore and disseminate information about clinical teaching opportunities in other countries; 3) Gather and disseminate information about clinical teaching practices in other countries; 4) Identify ways in which clinical education can better prepare students to practice in the growing global economy; 5) Gather and disseminate syllabi and teaching materials for International Human Rights Law Clinics.

Political Interference Group: Continue to respond to requests for assistance from clinicians and clinical programs threatened by political interference of their teaching, representational activities, or both.

In addition, each of the committees should consider how the work of the committee can be facilitated by computer mediated conferencing and document storage and retrieval.

CLINICAL TEACHER TRAINING CONFERENCES AND WORKSHOPS

Although we are still three months away from the 1994 Conference on Clinical Teaching in Newport Beach, California, planning for the 1995 Workshop is proceeding and it is not too soon to start thinking about the 1996 program. In fact, Minna Kotkin, the chair-elect of the Section, and I will need to submit a proposal for a 1996 spring program to the AALS Committee on Professional Development before the end of April, 1994. Anyone who has ideas that you would like to see included in the proposal should send them to Minna or to me or you should call either of us to convey your ideas to us so that we can put together the best possible proposal. Remember, although the Clinical Section has had a long tradition of spring workshops and conferences in alternating years, there is no guarantee that this pattern will continue. Our proposals must compete with those of all other sections for the limited resources of the AALS. We need your input.

The Section has provided financial support for the Mid-West Clinical Teachers Conference for several years. We are in a position to help other regional conferences as well and encourage clinicians in other parts of the country to take advantage of our positive budget situation to plan clinical teacher training programs in their areas that may be more accessible than the annual meeting and spring training locations.

I hope that everyone is making plans to attend the 1994 Clinical Teaching Conference June 4-8 in Newport Beach, California. The program put together by Jane Aiken (South Carolina) and her committee promises to be another memorable milestone in clinical teacher training. (See Conference Schedule on page 9.) The goal of the Conference is to use interactive presentations to look at new challenges for clinical education. In part, the Conference will challenge the tradition of direct service and litigation clinics, focusing particularly on clinics that involve community organizing an economic development, and clinics that train students in arbitration, negotiation and mediation.

The Conference will be a place to reinvigorate and enrich your teaching, to meet new friends and to renew old friendships.

Finally, I want to encourage everyone who has not done so to renew your membership in the Section by paying the trivial dues of \$10. Although the AALS will recognize your membership in the Section if you simply list the Section on your annual designation form, we depend upon the dues to support the work of the Section. The AALS provides us with only \$900 in financial support, the same amount available to every other AALS Section. The cost of printing and mailing three Newsletters each year exceeds \$4000. Support for regional training conferences also comes out of dues receipts as does the refreshments at the reception at the annual meeting and other perks of Clinical Section membership. Please complete the membership form at the back of this Newsletter and return it with your check, payable to the AALS, to Dave Chavkin at Georgetown.

I look forward to serving you this year and encourage you to contact me with any questions that the Executive Committee or I might be able

to help with, or with any suggestions for improving the work of the Section.

CORRECTION

A line of text was omitted from Karen Tokarz' "Message from the Chair" in the December 1993 Clinic Newsletter. The sentence should have read: "Some of those I have met are 'sympathosaurs,' some are 'empathosaurs,' but unfortunately there are far more 'antagonistosaurs' out there than I ever imagined just waiting to devour clinicians and clinical education." (For more on the original dinosaur lexicon, see Karen Czapanskiy (Maryland).

FEATURE

STATUS OF TITLE IX LAW SCHOOL CLINICAL EXPERIENCE PROGRAM APPROPRIATIONS

by

Daniel L. Power

(Drake University School of Law)

Co-Chair,

Financial Resources Committee

By means of this short article, I want to communicate to all clinicians (and enlightened non-clinicians) what has transpired in the last few weeks that has caused much concern, understandably, among members of our Clinical Section. I have received many phone calls in the last few weeks from many of you asking "What is going on with Title IX funds? Will there be any funds for awards this next year? What can we do to help?"

There have been two major developments that have jeopardized funding for the Title IX program and have been the source of considerable confusion. The first development has to do not with future appropriations, but rather with Congressional action on the President's budget rescission request to Congress of \$90 billion out of the current year's already appropriated funds, which included \$14,900,000 for the Law School Clinical Experience Program (LSCE). Through the efforts of Congressman

Neal Smith, in December 1993, the House of Representatives refused to agree with the rescission request that included LSCE. The result was that LSCE is still alive.

The Senate did not take action on the rescission request until February 9. What came to be known as the Kerrey Amendment (Senator Bob Kerrey of Nebraska) was the major threat to the survival of Title IX in that it sought to have the Senate agree with the President's rescission initiative. Fortunately, what the Senate did agree to did not include our Title IX program; hence, the program's appropriation survives. This means that the \$14,900,000 for LSCE is available for both continuations and for new grant awards for the next school year (1994-1995). I want to thank all of you whom I called to urge you/your dean to contact your respective senators; your responsive action helped.

Separate from this matter is that of the President's recent budget submission to Congress for the Fiscal Year 1994-1995 whose funds, or lack thereof, will affect the school year 1995-1996. As many of you read from the news coverage, the Department of Education's proposed level of funding was slashed in excess of \$600 million.

Included in this proposed cut is the Title IX LSCE program. Congress has yet to act upon the Administration's budget submission. To me, this was especially disappointing news since for the past 12 years we had the predicament of the Reagan and Bush Administrations submitting budgets that never allocated funds for LSCE. Not only my own, but many other persons', expectations of the Clinton Administration were that the President would warmly endorse the program. (Both he and Hillary taught at the University of Arkansas-Fayetteville; she began its Legal Clinic in the middle 1970s.)

What is the prognosis? No one conversant with the vicissitudes of Capitol Hill can reasonably and safely predict what the final outcome will be. However, there are factors and resources available to us that can assist us in keeping Title IX LSCE alive.

First, as indicated above, we have been faced with this predicament for each of the past 12 years - and yet the program has not only

survived, but has increased (. . . prospered?) from \$1,000,000 to \$14,900,000. Congressman Neal Smith has spearheaded the efforts to keep it alive. Senator Tom Harkin has also been very helpful as Chair of the Senate Appropriations Subcommittee on Education.

What is different about the present situation is the mood and political wind that has a substantial number of Congressman and Senators scurrying to position themselves as stalwarts of the deficit-cutting drive – even though some privately do not want to see certain educational programs, as well as other causes, cut (. . . profiles in courage revisited . . .).

In all probability, if funds are put back into LSCE by Congress, other programs' funds will have to be cut. This makes the job of keeping Title IX viable more difficult.

There are other factors involved but those set forth above are the most important ones. What we must do to oppose successfully the President's proposal is to mobilize ourselves on an even more extensive scale than we did on the reauthorization legislation of the Higher Education Act of two years ago. I will have much more to share with you on this project later. In short, we must mobilize and utilize our advocacy skills in a forum that is far different from that of the courtroom. In the near future, I will be contacting those of you from key Congressional and Senate districts to begin the process of our campaign to insure LCSE's financial future. Those of you who are paid with Title IX funds cannot be involved in the lobbying effort. However, deans and other appropriate faculty members not compensated by federal funds can be directly involved.

In closing, I hope this information, at a minimum, will prove helpful in your stress management area and begin to provide a hopeful sign for the continued success and survival of our economic lifeline – LSCE.

COMMITTEE REPORTS

AALS CLINICAL COMMITTEE – Elliott Milstein (American), Chair

The AALS Clinical Committee met on October 22, 1993. It made the following recommendations:

(1) That the Executive Committee approve the recommendation of the Committee on Professional Development for a mini-workshop on Professors and the Profession.

(2) That the Executive Committee provide the AALS Statement on the MacCrate Report to section chairs and (a) encourage AALS sections to respond by critically reflecting on the issues raised and (b) suggest that teaching and scholarship might be informed by section programs on the subject.

(3) That the Executive Committee direct the summarian on-site evaluation teams to review the status of clinical teachers relative to Association bylaws and collect data on the status of clinical faculty.

(4) In light of the substantial increase of Title IX funding, the committee recommends that the AALS request that the Department of Education use experienced knowledgeable clinical teachers as readers on Title IX grant applications. The AALS should offer to provide the names of such teachers to the DOE. The DOE should be encouraged to reinstate appropriate travel support and a modest stipend to those providing this service. To the extent that the DOE cannot fully fund travel expenses, the AALS should encourage member schools to provide travel support for this service to the profession. The AALS should encourage those teachers who are called upon to provide this service.

The AALS should also encourage the DOE to run the grant process in ways compatible with the academic calendar.

AMONG OURSELVES

MEMBERSHIP INFORMATION AND DATA BASE

If you are not already a member of the Clinical Section, please fill out the membership questionnaire at the back of the newsletter and mail the completed questionnaire 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, DC 20001

The Clinical Section data base now includes approximately 1200 persons. We have slowly been assembling more complete data on clinicians and clinical programs throughout the country. If you are planning a conference and need mailing labels or if you are starting a specialized clinic and do not want to reinvent the wheel (or if you simply want to know what the initials "J.P." in Sandy Ogilvy's name stand for), call Prof. Chavkin at (202) 662-9383. There is no charge for the service – it is one of the benefits of membership.

TENURE REQUIREMENTS FOR CLINICAL FACULTY – Catherine Mahern (Creighton)

Creighton Law School is developing tenure requirements for clinical faculty and would like to hear from other law schools. If you have a written tenure policy for clinicians please forward to:

Professor Catherine Mahern
Creighton Law School
2500 California Plaza
Omaha, NE 68178

SUGGESTIONS NEEDED FOR BIBLIOGRAPHY OF CLINICAL EDUCATION – John S. Elson (Northwestern)

In order to prepare an annotated bibliography of clinical legal education, John Elson needs

clinical teachers' help in identifying writings that have been useful in their work. This bibliography should help to introduce new and non-clinicians to the field as well as help experienced clinicians to expand their horizons. Please contact John S. Elson with any or all of your choices:

Phone: (312) 503-8573
FAX: (312) 503-8977
Mail: Northwestern University Legal
Clinic
347 East Chicago Avenue
Chicago, IL 60611

Professor Elson will send a copy of the bibliography to any contributor wanting one.

INPUT SOUGHT ON PROPOSED 405(e) CHANGES – Roy T. Stuckey (South Carolina)

The Skills Training Committee of the ABA Section of Legal Education and Admissions to the Bar has recommended to the Section's Council that ABA Accreditation Standard 405(e) be amended to replace "should" with "shall." The current version of the standard is: "The law school should afford to full-time faculty members whose primary responsibilities are in its professional skills program a form of security of position reasonably similar to tenure and perquisites reasonably similar to those provided to other full-time faculty members by Standards 401, 402(b), 403 and 405. The law school should require these faculty members to meet standards and obligations reasonably similar to those required of full-time faculty members by Standards 401, 402(b), 403 and 405."

Consideration of this proposal has been deferred to provide an opportunity to determine how important this issue is to the professional skills community. Does this change need to be made? Would it have a positive impact at your school? Is it important enough to fight for at this time?

If you have an opinion about this, please call or write Roy Stuckey (ABA Council member) at South Carolina (803/777-2278) or Richard Boswell (Chair, ABA Skills Training Committee) at Hastings (415/565-4633).

CLINICIANS OVERSEAS

Clark Cunningham (Washington—St. Louis) visited India in January and consulted with the National Law College about clinical legal education.

Peter Hoffman (Nebraska) has taken a position on the Palau Supreme Court. His new address is P.O. Box 145, Koror Pail, P.W. 96940, FAX 011-680-488-3301.

Arlene Kanter (Syracuse) will be in Israel until June 1995. She is teaching at Hebrew University and consulting with the Association for Civil Rights in Israel. She can be reached at 8/6 Koreh Hadorot, Jerusalem, Israel. The phone/FAX number there is 972-2-732-875.

Jane Spinak (Columbia) is on sabbatical in England until summer 1994.

Karen Tokarz (Washington—St. Louis) is on sabbatical in Europe until August 15. She hopes to connect with clinicians in other countries and asks that you pass on to her any contacts that you may have. She hopes to form an international clinical network and to plan an international conference for June 1995. She can be reached at: c/o Wetherell, 16 Via del Marone, Perugia 06100, Italia. Her telephone number is 011-39-75-5728192.

DEATHS

William Greenhalgh a Georgetown University Law School professor, died February 28, 1994 at the age of 66. He had cancer. Everyone who knew Bill will remember him in his or her own way. Most will remember the gruff side of Bill, snarling and playing the role of bad guy while laughing heartily at those who took him too seriously. He will also be remembered for his fierce loyalty to his friends and to those fortunate enough to become members of the Prettyman Fellowship which he directed at GULC. He would do almost anything to help them along.

Bill was an early leader of the clinical education movement. He became the director of the Prettyman Fellowship in 1966 and founded the Criminal Justice Clinic at Georgetown in 1972.

He was a member of the infamous "Key Biscayne Group" that is widely credited with being the "conspiracy" that launched clinical education as an organized group within the AALS. He was instrumental in the passage of 405e, was chair of the clinical section and was a recipient of the William Pincus Award in 1983.

Younger members of the section may not know Bill because he became less active in the section when he sensed clinical education turning away from client service. He deeply feared clinical educators would all become "academic rat killers" hiding out in libraries rather than standing fast at the bar, defending the vulnerable and teaching our students. Nonetheless, he remained a clinical teacher. He was a staunch defender of the Fourth Amendment and the right to counsel and believed that those values had to be instilled in students and preserved in a free society.

Those who knew him will miss him, bluster and all. His influence, however, will long be felt in our midst. His former fellows now teach at over 35 law schools.

OF INTEREST TO CLINICIANS

WHO: U.S. Department of Education

WHAT: National Evaluation and Workshop on U.S. Department of Education Law School Clinical Experience Program

WHEN: May 9, 10, 11

WHERE: Drake University

Further details will be posted on the LAWCLINIC listserv.

1994 CONFERENCE
ON CLINICAL LEGAL EDUCATION
CHALLENGES FOR THE NINETIES:
EXPANDING PEDAGOGY,
SCHOLARSHIP AND SOCIAL JUSTICE
NEWPORT BEACH MARRIOTT
JUNE 4-8, 1994

Saturday, June 4, 1994

10:00 a.m.

Registration

1:45 - 2:00 p.m.

Welcome

Alice Gresham Bullock
Deputy Director, AALS

Overview of Conference

Jane H. Aiken, Univ. of South Carolina
Chair, Planning Committee for AALS
Conference on Clinical Legal Education

2:00 - 3:30 p.m.

*Plenary I - Choice of Pedagogy:
Simulations, Externships, Live Client, Non-
Litigation*

Two Concurrent Sessions

I. Simulation and Externship

Simulation

Laurence M. Rose, University of Miami

Externship

Linda H. Morton, California Western

II. Live Client and Non-Litigation Clinics

Live Client

Jonathan Ben-Asher, Yeshiva University

Non-Litigation

Mary Marsh Zulak, Columbia
University

One of the key challenges for pedagogy centers around our choice of methodology: How do we use our pedagogical options most effectively to hone our skills? For example, how do we construct simulation so to simulate the pace and unpredictability of real life? On the other hand, how do we

control "real life" so to be able to draw appropriate learning from it?

3:30 - 3:45 p.m.

Refreshment Break

3:45 - 5:15 p.m.

Small Group Discussions

6:00 p.m.

AALS Sponsored Reception

7:30 p.m.

*Discussion of MacCrate Report and
Implications for Clinical Legal Education*

Sunday, June 5, 1994

9:00 - 10:30 a.m.

*Plenary II - Alternative Clinics: The
Challenges and Promises of ADR and
Mediation Clinics*

Two Concurrent Sessions

Carol L. Izumi, George Washington Univ.

Cheryl B. MacDonald, Pepperdine Univ.

Leonard L. Riskin, Univ. of Missouri-
Columbia

Nancy Rogers, Ohio State Univ.

Some of the challenges that arise in this area include: How do we teach these skills? Is there a risk in teaching mediation before we teach students how to be lawyer/advocates? If you want to incorporate these clinics into more traditional programs, how do we do it? If we are not teaching these skills, are we not ignoring a great deal of what lawyers do?

10:30 - 10:45 a.m.

Refreshment Break

10:45 a.m. - 12:00 noon

Small Group Discussions

12:00 noon - 2:00 p.m.

AALS Luncheon

Economic Development and Community Organizing: The Role for a Law School Clinic

James Head, Executive Director, National Economic Development and Law Center, Oakland, CA

2:00 - 3:30 p.m.

Plenary III - New Directions for Clinics: Economic Development and Community Organizing

Rochelle R. Lento, Univ. of Michigan

Peter Pitegoff, State Univ. of New York at Buffalo

Louise G. Trubek, Univ. of Wisconsin

Moderator: Susan R. Jones, George Washington Univ.

What messages do we give our students when we focus solely on direct service in our clinics? How do we effectively integrate or create clinics that teach students how to work with organizations, create new employment opportunities, save jobs threatened with loss or improve the quality and stability of our clients' lives?

3:30 - 3:45 p.m.

Refreshment Break

3:45 - 5:00 p.m.

Small Group Discussion

8:30 p.m.

Informal Evening Discussion

I. Works-in-Progress

II. Clinical Directors

Monday, June 6, 1994

9:00 - 10:30 a.m.

Concurrent Small Group Sessions

These sessions will be repeated in the next time block and offer participants an opportunity to meet with others who have

similar substantive or methodological interests to discuss issues of importance in that area.

Criminal Law New Teachers

Discrimination Poverty Law

Domestic Violence Transactions

Economic Development

Family Law Supervising Attorneys

Mediation/ADR What is a Clinician?

10:30 - 10:45 a.m.

Refreshment Break

10:45 - 1:00 p.m.

Repeat of Concurrent Small Groups Sessions

FREE AFTERNOON

Tuesday, June 7, 1994

9:00 - 10:30 a.m.

Small Groups - Videotape or Live Teaching on Interviewing and Counseling

10:30 - 10:45 a.m.

Refreshment Break

10:45 a.m. - 12:00 noon

Small Group Discussions (same as above)

12:00 noon - 2: p.m.

Lunch (on your own)

Informal Gathering of Clinicians of Color (Details to be provided at Conference)

2:00 - 3:30 p.m.

Plenary IV - Writing

Avenues for Publication - The Clinical Law Journal

Richard A. Boswell, Univ. of California, Hastings

Policy Proposal

Barbara A. Babb, Univ. of Baltimore

Traditional/Clinical
Lawrence M. Grosberg, New York Law
School

Social Science
Gary Blasi, Univ. of California at
Los Angeles

Critical Theory/Skills Based
Abbe Smith, Harvard Law School

Narratives
Nina W. Tarr, Washburn University

These approaches will be described through the use of a mock faculty meeting. Panelists will describe their approaches to clinical scholarship as if they were advising a fellow faculty member on how to develop, articulate and publish a clinical legal scholarly work. The presentations are designed to be brief enough so that the mock faculty meeting will not last the entire session allowing the audience to ask questions or raise comments and challenges to the approaches and issues presented.

3:30 - 3:45 p.m.
Refreshment Break

3:45 - 5:00 p.m.
Small Group Discussions

6:00 p.m.
AALS Reception

7:00 p.m.
AALS Dinner

Wednesday, June 8, 1994

9:00 - 10:30 a.m.
*Small Groups - Videotape or Live Teaching
on Interviewing and Counselling*

10:15 - 10:30 a.m.
Refreshment Break

10:30 a.m. - 12:00 noon
Small Group Discussions (same as above)

12:00 noon - 2:00 p.m.
Lunch (on your own)

2:00 - 3:30 p.m.
*Plenary V - The Integration of Clinical
Method*

Full Integration (Simulation file)
Karen R. Smith, Southwestern Univ.
Edward D. Ohlbaum, Temple Univ.

Substantive Courses with Clinic Component
Maria Arias, City Univ. of New York

The challenges for this section include: How do you get schools to allow/encourage this integration? How do you cover all the appropriate material using this methodology? What are the various forms that different schools use to integrate clinical method into traditional curricula?

3:30 - 3:45 p.m.
Refreshment Break

3:45 - 5:00 p.m.
Small Group Discussions

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WORKSHOP FOR NEW CLINICAL TEACHERS

CLEA is planning a one-day workshop for newer clinical teachers which will immediately precede the AALS Workshop. Nancy Cook at New Mexico is coordinating it. Details should be forthcoming in the next CLEA newsletter very soon, but people who are interested should expect the sessions to begin at about noon on the day prior to the AALS Workshop.

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MIDWEST CLINICAL CONFERENCE -- David Gottlieb (Univ. of Kansas)

The 1994 Midwest Clinical Teachers Conference is tentatively scheduled for November 4-5 at the University of Kansas in Lawrence. If you are interested in participating in a panel, or if you have any ideas, please contact:

David Gottlieb
University of Kansas School of Law
Green Hall
Lawrence, KS 66045
(913) 864-5571
(913) 864 3680 FAX

LSC BOARD ACTION -- [taken from
Consorting: Newsletter of the Interuniversity
Consortium on Poverty Law, Vol. 4, No. 2,
January 1994]

The [LSC] Board potentially has several items regarding law schools on its agenda this spring. The appropriation for FY 1994 includes about \$1.4 million for law school clinics, but it is not yet determined for what purposes those funds will be distributed. The budget request for FY 1995 contains no budget line explicitly tied to use in law schools, but has \$17.886 million for "initiatives for direct services" which is described in accompanying narratives as including the possibility of funding for law school clinics and projects, training of staff attorneys, recruitment, private bar involvement, loan repayment, or a revived fellowship program (like the former Reginald Heber Smith Program).

THE NEW CLINICAL LAW REVIEW --
Stephen J. Ellmann (NY Law School), Isabelle
R. Gunning (Southwestern) and Randy Hertz
(NY Univ.)

The new journal of clinical scholarship is now in operation. The *Clinical Law Review: A Journal of Lawyering and Legal Education* will publish its first issue in the Spring of 1994. Founded under the auspices of the Clinical Legal Education Association (CLEA) and New York University School of Law, the *Review* is now also sponsored by the Association of American Law Schools (AALS). It appears likely that the ABA Section of Legal Education and Admissions to the Bar will serve as a co-sponsor as well.

The *Review* is the product of many people's work. It reflects the clinical community's growing commitment to scholarship, and aims to provide an attractive and hospitable forum both for clinicians who are already writing and for others who have not yet begun. It will have no editorial line, other than a strongly felt desire to press clinical inquiry even further than it has already gone. The *Review* will welcome articles reflecting the diverse viewpoints and perspectives of the clinical community on subjects such as lawyering theory, clinical legal education and legal practice.

Stephen J. Ellmann (New York Law School), Isabelle R. Gunning (Southwestern Univ. Law School) and Randy Hertz (New York University School of Law) are serving as the first Editors-in-Chief of the *Review*. The first members of the Board of Editors are Anthony V. Alfieri, Beverly Balos, Richard A. Boswell, Robert Dinerstein, Martin Guggenheim, Deborah Maranville, Paul D. Reingold, James H. Stark, Nina W. Tarr and Leah Wortham.

The *Review's* first issue, which will appear in March, will contain a Symposium on the current state of clinical scholarship and the directions it might take in the future.

The *Review* editors invite clinical legal educators and practicing lawyers to submit articles for potential publication. They are now accepting submissions of articles for the *Review's* second issue, which will be published in the Fall of 1994. Contributors may submit articles on any clinical topics, including (but not limited to) lawyering theory, clinical legal education and legal practice. Although most contributions to each issue will be full-length articles, other formats will be accepted; for example, "case notes" -- brief accounts of a significant moment in the writer's clinical teaching or practice, together with reflections on the significance of that moment and the lessons other clinicians can derive from it.

Please send submissions to:

Randy Hertz
N.Y.U. Law School
249 Sullivan Street
New York, NY 10012

The *Review* Editors-in-Chief, together with the Board of Editors and designated Readers, will review articles for potential publication and plan to offer authors comments and suggestions, both for pieces they publish and for those they don't.

NEW YORK LAW SCHOOL CLINICAL THEORY WORKSHOPS

The New York Law School 1993-1994 series of Clinical Theory Workshops conclude in April with the following:

April 1 Isabelle Gunning,
Southwestern Univ.
School of Law

April 22 Randy Hertz, NYU
School of Law

Workshops take place on Friday afternoons from 4:10 to 6:00 p.m. in the New York Law School boardroom, located on the third floor of the Mendik Law Library, 240 Church Street (on Church between Worth and Leonard Streets). If you need directions or a free parking space in the law school's lot, please call Joan Fishman at (212) 431-2850.

If you know of people who would be interested in attending these workshops, but who aren't on the mailing list, please contact:

Stephen J. Ellmann
Associate Professor of Law
The New York Law School
57 Worth Street
New York, NY 10013-2960
(212) 431-2392
(212) 219-8141 FAX

or feel free to invite them yourself.

INTERNATIONAL LAW AND THE CLINICIAN – Louise G. Trubek, Clinical Professor of Law, University of Wisconsin Law School, and Shawn D. Guse, Research Assistant

International considerations are creeping into clinicians' practices. The most developed clinical practices dealing with international concerns are those programs on immigration and human rights. The Directory of Clinical Programs published by the Association of American Law Schools, Clinical Section, Committee on the In-House Clinic lists the immigration and human rights clinics spanning the entire country.

Issues of international law, however, should concern not only clinicians practicing immigration or human rights law, but also many other clinicians regardless of their practice area. Louise Trubek, University of Wisconsin, has recently been appointed co-chair of the newly

formed AALS Committee on International Law. This Committee will frame its mission around the problems and opportunities that the globalization of law will present to clinicians, as well as the more traditional human rights and immigration issues.

The Committee on International Law will be holding a special session titled "Globalization & the Law School Clinic" during the June 4-8 AALS Conference on Clinical Legal Education. All interested persons are invited to attend this session. In addition to its informative value, the session will serve as a goal-setting and organizational meeting for the Committee. If you are unable to attend either the AALS Conference or the meeting of the Committee on International Law but still wish to have your voice heard on these important issues, please contact:

Louise Trubek
University of Wisconsin-Madison
Law School
Madison, WI 53706
(608) 263-2545

Why Be Concerned with Internationalization/Globalization in Your Clinic?

The effects of changing international forces upon lawyers' practices may not be obvious to many practitioners. Most practitioners assist clients in their locale by solving their problems locally. There is little need for most attorneys to look beyond the city or state in which they practice. Or is there a need to do so?

Lori Wallach of Public Citizen, Washington, D.C., has stated that she never considered either NAFTA (North American Free Trade Agreement) or the current GATT (General Agreement on Tariffs and Trade) negotiations relevant to her client constituency until she "backed into" addressing these issues.¹ By the time Ms. Wallach and her associates realized the enormity of influence both NAFTA and the GATT negotiations would exert upon the nation's poor and disadvantaged, most of the deal-making, negotiating and decision making had already occurred. It was then too late to effectively alter the juggernaut's course.

It is not surprising that either Congress or any administration could legislate and negotiate in the absence of significant public input. It is surprising that two agreements which will impact this country's poor and disadvantaged well into the 21st Century could be overlooked by a highly sophisticated group of advocates for public interest concerns like Public Citizen. Yet Public Citizen was not the only concern which failed to foresee the importance of these agreements. Most attorneys did not realize, and may still not realize, the importance of both NAFTA or the GATT negotiations.

The general lack of concern about international agreements, influences and activities stems from most practitioners' and advocates' local perspectives of the law and their practices. If clinicians are to effectively represent their clients, they must begin to recognize how the internationalization of legal, economic and social systems alters the ways in which they must practice law.

Yet for many of those who represent the disadvantaged, the concern and awareness about globalization should extend beyond the borders of our own country. In a symposium *Consumerism in the Year 2000: Moving Forward*, Dr. John G. Stoessinger of Trinity University spoke about the consumer movement and the Russian people: "To a large extent the consumer movement has to do with protecting the Vulnerable. The people [in Russia] are about as vulnerable as you can get. The life expectancy, the further you move east, goes down by five or ten years because of the pollution...You should go over there and build relationships and help them build consumer movements [and] relationships."²

The consumer movement, and public representation in general, in the United States enjoys a wealth of resources and expertise in comparison to other countries of the world where such movements have not received as much attention. Experienced and knowledgeable U.S. clinicians must not hoard their [experience] to the detriment the world's disadvantaged. The benefits of assisting the disadvantaged of other nations also flow back to the United States. For example, as international agreements often alter a nation's legal product standards, by actively advocating for stringent standards in agreements

to which the U.S. is not a party, will benefit U.S. consumers when they make purchases at foreign points of sale. The ever-increasing mobility of our society also makes such advocacy more important every day.

Lastly, the benefits of comprehending our global world also accrue by merely studying other systems of social programs. Katherine McFate, senior research associate at the Joint Center for Political and Economic Studies, stated that:

[T]he global economy is increasing market-based poverty in all advanced industrial countries, but [. . .] other countries have been working more actively to alleviate income inequality and insecurity among their citizens than the United States government. International comparisons allow us to talk about the problems created by the absence of government action. International comparisons can provide positive models of programs that are effective.

Therefore, representing and studying other nations' disadvantaged and the programs to help them can facilitate new and exciting methods of representing our own poor while helping others.

Perhaps the most proactive way for clinicians to become involved in assimilating international pressures into their practices is to merely become aware of how those pressures are affecting their clients. As stated previously, those pressures may not be immediately apparent. Once the influences are identified, changes in social, political and economic structures may be tracked through them. Tracking the influences permits the practitioner to see trends and then actively advocate to stem or encourage those trends before they are imbedded in our social structure without any input from the public sector.

Identifying the effects of globalization also permits law schools to make future advocates responsive to those changes. Professor David Weissbrodt of the Minnesota School of Law already advocates the use of other nations' materials in teaching constitutional law.³

Technology also facilitates clinicians' influence in other nations much more easily than just a few years ago. Computer networks are just one

example. In response to the mobilization of pro-NAFTA forces, many public interest lawyers established and expanded computer networks to inform each other and the public about the potential harm NAFTA could cause. An organization called E-LAW has established a computer network worldwide to assist in giving legal and scientific information to fight environmental degradation. These are just two of many examples of how today's technology may be employed to establish connections globally.

How the global contacts and understanding occurs, however, is not vital. It is only salient that such contact and comprehension be facilitated. The rapid societal changes are not limited to technological and social, they are legal as well. Constant advocacy to push public representation to keep pace with these changes is necessary if our clients are not to be left in the wake of an uncomprehended globalization of our profession.

¹Lori Wallach, speech at the Consumer Law Conference, University of Wisconsin-Madison, Fall 1993.

²Publication available from the author.

³Weissbrodt, David. *Globalization of Constitutional Law and Civil Rights*, 43 *Journal of Legal Education* 261, June 1993.

JOINT CLEA/CLINICAL SECTION MACCRATE IMPLEMENTATION TASK FORCE – Mark Heyrman (Univ. of Chicago)

In Fall 1993, Karen Tokarz, then chair of the AALS Section on Clinical Education, and Liz Ryan Cole, then president of CLEA, appointed a joint task force on implementation of the MacCrate Commission Report. That task force, co-chaired by Minna Kotkin and Mark Heyrman, met in Orlando in conjunction with the annual meeting of the AALS. Its members include Jane Aiken, Bev Balos, Gary Bellow, Richard Boswell, Bob Dinerstein, John Elson, Larry Grosberg, Randy Hertz, Paula Johnson, Peter Joy, Louise Howells, Marjorie McDiarmid, Gary Palm, Hank Rose, Barbara Schwartz and Nina Tarr.

At the Orlando meeting, the Task Force agreed upon the following general goals: 1) to develop

a specific set of achievable goals based upon the Report; 2) to work for concrete implementation of those goals; 3) to monitor and cooperate with the efforts already underway within the ABA, state and local bar association and law schools; and 4) to work to implement the recent amendment to Standard 301(a) of the ABA accreditation standards which requires law schools for the first time "to prepare [students] to participate effectively in the profession."

The Task Force has created the following subcommittees: 1) Standard 301(a) Implementation, chaired by John Elson; 2) Position Paper Committee, chaired by Mark Heyrman; and 3) State Bar Association Committee, chaired by Peter Joy.

Clinicians are encouraged to communicate with members of the Task Force if they have suggestions to make or developments to report. In particular, the State Bar Association Committee is looking for one or more individuals from each state to monitor activities within that state and report them to the Task Force. Please contact Peter Joy (Case Western) if you are willing to work in this capacity. There will be a meeting of the Task Force, to which all clinicians are invited, on the evening of June 4, 1994 in conjunction with the AALS Clinical Conference in Newport Beach, California.

BAR ASSOCIATION NETWORK ON MACCRATE – Peter Joy, Chair State Bar Committee

The Clinical Section of the AALS and the Clinical Legal Education Association (CLEA) are involved in the study and debate of MacCrate Task Force Report. To avoid duplication of efforts, there is a coordinated effort to link up with state bar associations by having at least one clinician contact in every state and the District of Columbia. (Puerto Rico is also specifically included since there are law schools in Puerto Rico. American Samoa, Guam and the Virgin Islands, etc., will be added if it is reasonably possible to locate contacts in any of the territories.) This article outlines some ideas for work in that area.

Many state bar associations have had, or are planning, conclaves to respond to the MacCrate Report. These conclaves are intensive meetings involving members of the bar, the judiciary and law schools. Through contacts with all state or regional bar associations, we will be able to effectively monitor and, perhaps, influence the directions they may take.

The work of the contacts may range from a minimum of reporting on what is occurring in their states or regions, to becoming members of, or consultants to, the planning bodies for the conclaves. If a state has already held a conclave, the contact will report on the results of the conclave, plans for the future and perhaps become involved in any follow-up work or committee.

It will likely take some time for this network to be established, and we are already running late. For that reason, please do whatever you can do to become involved in your state or to recruit someone else. If your state still needs a contact and you are interested, or if you are already working with your state bar association on the MacCrate Report, please contact Peter Joy immediately at (216) 368-2766 phone; (216) 368-5137 FAX; paj@owl.ins.cwru.edu LAWCLINIC address. Also, please recommend contacts for states that need contacts.

The following is the initial list of contacts:

State	Contact(s)
AL	
AK	
AZ	
AR	
CA	Richard Boswell (Hastings)

CO	
CT	
DE	
DC	Louise Howells (DC School of Law)
FL	
GA	
HI	
ID	
IL	Hank Rose (Loyola Chicago)
IN	
IA	Barbara Schwartz (Iowa)
KS	
KY	
LA	
ME	
MD	
MA	Gerald Clark (Suffolk)
MI	
MN	Bev Balos (Minnesota)
MS	
MO	
MT	
NE	
NV	
NH	
NJ	
NM	
NY	
NC	
ND	
OH	Peter Joy (Case Western Reserve)
OK	
OR	
PA	
PR	
RI	
SC	
SD	
TN	
TX	Sue Bentch (St. Mary's)
UT	
VT	Liz Ryan Cole (Vermont)
VA	
WA	Speedy Rice/Mary Wilson (Gonzaga)
WV	Marjorie McDiarmid (West Virginia)
WI	
WY	

MACCRATE UPDATE — Roy T. Stuckey
(South Carolina)

The Council of the ABA Section of Legal Education and Admissions to the Bar has set aside a full day of its next meeting to discuss the MacCrate Report. It will meet on June 2-4 in Minneapolis.

The following resolution was adopted by the ABA House of Delegates during its Midyear Meeting in Kansas City in February. The proposal ("8A") was submitted by the Illinois State Bar. The ABA Section of Legal Education and Admissions to the Bar offered a substitute resolution which was not accepted by the House. The Section of Legal Education then opposed "8A" primarily on the basis that it was premature, but the House approved it by a wide margin.

Report No. 8A

Be It Resolved, That the American Bar Association urges state, territorial and local bar associations and the judiciary to join with law schools to establish programs to inform students of the breadth, variety and differentiation of legal careers and to develop ways to build the educational continuum envisioned by "Legal Education and Professional Development — An Educational Continuum," the Report of the Task Force on Law Schools and the Profession: Narrowing the Gap.

Be It Further Resolved, That the American Bar Association urges law schools to consider the Statement of Skills and Values, from the Task Force Report, in assessing the extent to which their curricula advance their students' professional development and preparation for the practice of law.

Be It Further Resolved, That law schools are urged:

1) to provide law students and applicants for admission to law schools with realistic information regarding opportunities for employment as lawyers.

2) to identify and describe in their course catalogs the skills and values content of their

courses and make this information available to students for use in selecting courses.

3) to advise law students regarding course selection to consider what opportunities may or may not be available to them after law school to develop the skills and competencies they will need in practice.

4) to continue to emphasize the teaching of the skills of "legal analysis and reasoning" and "legal research," as described in the Statement of Skills and Values, through a wide variety of instructional modes, including well-structured clinical programs.

(5) to develop or expand instruction in such areas as "problem solving," "factual investigation," "communication," "counseling," "negotiation" and "litigation," recognizing that methods have been developed for teaching law student skills previously considered learnable only through post-graduation experience in practice.

6) to encourage and assist the organized bar to make law students aware of the full range of opportunity for professional development in the rich variety of private practice settings, in panels for prepaid and group legal services, in positions in the public sector, in staff counsel's offices in corporations and other organizations, and in the practice of public interest law in all its dimensions, as well as the profession's expectation that lawyers fulfill their responsibilities to the public and provide pro bono legal services for those who cannot afford a lawyer.

7) to encourage and assist employers to integrate educational value into any work experience during the law school years, including summer employment, and to develop models for strengthening the educational content of part-time employment.

8) to encourage and assist the organized bar to assure that development of lawyering skills and values continues beyond law school and throughout lawyers' professional lives and that continuing legal education incorporates the characteristics of effective skills and values instruction.

Be It Further Resolved, That the American Bar Association urges licensing authorities to consider modifying bar examinations which do not give appropriate weight to the acquisition of lawyering skills and professional values to ensure that applicants for admission are ready to assume their responsibilities in practice.

Be It Further Resolved, That the American Bar Association urges sponsors of programs of transition education to examine their programs to ensure the inclusion of significant skills and values instruction, including participatory exercises, trained instructors and concurrent feedback and evaluation.

Be It Further Resolved, That the American Bar Association urges providers of continuing legal education in reviewing their programs to consider the Statement of Skills and Values and the developments in effective teaching of skills and values described in the Report of the Task Force, and to strive to ensure that their courses encourage active participation by students, instruction by persons having special expertise and training in CLE instruction and a format that includes the immediate assessment of the students' participation.

Be It Further Resolved, That the Council of the Section of Legal Education and Admissions to the Bar is directed to consider the desirability of rescinding its policy of confidentiality of the information submitted annually by law schools to the Office of the ABA Consultant on Legal Education to the extent such information is relevant, accurate and useful to law school applicants in making intelligent and informed choices as to which law schools would best meet their needs.

Be It Further Resolved, That the Council of the Section of Legal Education and Admissions to the Bar is directed to consider amending the Interpretation to Standard 201(a) to provide that in the self-study process law schools be required to evaluate their programs utilizing Standard 301(a) and (c) and the Statement of Skills and Values.

Be It Further Resolved, That the Section of Legal Education and Admissions to the Bar is invited to report to the House at its 1994 Annual Meeting as to the manner in which skills and

values instruction should be integrated in the accreditation process, including what Standards for the Approval of Law Schools, if any, may be considered for amendment in view of the findings of the Task Force Report concerning the lawyering skills and professional values with which a lawyer should be familiar before assuming responsibility for a client; the responsibility of the law schools and the profession in developing a continuum for the teaching of these skills and values; and the relationship between core subjects and the professional skills.

PROFESSIONAL SKILLS CLEARINGHOUSE – Roy T. Stuckey (South Carolina)

A clearinghouse for information and materials related to professional skills courses and programs is being established by the ABA Consultant on Legal Education, James P. White.

A survey will be (has been?) sent to all ABA-approved law schools this Spring. The purpose of the survey is to gather, in an organized format, information about professional skills programs which law schools believe other schools may be interested in replicating. Dean White's office will serve as the repository for the materials. As materials are received, they will be categorized and cataloged. The current plan is to provide law schools with lists of the materials from time to time and to distribute copies on request at no charge other than actual copying and shipping costs. The project was conceived by Mike Norwood (New Mexico) and Roy Stuckey (South Carolina) while they were serving on the MacCrate Task Force. They have been assisting Bill Powers on Dean White's staff with the survey documents.

Participation is voluntary and the burden of responding to the survey falls on the shoulders of all professional skills teachers. It will probably take a couple of hours to pull together the requested information. However, the importance of widespread cooperation on this project cannot be underestimated. Our knowledge about the details of each other's courses has never been as limited since clinical programs were introduced in the late 1960's. It seems that new courses are appearing with

greater frequency, and it will become increasingly important to keep track of national trends and events as more and more schools begin responding to the MacCrate Report. The clearinghouse is one way to help us share our best ideas with each other and to avoid reinventing the same wheels. It will only work if everyone contributes some time and effort to the enterprise.

**E-MAIL CLINIC NETWORK/
BULLETIN BOARD - Nina W. Tarr
(Washburn)**

Meet interesting people! Learn amazing facts! Feel like you have traveled to exotic places! Years ago, John Barkai from Hawaii told us we could communicate with him easily with no long distance phone charges, concerns about time zones or phone tag frustration by simply e-mailing messages to him. We gave him a collective blank look and went about our disconnected lives. The communications highway has now connected us so that even the completely computer illiterate can join in the national dialogue. We have a clinic "listserv" or "bulletin board," which is easy to hook into and provides a vehicle for the clinic conspiracy non-clinic folks have dreaded. If you are not hooked in, you are out of the loop! One hundred and four (104) people are already on the network.

Why all the excitement about a bulletin board? It is a great way to disseminate information without using a million calls, faxes or trees. If you want to respond to an individual's posting or question, just type a quick response. Put in a message and you needn't worry if the recipient is off at court or supervising a student. You can scan messages and quickly delete those you are not interested in. People who are disinclined or unable to come to conferences are participating on the Bulletin Board so it expands our community. We have folks from England, Australia and Canada, and the potential is unlimited.

Some of the issues that have been discussed thus far have included Title IX grants, diversity issues, externship classes, etc. We have had jobs posted and holiday greetings exchanged.

Once you get e-mail, here is how you get on the Bulletin Board:

To Subscribe: 1) Send a message to: listserv@acc.wuacc.edu. 2) No "subject." 3) The message should read: SUBSCRIBE lawclinic your first name last name [example: SUBSCRIBE lawclinic nina tarr].

To Unsubscribe: 1) Send a message to: listserv@acc.wuacc.edu. 2) The message should read: UNSUBSCRIBE lawclinic your first name last name [example: UNSUBSCRIBE lawclinic nina tarr].

To Send a Message or Posting: 1) Mail to: lawclinic@acc.wuacc.edu. 2) The subject should tell people what it is. 3) The message can be what you want. 4) Don't forget to put your name somewhere.

To Answer or Respond to Posting: 1) To everyone on the listserv, type "r" and write your answer. Everyone on the Bulletin Board will get your answer. 2) To respond to an individual, send it to the address alone.

For Problems or Comments:

Mark Folmsbee
Law Library
Washburn University School of Law
17th and College
Topeka, KS 66621
(913) 231-1088
zzfolm@acc.wuacc.edu

**PUBLICATIONS BY
CLINICIANS**

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Tremblay, Paul R. (Boston College). *Rating*. 17 Am. J. Trial Advoc. 49-100 (1993).

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FACULTY POSITIONS AVAILABLE

University of Arkansas School of Law (Fayetteville) is seeking applicants for possible openings in our **Legal Research and Writing Program** for the 1994-95 academic year. The LR&W Program is an intensive seven-credit, three-semester, fully graded program that integrates analysis, legal research, legal writing and appellate advocacy. The instructor positions that may be available for the next academic year are nine-month, non-tenure track, contract positions, and may be renewed for successive years. The starting salary is approximately \$27,500.

Applicants should have excellent academic records and extensive legal research and writing experience. Prior experience in teaching LR&W, and/or in law practice, is highly advantageous, but not essential. There are no "caps" on the renewals of our instructors' yearly contracts, and we are seeking persons who want to make a commitment to teaching legal research and writing. Our program consists of five full-time professionals teaching two classes per semester (45 students per instructor in each semester).

Applicants should send a cover letter, resume, writing sample, example of their LR&W teaching materials (if applicable), and the names and telephone numbers of three professional references to:

Professor Jan M. Levine, Director
Legal Research & Writing Program
University of Arkansas School of Law
Fayetteville, AR 72701

The University of Arkansas is an equal opportunity/affirmative action institution.

▼▼▼

University of Washington (Seattle) School of Law invites applications for a **lecturer position in its Mediation Clinic** beginning September 1, 1994. The appointment will be for the nine-month 1994-95 academic year. Renewal of appointment is subject to continued outside funding and job performance.

The position involves teaching mediation theory and skills to law students in a seminar setting, and observing and critiquing students serving as mediators in actual cases. Other responsibilities include explaining case referral sources, outreach to other University constituencies and fund raising.

Candidates should have substantial mediation experience, excellent academic credentials and an advanced degree beyond the B.A. are required. Teaching experience and a legal degree are preferred, but not required. Salary will be commensurate with experience. The University of Washington is an equal opportunity/affirmative action employer. Inquiries and applications should be addressed to:

Associate Dean Stewart M. Jay
University of Washington
School of Law, JB-20
Seattle, WA 98195

Applications should be submitted as soon as possible, but no later than March 15, 1994.

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Because Kandis Scott will be in Romania with the Peace Corps for two years, there is an opening for a visitor at Santa Clara for one or two years. **Santa Clara University** is seeking someone to **teach in the client-representation clinic (preferably civil case supervision)**. That person would also teach simulation courses and traditional classroom courses. California's student practice rules require that a supervisor be

admitted to practice in California for two years.
For more information please write or telephone:

Carol Sanger, Chair
Faculty Recruitment Committee
Santa Clara University Law School
Santa Clara, CA 95053
(408) 554-5490

Florida State University College of Law – Externship Supervisor. Supervises judicial, legal services and administrative agency externships and teaches related seminars. Excellent academics and significant experience in civil/administrative litigation and judicial process. Renewable annual contracts. Women and minorities encouraged to apply. Send resume and letter of interest to:

Chair, Appointments Committee
Florida State University College of Law
Tallahassee, FL 32306-1034

The Housing Law Clinic at the University of Mississippi School of Law is seeking to hire a **staff attorney**. Primary responsibility for supervising second- and third-year law students in representing low-income persons in a range of housing cases in North Mississippi; will also assist clinic director in classroom skills training exercises, regional housing studies and projects and grant writing. Applicant must be a graduate of a fully accredited law school with two or more years experience in law practice with a strong academic background. Applicant must also be student oriented. Strong preference for Mississippi Bar member, or any member of any state bar willing to take next Mississippi Bar exam. Salary range is \$25,000-\$50,000, commensurate with experience.

The Housing Law Clinic especially welcomes applications from minority group members, women and others whose backgrounds may contribute to further diversification of ideas and attitudes. Persons interested should send resume, references and description of areas of interest. Applications should be received by April 11, 1994. Starting date is June 1, 1994. Please contact:

Valerie Morgan
Housing Law Clinic
University of Mississippi School of Law
P.O. Drawer 8048
University, MS 38677

The University of Mississippi is an Affirmative Action/American Disability Act/Equal Employment Opportunity Employer.

The East Palo Alto Community Law Project is seeking a new **Executive Director** to head this innovative, community-based legal office. EPACLP's legal practice includes individual and group representation, individual and community education, impact litigation, and community organizing efforts. Areas of practice include community economic development, housing, special education and school discipline proceedings.

EPACLP also offers quality legal training to Stanford Law School students. The executive director works closely with the 15-member Student Steering Committee in managing the office, and the attorneys work closely with law students in the substantive areas of practice.

Responsibilities of the executive director include: serving as liaison and working closely with Stanford Law School dean, faculty members, senior administrators and staff on development of academic areas correlated to the Project's mission; directing and developing legal services and law student training programs; supervising and evaluating attorney staff and office manager; serving as liaison to the East Palo Alto Community, Stanford Law School and local private bar; overseeing and directing fundraising efforts; directing the development of EPACLP budget; working closely with law students, staff and the Board of Directors to develop and implement new programs, long-term policies, and nonlegal and legal strategies; and coordinating activities and services with the Immigrant Legal Resource Center.

Applicants should immediately send a two-page cover letter explaining your interest in the position, a resume and at least three references to:

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: _____
