



NEWSLETTER

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MESSAGE FROM THE CHAIR

by

Homer La Rue

(Howard University)

As the 1996 Chair of the Section on Clinical Legal Education, I am honored to have been selected by my colleagues to be their steward for the year. The responsibilities of the Chair have become more significant in recent years. During the tenure of the past two chairs, we have seen important changes take place which have a direct effect on clinical legal education. Those changes have both assisted in the further development of clinical legal education as well as offered challenges to those of us who care about what directions those developments should be taking us. This year promises to continue this process. As I think about some of my goals for the upcoming year, I want to also briefly outline just a few of these developments and challenges.

The MacCrate Report spurred a debate in the academy about the importance of teaching skills and values in law school. Moreover, the MacCrate Report engendered a new interest in many schools as to how they could increase the teaching of professional skills and values in the law school curriculum.

That discussion has not been without its gainsayers, those who would relegate the teaching of professional skills and values to the employers of our graduates, arguing that there is too little time and too few resources for law schools to do an adequate job in this area.

Even as we have seen the growth in the teaching of professional skills in our law schools, some among us are concerned that the progressive change and social justice message may become separated from the teaching of lawyering skills. One of the rich historical elements of the clinical movement is that it began with a clear charge to energize students, who would become lawyers, to devote their professional lives to seeing that the law serves human needs. Many, I among them, would lament the loss of that charge as we continue to make successful strides to integrate clinical legal education as a legitimate and an integral part of the law school curriculum. To win the struggle to make the teaching of professional skills a pervasive part of the curriculum but to lose our ability to teach our students that those skills must be used to serve the under-represented would indeed be a case of winning the battle and losing the war.

We have seen an increase among our ranks of new clinical teachers, many of whom have been persons of color and women. We have

TABLE OF CONTENTS

MESSAGE FROM THE CHAIR 1

NOTE FROM THE EDITOR 4

COMMITTEE REPORTS 4

AMONG OURSELVES 5

OF INTEREST TO CLINICIANS . . 6

PUBLICATIONS BY CLINICIANS 10

FACULTY POSITIONS AVAILABLE 12

EXECUTIVE COMMITTEE AND
COMMITTEE CHAIRS 14

MEMBERSHIP FORM 17

EXPANDED SURVEY OF CLINICIANS
WHO HAVE CONSULTED OR TAUGHT
IN A FOREIGN COUNTRY 19



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.

rejoiced in the increased diversity among us, not only in the form of persons of different races but also an increase in the number of women and persons of different sexual orientation. Equally important, we have been enriched by the variety of ideas and talents that this diversity has brought to the academy, not to mention the Section. Because of the elimination of Title IX funds from the Department of Education (DOE), however, we have seen that diversity threatened because many of the positions held by those new clinical teachers were funded by DOE. Our challenge is to persuade our law schools to continue clinical

educational programs through the same funding sources that are provided for other programs in the law school curriculum.

With the Department of Justice's anti-trust lawsuit against the American Bar Association, we are witnessing a new interest in taking a realistic look at the operation of law schools. The accreditation process, once thought to be set in stone and often little reflective of any requirement that the curriculum provide students with an opportunity to learn the skills and values associated with live-client representation, is being scrutinized. Some among us have been actively involved in attempting to influence that debate. While it is not clear how far we will be able to persuade the ABA to require that law schools provide the variety of legal training experience that is represented by the work done by members of this Section, it is certain that the clinical legal education movement is a voice that is being heard in the debate.

The voice is demanding an end to the second-class position of many of the persons responsible for teaching live-client clinics and externships. The nature of the second-class status has been in two forms. First, teachers of professional skills are not given the right to participate fully in the governance of their schools. Many are not permitted to vote as faculty members and in other cases where there is a right to vote, that right is limited to matters narrowly defined as having to do with the clinical or professional skills program at the school. Second, clinical and professional skills teachers are often not afforded job security in the form of tenure or long-term contracts. These are teachers who often have been with their schools for a number of years and who often carry some of the heaviest teaching loads among their colleagues on the faculty. That fact, notwithstanding, these teachers must wonder from year to year whether their contracts will be renewed, therefore, always

subject to the vagaries of market forces or the changing priorities of the dean or the faculty.

The Section will continue to be involved with the issues facing us in the ABA consent decree with the Department of Justice as well as with the myriad other issues that will arise during the course of the year. While we go about trying to preserve the accomplishments that we have made in the past and trying to struggle with new challenges, we should take a moment to thank those among us who have enriched our lives both professionally and personally.

A genuine thank you should go out from all of us to Minna Kotkin, our past chair. During her stewardship, the Section faced the crisis of the discontinuance of Title IX funding. She worked exhaustively to do what she could to get the support of the Association of American Law Schools to support a lobbying effort on behalf of the continuation of the program. Her success in getting the Association involved was no mean feat. We also should note her contribution to the legal victory in New York State where a judge sought to decrease the amount of attorney fees that could be collected because the prevailing party was represented by a law school clinic. It was a difficult year, and Minna took on many tasks which I am certain she did not anticipate at the outset would be part of her responsibility. We all say thank you to her.

Sadly, we must also note the passing of one of our colleagues as well as another who, while not a member of the Section, was certainly a supporter of clinical education as well as the values upon which the movement is grounded. I, of course, speak of Shanara Gilbert and Haywood Burns. By now, everyone who had been touched by their lives is aware of their passing as the result of an automobile accident in South Africa. Both Shanara and Haywood enriched our

lives by the way in which they lived theirs--with dedication to progressive change both here and abroad. In noting their untimely passing, we must reinvigorate our own commitment to our work as teachers dedicated to training lawyers who have the will as well as the skill to make a difference in the lives of those who are without power. Finally, let us also be touched by their caring natures and extend that same caring for one another as we go about the tasks of our own personal and professional struggles.

In a year with uncertainties for many in legal education, there have been some bright moments. They have come in the form of the receipt of tenure or long-term contracts by some among us. I invite those of you who have received the award of tenure or a long-term contract to contact me by e-mail (hclarue@law.howard.edu) before the Miami Conference. I would like to continue the tradition that may have begun with Sandy's tenure as chair of the Section. I would like to announce the names of those persons during one of the meals at the conference.

I also want to take this opportunity to thank Dave Chavkin for his many contributions to the Section. There are two of more recent vintage that I would particularly like to note. First, those of us who have been affected by the discontinuance of the Title IX funds have benefited greatly from Dave's accurate and thorough reports via the "listserv." While the news has not been much about which we can rejoice, it has been very helpful to have reliable information on the developments in Washington. Second, Dave took on the responsibility for creating the Section's directory a few years ago. His endeavor has been so successful that the AALS now relies on the Section's database as the accurate directory for the Section. Dave has another surprise for us which he will unveil in Miami and which promises to take the Section's directory to the next level of accessibility.

One other person deserves our recognition as well. The Clinic Newsletter has been an important tool of communication for members of the Section. Catherine Mahern has done an excellent job to not only getting the Newsletter out but also to continuing to improve its format. Her attempts to make her deadlines are tireless. The Section owes Kate its thanks.

As a final note as we move into this year of the Section's business, we should be reminded about the importance of our work to our students. At the same time, we should also keep our perspective and not take ourselves so seriously that we fail to see the humor in our own experiences. We learn best when we can blur the distinction between work and play; therefore, we should continue to enjoy ourselves and one another as we go about our work.

I hope to see all of you in Miami.

NOTE FROM THE EDITOR

The Clinical Section Newsletter is scheduled for publication two times in 1996. We invite everyone to submit articles. Everything is welcome! Essays, requests for information, committee reports, position announcements, publications, descriptions of clinical programs, etc.

In order to meet our publication dates, articles must be received on or before the submission deadlines. **The next submission deadline is October 18, 1996.** Articles received after that date will **not** be included in the Newsletter. If your article is important, it's important to get it here on time!

Long articles (more than 1 page) and documents with charts or other formatting difficulties should be submitted on a 3½-inch diskette, formatted for WordPerfect for Windows 5.2, 6.0 or 6.1, together with a hard copy. Articles may be submitted by mail, e-mail or FAX (see address and number information on the cover).

Please contact the Editor, Catherine Mahern, if you have any questions.



PLEASE NOTE

This may be the last newsletter you receive if you are not a current member of the Section. To become a member, fill out the Membership form on page 17-18 of this Newsletter and mail it to David Chavkin. If you are unsure of your membership status, please contact Dave at the address on the form or call him at (202) 319-6786 or e-mail him at chavkin@law.cua.edu.

COMMITTEE REPORTS

COMMITTEE ON IN-HOUSE CLINICS
-- Barbara A. Babb, Chair

The Committee on In-House Clinics met in San Antonio on Friday, January 5, 1996. We reviewed the responses we received to our two surveys. We received 55 responses to our Survey on Selection of Clinic Students and Use of Performance Agreements. Forty-eight people responded to our Survey on the Use of Adjuncts in In-House Clinics. **Thank**

you to everyone who took the time to respond to the surveys!

Professor Margaret Walker at the University of Denver College of Law has agreed to draft a preliminary report of our findings on the Survey on Selection of Clinic Students and Use of Performance Agreements. Anyone who has further comments regarding that survey should contact Margaret directly at:

Professor Margaret Walker
University of Denver College of Law
7039 East 18th Avenue
Denver, CO 80220
(303) 871-6000
(303) 871-6378 FAX

Likewise, Professor Caroline Kearney of Brooklyn Law School will draft the preliminary report for the Survey on Use of Adjuncts in In-House Clinics. Anyone interested can submit comments to Caroline at:

Professor Caroline Kearney
Brooklyn Law School
250 Joralemon Street
Brooklyn, NY 11202
(718) 780-7541
(718) 780-0375 FAX

On behalf of the Committee, we owe a tremendous thanks to Margaret and Caroline for agreeing to draft the preliminary reports. We hope to have a summary of the reports available for the Clinical Conference in Miami Beach. We look forward to seeing you there, where we will discuss plans for disseminating the survey results. If anyone has questions or comments, please contact:

Barbara A. Babb
(410) 837-5706
BBABB@UBMAIL.UBALT.EDU

AMONG OURSELVES

NOTES & ANNOUNCEMENTS

In February, **Richard A. Boswell** (American University) gave a series of lectures as part of the Distinguished Lectures Series sponsored by the United States Information Service and the Danish Centre for Human Rights (Copenhagen, Denmark). The lecture was titled *Myths and Realities of U.S. Immigration Law: Transforming How We Think of Immigration*. Boswell also spoke at the law schools of the University of Copenhagen and Aarhus University on *Exclusion and Asylum Law in the U.S.: Truth and Consequences*.



In November 1995, **Karen Musalo** (Visiting Professor and Acting Director, American University's International Human Rights Clinic) and **Richard A. Boswell** (American University) traveled to Guatemala to consult with the Universidad de San Carlos on their law school's clinical program. While at the University, they conducted a training program in interviewing and oral advocacy for law teachers, defense lawyers, prosecutors and judges.



Pamela Goldberg (NYSL) and **Victor Goode** (Columbia) participated on panels for the Fifth Annual Stein Center Symposium on Contemporary Urban Challenges entitled *Civil Rights Law in Transition: The 40th Anniversary of the New York City Commission on Human Rights*. The Symposium was held in New York City February 28.



Peter A. Joy (Case Western) presented a CLE course *Developments in Legal Ethics 1995* in Washington, D.C. in October 1995.



Alan Kirtley, Director of Clinics at the University of Washington School of Law, has been granted tenure and promotion to Associate Professor.



Catherine Mahern (Creighton Univ.) will be in Croatia and Sarajevo during May 1996 as part of the Central and Eastern European Law Initiative (CEELI) program as a consultant to new clinical programs.



Carrie J. Menkel-Meadow (UCLA) was a Distinguished Visitor at William and Mary during 1995-96.



Vanessa Merton (Pace) participated in the Second National Conference of Clinical Program Directors held in Missouri. She was also named to the Executive Committee of the AALS Section on Professional Responsibility and the Committee on Clinical Legal Education.



Elliott S. Milstein was elected to the Executive Committee at the January Annual AALS Meeting in San Antonio.



Dean Hill Rivkin (Tennessee) participated in a colloquium entitled *Pedagogical, Programmatic, and Personal Perspective at American* in June 1995. **Rivkin** also presented a paper on *The Case Against Disciplinary Exclusion of Students with Disabilities through Juvenile Court Prosecution by School Systems* at a conference on "Looking Back, Looking Ahead: The Evolution of Children's Rights" at Temple in September. He also spoke to

the Council of the Section of Individual Rights and Responsibilities of the ABA on *Disciplinary Exclusion and Juvenile Prosecution by Schools* in Nashville.



Jane Schukoske is a 1995-96 Fulbright Scholar at the University of Colombo law faculty in Sri Lanka.



Hofstra sponsored a conference on *Legal Ethics: The Core Issues* on September 17-19, 1995. Participants included **Roy D. Simon** (Washington-St. Louis) and **Carrie Menkel-Meadow** (UCLA).



Jane M. Spinak (Columbia) was named Edward Ross Aranow Clinical Professor of Law.



Gonzaga was awarded a three-year \$240,140 grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education to fund a project designed to increase skills training in law schools across the country.



OF INTEREST TO CLINICIANS

PROJECTS

SURVEY ON CLINICIANS WITH INTERNATIONAL TEACHING OR CONSULTING EXPERIENCE -- Roy T. Stuckey (South Carolina)

Roy Stuckey has prepared a third report on clinical teachers with international experience. It supplements the reports which were published in the previous two issues of this Newsletter (September 1995 and December 1995). Space limitations do not

permit us to include the report in this issue of the Newsletter. For a complete copy of the report, please contact:

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U.S.C. School of Law
Columbia, SC 29208
(803) 777-2278
(803) 777-2368 FAX
ROY@LAW.LAW.SC.EDU

Please submit additional data to Roy on the form on page 19 of this Newsletter. The survey now includes all clinicians who have consulted or taught in a foreign country for any reason for any length of time. This is a project of the Committee on International Aspects of Clinical Education of the AALS Section on Clinical Legal Education.



MEETINGS

AALS CONFERENCE ON CLINICAL LEGAL EDUCATION: Expanding the Frame: Crossing the Borders to Other Countries

MAY 18-22, 1996 MIAMI, FLORIDA

Saturday, May 18

12:00p - 8:00p Registration

2:00p - 5:00p New Teachers

- ▶ *Styles of Supervision*, Susan J. Bryant, City University of New York at Queens College
- ▶ *Pedagogical Goals*, Michelle Jacobs, University of Florida
- ▶ *Introduction to Lawyering Theory*, Margaret E. Montoya, University of New Mexico
- ▶ *History of Clinical Education*, Conrad Johnson, Columbia University

6:00p - 8:00p AALS Reception

Sunday, May 19

8:45a - 9:00a

Welcome - Mary Doyle, AALS Dean-In-Residence

Introduction - J.P. "Sandy" Ogilvy, Catholic University of America and Chair, Planning Committee for AALS Conference on Clinical Legal Education

9:00a - 10:00a Plenary I: New Horizons: Clinical Legal Education in Medicine and India

- ▶ N.R. Madhava Menon, Ph.D., Director, National Law School of India University
- ▶ J.P. Ogilvy, Catholic University of America
- ▶ Paula L. Stillman, M.D., Educational Consultant, American College of Physicians
- ▶ Moderator: To Be Announced

Dr. Stillman is the former chair of the Group on Medical Education, Association of American Medical Colleges, and the recipient of the John P. Hubbard Award for outstanding contributions to medical education in North America. Her ideas on using simulated patients to teach and evaluate clinical practice have revolutionized medical education.

Dr. Menon is the first dean of the new National Law School of India University, where all students study social science and law simultaneously and take three clinical courses before graduation. In 1994 the International Bar Association gave him the Living Legend of Law Award and he currently serves as President of the Commonwealth Legal Education Association.

10:00a - 10:30a Refreshment Break

10:30a - 12:00p Small Group Discussions

12:00p - 1:45p AALS-Sponsored Luncheon
Traveling Between Learning and Teaching: There and Back Again, Marty Peters, Ph.D., Educational Counselor, University of Florida

2:00p - 3:00p Plenary II: Goal Setting (continued)

- ▶ Speakers To Be Announced
- ▶ Moderator: Homer C. La Rue, Howard University

Community members will be asked to think through whether the plan meets needs in their communities, whether other services might meet their needs in a better, more effective or more efficient way, and whether other needs should take priority over those identified in the plan. Students will be asked to discuss whether they think the plan is a good one for them educationally and what changes they can suggest to improve its educational value. Both groups will be asked to consider the feedback provided by the other and to give ideas about how it might be possible to design a program more satisfactory to both. A social worker experienced in community organizing will be present to help identify productive ways for service providers such as law clinics to interact with the communities in which clinics operate.

The primary goal of the plenary is to increase awareness of the importance to clinicians of interfacing with their communities when they are designing clinical programs and to model methods for doing so. Publicly funded legal services for indigent people are in decline, and law school clinics will face increasing pressures to fill the gap. One important question in determining which gaps should be filled by law school clinics is how the local communities want

these resources to be spent. A second key issue is how to combine community desires with student interests. This panel will give conference attendees opportunities to explore these difficult questions and to observe how to do an effective exploration.

3:00p - 3:30p Refreshment Break

3:30p - 5:00p Small Group Discussions

5:00p - 6:00p AALS Reception

6:30p - 10:00p New Developments in Clinical Legal Education

8:30p Scholarly Paper Presentation

- ▶ Beverly Balos, University of Minnesota
- ▶ Mary Louise Fellows, University of Minnesota

From the Classroom to the Capitol/From Choice to Coercion: The Challenges of Teaching and Doing Legislative Reform of Prostitution Laws. The paper analyzes Balos' and Fellows' work in developing legislative initiatives with grassroots community organizations in a law school seminar entitled Prostitution and Public Policy, and then leading a clinical course engaged in legislative drafting and education of legislators, public policy makers and the larger community. This effort succeeded in enacting a statute that allows civil damages for coercion into prostitution. Their work "expands the frame and crosses the borders" in its sequential combination of theoretical seminar and legislative clinical work as well as in the collaboration of nonclinical academics, clinical academics and community activists. Balos and Fellows are the authors of *Law and Violence*

Against Women: Cases and Materials on Systems of Oppression (1994).

Monday, May 20

9:00a - 10:00a Plenary III:
Implementation of Goals
and Objectives

- ▶ Speakers To Be Announced

This session will focus on choosing among various goals and objectives that have been identified. The panel will discuss how various methods of implementation can be used to satisfy the pedagogical and service goals of the clinical program.

10:00a - 10:30a Refreshment Break

10:30a - 12:00p Small Group Discussions

12:00p - 1:30p Lunch on your own

1:30p - 3:00p Concurrent Sessions A

Following is a listing of the topics for each concurrent session. In a concurrent session time slot, only 4-5 sessions will be held. The sessions that will be offered will be based on the number of registrants for each session.

- ▶ Confronting the Financial Realities of Clinical Legal Education
- ▶ Foreign Clinicians: A Dialogue
- ▶ Immigration and Violence Against Women
- ▶ International Teacher Exchanges
- ▶ International Women's Rights
- ▶ The Justice Mission of Law School Clinics: A Cross-National Perspective
- ▶ Multi-Cultural Lawyering
- ▶ Professional Legal Education: Training for the Profession in the Commonwealth
- ▶ The Public Justice Mission and Clinics: A Vision Lost? A Discussion in Memory of Herb Eastman

- ▶ Race and Ethics
- ▶ Scholarship: Informal Roundtable Discussion
- ▶ Strategic Planning for Ourselves: Defining Our Place in the Law School

3:00p - 3:30p Refreshment Break

3:30p - 5:00p Concurrent Sessions B
4-5 from the list of Session A

6:00p Clinicians of Color Session

7:30p - 10:00p New Developments in
Clinical Legal Education

Tuesday, May 21

8:30a - 9:45a Subject Matter Groups

- ▶ ADR
- ▶ Children's Rights
- ▶ Criminal
- ▶ Economic Development
- ▶ Elder Law
- ▶ Externships
- ▶ Family Law & Domestic Violence
- ▶ General Civil
- ▶ Housing
- ▶ Immigration and Human Rights

9:45a - 10:00a Refreshment Break

10:00a - 11:30a Concurrent Sessions C
4-5 from the list of Session A

11:30a - 1:15p Lunch on your own

1:15p - 2:45p Concurrent Sessions D
4-5 from the list of Session A

2:45p - 3:00p Refreshment Break

3:00p - 4:00p Plenary IV: Evaluation I

- ▶ Dr. Thomas F. Donlon, Director,
Office of Test Development and

Research, Thomas Edison State College, Trenton, New Jersey

- ▶ Robert J. Rhudy, Executive Director, Maryland Legal Services Corporation, Baltimore, Maryland
- ▶ Moderator: Vanessa Merton, Pace University

The last two plenaries will focus on the evaluation of clinical legal education programs. In this session, panelists will discuss evaluation of clinical programs in the context of the simulation from the perspective of foundation grantor as well as from the perspective of someone in educational program evaluation and research. In the final session, panelists will assess the data collected from small group discussions on clinical program developments.

4:00p - 5:30p Small Group Discussion

5:30p AALS Reception

Wednesday, May 22

9:00a - 10:30a Small Group Discussions

10:30a - 10:45a Refreshment Break

10:45a - 11:45a Plenary V: Evaluation II

See Plenary IV for description and speakers.



PUBLICATIONS BY CLINICIANS

Edward Allen (DCSL). *Six Years After Passage of the Fair Housing Amendments Act: Discrimination Against Families with Children*. 9 Admin. L.J. Am. U. 297-359 (1995). . . . **Brook K. Baker** (Northeastern). *Beyond MacCrate: The Role of Context, Experience, Theory, and Reflection in Ecological Learning*. 36

Arizona Law Review 287 (1994). . . . **Brook K. Baker**, et al. *Learning Through Work: An Empirical Study of Legal Internship*. 45 Journal of Legal Education 1 (1995). . . . **Barbara Bezdek** (Maryland). *Religious Outlaws: Narratives of Legality and the Politics of Citizen Interpretation*. 62 Tenn. L. Rev. 899-996 (1995). . . . **Gordon J. Beggs** (Cleveland-Marshall). *Proverbial Practice: Legal Ethics from Old Testament Wisdom*. 30 Wake Forst L. Rev. 831 (Winter 1995). . . . **Susan Bennett** (American). *The Threat to the Wandering Poor: Welfare Parochialism and its Impact on the Use of Housing Mobility as an Anti-Poverty Strategy*. 22 Fordham Urb. L.J. 1207 (1995). . . . **Gary L. Blasi** (UCLA). *What Lawyers Know: Lawyering Expertise, Cognitive Science, and the Functions of Theory*. 45 J. Legal Educ. 313-397 (1995). . . . **Richard A. Boswell** (American Univ.). *Restrictions on Non-Citizens' Access to Public Benefits: Flawed Premise, Unnecessary Response*. 42 U.C.L.A. Rev. 1475 (1995). . . . **Richard A. Boswell** (American Univ.). *Crossing the Racial Divide: Challenging Stereotypes About Black Jurors*. 6 Hastings Women's L. J. 233 (1996). . . . **Katherine S. Broderick** (DCSL). *Rejecting the Parasite and Motivating the Laggard: A Constitutional Analysis of the District of Columbia's Aggressive Panhandling Statute*. 2 D.C. L. Rev. 179-235 (1994). . . . **Vance L. Cowden** (South Carolina) and **Geoffrey R. McKee**. *Competency to Stand Trial in Juvenile Delinquency Proceedings—Cognitive Maturity and the Attorney-Client Relationship*. 33 U. Louisville J. Fam. L. 629-660 (1994-95). . . . **Clark Cunningham** (Washington Univ.) and **Charles Fillmore** (formerly Univ. of California). Law review article on linguistics mentioned in ABA Journal article, *Looking for the Meaning of Life? Call a Linguist*, p. 28 (February 1996). . . . **Connie De La Vega** (San Francisco). *The Right to Equal Education: Merely a Guiding*

Principle or Customary International Legal Right? 11 Harv. BlackLetter L.J. 37-60 (1994). . . . **Steve Ellmann** (New York). Editor's Introduction, *Struggle and Legitimation*. 20 Law & Social Inquiry 339 (1995). . . . **Steve Ellmann** (New York). *Law and Legitimacy in South Africa*. 20 Law & Social Inquiry 407 (1995). . . . **Steve Ellmann** (New York). *On the Death Penalty, Copy South Africa*. New York Newsday, June 29, 1995, page A41 (an Op-Ed piece). . . . **Leslie G. Espinoza** (Boston College). *Dissecting Women, Dissecting Law: The Court-Ordering of Caesarean Section Operations and the Failure of Informed Consent to Protect Women of Color*. 13 Nat'l Black L.J. 211-237 (1994). . . . **Sally Frank** (Drake). *The Key to Unlocking the Clubhouse Door: The Application of Anti-Discrimination Laws to Quasi-Private Clubs*, Michigan Journal of Gender and the Law (Spring 1995). . . . **Paula C. Johnson** (Syracuse). *At the Intersection of Injustice: Experiences of African American Women in Crime and Sentencing*. 4 Am. U.J. Gender & L. 1-76 (1995). . . . **Steven Lubet** (Northwestern). *Modern Trial Advocacy: Analysis and Practice*. National Institute for Trial Advocacy. . . . **Holly Maguigan** (NYU). *Cultural Evidence and Male Violence: Are Feminist and Multiculturalist Reformers on a Collision Course in Criminal Courts?* 70 N.Y.U.L.Rev. 36 (1995). . . . **Randi S. Mandelbaum** (GULC). *Trying to Fit Square Pegs into Round Holes: The Need for a New Funding Scheme for Kinship Caregivers*. 22 Fordham Urb. L.J. 907 (1994). . . . **Randi S. Mandelbaum** (GULC) and **Susan L. Waysdorf** (DCSL). *The District of Columbia Medical Consent Law: Moving Towards Legal Recognition of Kinship Caregiving*. 2 D.C. L. Rev. 279-305 (1994). . . . **Carrie Menkel-Meadow** (UCLA). *Ethics and the Settlements of Mass Torts: When the Rules Meet the Road*. 80 Cornell L. Rev. 1159-1221 (1995). . . . **Carrie Menkel-Meadow** (UCLA). *Whose Dispute Is It Anyway? A Philosophical and Democratic Defense of Settlement (in Some Cases)*. 83 Geo. L.J. 2663 (1995). . . . **Michael Millemann** (Maryland). *Good Judgment: Ethics Teaching in Dark Times*. 9 Geo J. Legal Ethics 31-87 (1995). . . . **Douglas L. Parker** (GULC). *Standing to Litigate "Abstract Social Interests" in the United States and Italy: Reexamining "Injury in Fact."* 33 Colum. J. Transnat'l L. 259-318 (1995). . . . **Sande Buhai Pond** (Loyola, L.A.). *No Dogs Allowed: Hawaii's Quarantine Law Violated the Rights of People with Disabilities*. 29 Loy. L.A. L. Rev. 145-202 (1995). . . . **Suellyn Scarnecchia** (Michigan). *Imagining Children's Rights*. 12 T.M. Cooley L. Rev. 1-20 (1995). . . . **Jane E. Schukoske** (Baltimore). *Lead Paint and the Warranty of Habitability in Pre-1950 Rental Housing: Maryland's Lead Poisoning Prevention Program Creates a Presumption of the Presence of Lead Paint*. 4 U. Balt. J. Env'tl. L. 22-52 (1994). . . . **Stella L. Smetanka** (Univ. Of Pittsburgh). *To Predict or to Certify Unresolved Questions of State Law: A Proposal for Federal Court Certification to the Pennsylvania Supreme Court*. 68 Temple Law Review 725 (1995). . . . **John Sonsteng** (Wm. Mitchell). *Learning by Doing: Preparing Law Students for the Practice of Law. The Legal Practicum*. 21 Wm. Mitchell L. Rev. 111-196 (1995). . . . **Jane M. Spinak** (Columbia). *Reflections on a Case (of Motherhood)*. 95 Colum. L. Rev. 1990-2082 (1995). . . . **J. Alexander Tanford** (Indiana). *The Death of Graduation Prayer: The Parrot Sketch Redux*. 24 J.L. & Educ. 423-455 (1995). . . . **Louise G. Trubek** (Wisconsin). *The Worst of Times ... and the Best of Times: Lawyering for Poor Clients Today*. 22 Fordham Urb. L. J. 1123-1140 (1995). . . . **Rodney J. Uphoff** (Oklahoma). *The Criminal Defense Lawyer as Effective Negotiator: A Systemic Approach*. 2 Clin. L. Rev. 73-135 (1995). . . . **Charles Weisselberg** (Univ. So. California).

Courage, Courage, 8 Fed. Sent. R. 51 (1995). . . . **Stephen A. Zorn** (Pace). *The Federal Income Tax Treatment of Gambling: Fairness or Obsolete Moralism*. 49 Tax Lawyer 1 (1995).



Symposium: *New Approaches to Poverty Law, Teaching, and Practice*. Articles by **Louise G. Trubek** (Wisconsin), **Karl E. Klare** (Northeastern), **Peter Pitegoff** (SUNY Buffalo), **Deborah Maranville** (Washington), **Naomi Cahn & Joan Meier** (George Washington) and **Susan Senger Bowyer**. 4 B.U. Pub. Interest L.J. 235-387 (1995).

Symposium: *Poverty Law Scholarship*. Articles by **Louise G. Trubek** (Wisconsin), **Ruth Margaret Buchanan**, **Gary L. Blasi** (UCLA), **William H. Simon** (Stanford) and **Steven L. Winter** (Miami). 48 U. Miami L. Rev. 983-1132 (1994).



Symposium: *Race, Gender, Power, and the Public Interest: Perspectives on Professionalism*. Articles by **Peter Margulies** (St. Thomas), **Paul R. Tremblay** (Boston College), **Michelle S. Jacobs** (FSU), **Mark N. Aaronson** (Calif., Hastings) and **Minna J. Kotkin** (Brooklyn). 8 St. Thomas L. Rev. 1-227 (1995).



FACULTY POSITIONS AVAILABLE

The University of Chicago Law School seeks applicants for a **clinical teaching position**. Applicants must be capable of teaching advocacy skills and methods to law students and supervising those students in complex civil litigation and other advocacy on behalf of indigent clients of the Law School's Mandel Legal Aid Clinic.

Depending on qualifications and experience, an appointment may be made as either a **Clinical Lecturer in Law** for two-year terms up to a maximum of four years or in the **Clinical Professor of Law** track with indefinitely renewable terms of either three or five years. An effort will be made to fill this position no later than August 1, 1996. Please send resumes to:

Randall D. Schmidt
University of Chicago Law School
1111 East 60th Street
Chicago, IL 60637
(312) 702-2063 FAX



The University of Connecticut School of Law anticipates having one opening for a **full-time Assistant Clinical Professor of Law** in its **Lawyering Process Program**. The initial contract would be for 11 months beginning July 1996 and may be renewed for two additional terms. Salary and benefits are competitive with similar positions.

Lawyering Process is a full-year required first-year course. Lawyering Process faculty members teach two sections of legal analysis, legal research and legal writing during the fall semester. The fall section sizes range from 25-32 students. During the spring semester, each faculty member teaches interviewing, counseling, negotiation, informal advocacy and contract drafting skills to one section of approximately 40 students. The spring semester curriculum is based on well developed simulated exercises and instructors receive significant support from other faculty teaching the course.

An excellent academic record, law practice experience and demonstrated writing and research ability are required. We welcome applications from members of minority groups. Interested persons should mail a resume, writing sample and the names of two references to:

Professor Leslie Levin
University of Connecticut School of Law
65 Elizabeth Street
Hartford, CT 06105-2290



Marquette University Law School invites applications for the position of **Assistant Professor and Assistant Dean for Clinical Education**. Responsibilities of the Assistant Professor/Assistant Dean include oversight and coordination of existing externship and clinical programs, development of additional externship and clinical programs, teaching classroom components for certain clinical programs, engaging in scholarly activities and participating in national and regional clinical education organizations. The position does not involve direct supervision of students in an in-house, live-client clinic.

The Assistant Professor/Assistant Dean will occupy a full time, tenure-track position. Teaching opportunities in clinical and nonclinical courses may be available. Candidates with clinical teaching and administrative experience are encouraged to apply. The Law School particularly welcomes applications from women, minorities and others whose backgrounds will contribute to the diversity of the faculty.

Applications will be considered immediately and will be accepted until June 1, 1996. Applicants should direct a letter of application and resume to:

Professor Christine M. Wiseman
Chair, Clinical Committee
Marquette University Law School
Sensenbrenner Hall, Room 110
P.O. Box 1881
Milwaukee, WI 53201-1881



Southern Illinois University School of Law in Carbondale, Illinois, has a **visiting position available in its Legal Clinic for the**

Elderly. Under the supervision of Clinical Faculty, law students provide civil legal services to persons over 60 years of age in 13 rural counties in Southern Illinois. The course is team taught with another Clinical Faculty Professor. There is a classroom component. Clinical and/or Elder Law experience is preferred. A minimum of two years civil practice and an Illinois practice license or the ability to waive in is preferred. The position is a 12-month position beginning July 1, 1996. Application deadline is May 31, 1996, or until filled. Interested persons should immediately send a cover letter and vita/resume with two references who may be contacted to:

Mary Rudasill, Clinical Director
SIU School of Law
104 Lesar Law Building
Carbondale, IL 62901-6821
(618) 536-4423
(618) 453-8727 FAX

Southern Illinois University is an Equal Opportunity/Affirmative Action Employer.



Western New England College School of Law is seeking an **experienced clinician to staff one of its clinics** during the 1996-97 academic year. The person hired will supervise approximately 10 students who represent claimants in matters before the Massachusetts Commission Against Discrimination. The clinic is a one-semester clinic. Qualified applicants will be considered for a one- or two-semester appointment as a Visiting Professor of Law. During one semester he/she would supervise students in the clinic and during the other semester would teach two courses to be arranged with the Dean.

WNEC is located in Springfield, Massachusetts, in the western part of the state on the edge of the Berkshires, 90 miles west of Boston (on I-90), 150 miles north of

New York City (on I-91) and near the "Five Colleges" (Smith, Mount Holyoke, Amherst, Hampshire and the University of Massachusetts).

Interested applicants should fax or mail resumes to:

Professor Jim Gordon
 Western New England College
 School of Law
 1215 Wilbraham Road
 Springfield, MA 01119-2689
 (413) 782-1745 FAX
 jgordon@law.wnec.edu



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<p>Computers Marjorie McDiarmid, West Virginia: (304) 293-5301 mcdiarm@wvnm.wvnet.edu Ron Schwartz, Chicago-Kent: (312) 906-5076 rschwart@mail.kentlaw.edu</p>	<p>Nominations Kathleen Sullivan, Yale: (203) 432-4022</p>
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Clinical Section Membership

Membership in the Section on Clinical Education runs from January through December.

If you wish to join the Section for calendar year 1996, please complete the Membership Questionnaire and mail it with a \$15 check (payable to AALS) to:

David F. Chavkin
Associate Professor of Law
Columbus School of Law
Catholic University of America
Washington, DC 20064

If you are currently a Section member and wish to renew your membership for 1996, complete the Questionnaire and mail it with a \$15 check (payable to AALS) to the above address.

AALS Clinical Section Membership Information Questionnaire

Last Name: _____

First Name: _____

Middle Name: _____

Title: _____

Name of Law School: _____

Name of University: _____

Mailing Address: _____

City: _____

State: _____ Zip Code: _____

Office Telephone: () _____ Fax Telephone: () _____

INTERNET: _____

(over)

Graduated Law School: 19 ____ Years Full-Time Teaching ____ Years Part-Time Teaching ____

I am overall director of clinical law programs at my law school: _____ (Yes or No)

Subject Matter of Clinic(s) in which you are now teaching or in which you customarily teach

Type of Clinic
(Externship/In-House/Simulation)

Subject Matter of Non-Clinic course/s that you teach

Type of Course
(Seminar/Large Classroom/Other)

What is your employment status in the law school (i.e., long-term contract, short-term contract, tenured, tenure-track, clinical tenured, clinical tenure-track)?* _____

Do you work full-time or part-time (percentage if part-time)? _____

Are you funded through hard or soft money (percentages if combined funding)? _____

Salary:* _____ Number of Months _____

Gender:* _____ Race/Ethnicity:* _____

Do you wish to be notified of activities targeted at clinicians of color?*** _____

Do you wish to be notified of activities targeted at lesbian/gay/bisexual clinicians?*** _____

Do you wish to be notified of activities targeted at women clinicians?*** _____

* Salary, tenure status, gender and race/ethnicity are not released in any member-identifiable format.

** This information will only be released to the applicable caucus of clinicians of color, lesbian/gay/bisexual clinicians, or women clinicians to facilitate activities approved by that caucus.

**EXPANDED SURVEY OF CLINICIANS
WHO HAVE CONSULTED OR TAUGHT IN A FOREIGN COUNTRY**

The International Aspects of Clinical Education Committee has identified almost 40 clinicians who have taught foreign students in foreign countries. We are continuing to search for more people who fit into this category, and we are expanding the scope of the survey to include clinicians who have served as consultants on legal education or who have taught in any capacity in other countries (including their own schools' semester abroad or foreign summer programs). Confirmed plans for future activities should also be reported. We welcome listings from Canadian members of the AALS Section on Clinical Legal Education.

If you fit any of these categories or know someone who does, please fill out this form (or report the information in any format) and send it to:

Roy Stuckey
U.S.C. School of Law
Columbia, SC 29208
803/777-2278; FAX 803/777-2368
NET: Roy@Law.Law.SC.EDU

If you have had more than one international teaching or consulting experience, please complete multiple copies of the survey or write on the back of this form.

Your Name: _____ School: _____

Country: _____

City: _____

Institution: _____

Duration/Dates: _____

Source of Funding (circle as many as apply):

sabbatical; foreign school; foreign government; Fulbright;

other: _____

Brief Description of Purpose (including any subjects taught):

