



NEWSLETTER

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MESSAGE FROM THE CHAIR

by

Margaret Barry

Catholic University

I am honored to have been selected by members to lead the Clinical Section in 1998, and hope that I can live up to the standard set by a daunting list of predecessors. A major part of my challenge is to make sure that the abundant expertise within the Section is tapped for the task of shaping the future not only of clinical programs but of the legal academy. As more clinicians participate in the governance of their institutions, the obligation to assure that legal education is both relevant and inclusive cannot be externalized. Nor can we be complacent about the struggle to secure the role of clinics and clinicians. As we have all seen as recently as last year, attacks come from within and without the academy. There is work to do, and it is hard to think of a group more suited to the task.

I thank Peter Joy for all the work that he did for the Section as chair last year. On so many levels, he moved the section forward, and we are all indebted to him for his service. I am particularly grateful to Peter for including me in his deliberations about a number of the issues that came his way. This

consideration eased my transition into the role of chair. Peter has also remained ready and willing to help this year, and I am afraid that I have taken abundant advantage of his generosity.

Update. One of the things that I believe the Section, AALS, and CLEA can be proud of is the firm stand taken last year in opposition to proposed changes to the Louisiana student practice rule. The changes were advocated by state and local business associations that were frustrated by Tulane Environmental Law Clinic's (TELC) successful litigation against certain members of their organizations. Most recently, the business associations responded to the comments submitted to the Louisiana Supreme Court by TELC, the deans of Tulane and Loyola law schools, AALS and CLEA. The response made it quite clear that the business associations' simple and narrow goal was to make sure that TELC could do no more damage to their development interests. They consistently argued that the *only* role of TELC is to educate students, and that clinic advocacy should be limited entirely by that goal. According to the associations, supervising attorneys should appear only if 1) the student is unable to appear due to illness or scheduling of law school examinations and attempts to reschedule the matter have been unsuccessful; 2) the court or administrative law judge orders the supervisor to appear instead of the student; or 3) the supervising attorney determines that

it is necessary to appear in lieu of the student for purposes of providing competent representation. This, by the way, would apply to any venue in which the clinic advocates. The idea is to prevent the program from being transformed into a public interest clinic which uses the supervising attorneys for politically motivated cases while abandoning or trivializing the concept of student education. The possibility that a clinic could have a legitimate service agenda or that such a service agenda could be consistent with pedagogy was completely lost on, or ignored by, the associations. That students can learn from co-counseling with their supervisor was similarly overlooked. There were other gems in the submission, such as defending the position that students be required to pass the MPRE prior to taking clinic. While many aspersions regarding the ethics of TELC's litigation tactics were made, none were apparently substantiated. This was purportedly due to genteel constraint. The AALS and CLEA are preparing responses once more. We owe continuing thanks to Chuck Weisselberg, Peter Joy, Suzanne Levitt and Mark Heyrman for their hard work on this.

It is worth noting, particularly if you are still inclined to chafe at the thought of the ALDA letter that was the subject of much discussion last fall, that Edward Sherman, Dean of Tulane Law School, has staunchly supported TELC throughout this process. Not only did he make clear his support of the clinic in representations to the Louisiana Supreme Court, but he solicited the help of his colleagues throughout the country in responding to this frontal attack on the integrity of clinical legal education programs.

Committees. The obvious means of channeling the expertise of Section members is through the Section committees. I have spent a considerable amount of time touching base with committee chairs, replacing those who could no longer devote the time needed to keep their committees vital, and adding co-chairs for those who indicated that they would

like to share the task. We are fortunate to have this capable and dedicated a group. An up-to-date list of committee chairs, including current e-mail and telephone information, appears in this newsletter. Also noted in the newsletter is the name, time and location of each committee meeting in Portland that has been scheduled thus far. Please review the list of committees. Whether you go to Portland or not, I urge section members to become actively involved in at least one committee. Contact the chairs. They need your commitment. It is hard to sustain the energy needed for the many projects that have the potential to support and enrich all of our work if the job is left to the committee leadership.

Regional Conferences. Another goal is to create opportunities for section members to meet to discuss and refine their views on and approaches to clinical legal education. Catholic Law School's Externship conference was an excellent example of the type of focused gathering that re-energizes and promotes growth. The Section is able to help seed regional or topical conferences. Such conferences offer an opportunity to explore issues in depth and to build relationships in a way that can seem elusive at the Section's annual conferences and workshops. Peter Joy and Justine Dunlap chair the Regional Conferences Committee. Please contact them if you are interested in sponsoring or getting information about planning a program.

Diversity. As I mentioned in San Francisco, it is important for clinicians to move beyond the support for diversity in institutions of higher learning demonstrated by our strong showing in the SALT march last January. Many clinicians have the opportunity to influence admission not only of students but of faculty to our institutions. What influences our decision-making? How aware are we of those influences that lead us to exclude persons who should be in our institutions? What should we be doing to help define diversity and to assure that our institutions pursue it? Paula Johnson is Chair of the Section's 1999 Annual Meeting

Planning Committee, and Paula has been developing a theme that provides an opportunity for us to explore these issues in some depth. Also, Michelle Jacobs and Mary Zulack chair the Committee on Dealing with Difference. I hope that we all will challenge ourselves to focus once more on the extent to which we value diversity and on what we can and should be doing to pursue it. Such assessment acquires renewed poignancy given what threatens to be a retrenchment that would damage both the institutions of higher learning and the public that they purportedly serve.

I look forward to seeing you in Portland.



CLINICAL LEGAL EDUCATION
CONFERENCE
PORTLAND, OREGON
MAY 5-9, 1998

TUESDAY, MAY 5

12:00 noon-7:00 p.m.-Registration

2:00 p.m.-2:10 p.m.-Welcome

2:10 p.m.-2:40 p.m.

Catching Our Breaths and Shifting Our Gears

Jean Koh Peters, Yale Law School

2:40 p.m.-2:50 p.m.

Introduction

Homer C. LaRue, Howard University

2:50 p.m.-4:05 p.m.

Class and Commentary

Susan J. Bryant, CUNY

Isabelle R. Gunning, Southwestern

(continued on page 4)

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



4:05-4:30 p.m.

Refreshment Break

4:30 p.m.-6:00 p.m.

Small Group Discussions

6:15 p.m.-7:30 p.m.

AALS Reception

WEDNESDAY, MAY 6

9:00 A.M.-10:15 A.M.

*Do We Teach Values? How? Why? What?
Can We? Should We?*

john a. powell, University of Minnesota
Ann C. Shalleck, American University

10:15 a.m.-10:45 a.m.

Refreshment Break

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

Small Groups: Assignment & Discussion

12:00 p.m.-1:45

AALS Luncheon

2:00 p.m.-3:15 p.m.

Concurrent Sessions

*Teaching Values in Nonclinical Courses:
Talking About Racism (MODEL CLASS)*

*Values: The Code of Professional Conduct
and Professionalism in Clinical Teaching*

*Values in the Profession (or, "Clinical
Teacher as Role Model"): Responding to the
Crises in Legal Services*

Valuing Clinic Staff As Teacher

3:15 p.m.-3:45 p.m.

Refreshment Break

3:45 p.m.-5:45 p.m.

Small Groups: Preparation for Demonstration

6:00-8:00 p.m.

**AALS Section Committee Meetings at the
Portland Hilton:**

Attorneys Fees Boardroom East Third Floor

Externships Ballroom Level Parlor A

Dealing with Difference 6:00-7:15 p.m.
Ballroom Level Parlor B

In-House Clinics 6:00-7:00 p.m.
Ballroom Level Parlor C

Ethics and Professionalism
Plaza Level Plaza Suite

Lawyering in the Public Interest
Galleria I

Joint Section/CLEA International Task Force
Galleria II

Clinicians of Color Galleria III

THURSDAY, MAY 7

7:30 a.m.

Fun Run

9:00 a.m.-10:00 a.m.

Concurrent Sessions

*Teaching Values in Simulation Courses
(Teaching Demonstration)*

Valuing Our Clients in Community Work

*Valuing and Evaluating Lawyer and Student
Competence*

*Scholarship: Selecting Topics Consistent
With Our Values*

*Meeting the Need: The Clinic's Role in
Testing Alternative Delivery Models*

10:00 a.m.-10:30 a.m.

Refreshment Break

10:30 a.m.-12:00 Noon

Concurrent Sessions

Values in Practice: Evaluating Professional and Personal Roles (MODEL CLASS)

Values in Clinic Administration: Conflict of Interest Issues

Values and ADR: Credentialing, The Role of Lawyers, and the Exclusion of Nonlawyers

Value Clarification in Case Selection: Choosing Cases and Clients to Reflect Our Values

Valuing Diversity in Clinical Teaching: Is Diversity a Professional Value?

Free Afternoon

FRIDAY, MAY 8

9:00 a.m.-10:15 a.m.

How Scholarship About Indigenous Values Inform Our Clinical Teaching

Nancy L. Cook, Cornell Law School
Christine Zuni Cruz, Univ. of New Mexico
Rennard Strickland, University of Oregon
Nina W. Tarr, University of Illinois

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

Refreshment Break

10:30 a.m.-12:00 Noon

Small Groups: Demonstration and Feedback

12:00 p.m.-1:45 p.m.

AALS Luncheon

2:00 p.m.-3:30 p.m.

Small Groups: Demonstration and Feedback

3:30-4:00 p.m.

Refreshment Break

4:00-5:30 p.m.

Small Groups: Demonstration and Feedback

7:00 p.m.

AALS Dinner

SATURDAY, MAY 9

9:00 a.m.-10:15 a.m.

Concurrent Sessions

Comparative Lawyering: Challenging Our Values by Exploring Other Legal Systems

Valuing Practice Competencies: Performance Testing and the Implications for Clinical Teaching

Valuing Other Professional Perspectives: Challenges in Interdisciplinary Approaches to Clinical Teaching

Meeting the Need: Law School and Legal Services Collaborations in Light of LSC Changes

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

Refreshment Break

10:30-12:00 Noon

Taking Stock: A Session Out of Time

Jean Koh Peters, Yale Law School



NOTE FROM THE EDITOR

The Clinical Section Newsletter is scheduled for publication two times in 1998. 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 16, 1998.** 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 one page) and documents with charts or other formatting difficulties should be submitted on a 3 1/2-inch diskette, formatted for Word Perfect 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, Kate Mahern, if you have any questions.



OOOOPS!

In the November 1997 issue of the Clinical Section Newsletter I printed Bob Dinerstein's speech from the Clinical Workshop in Dallas, Texas, prior to receiving corrections and revisions. I apologize for this error and any embarrassment it may have caused.
Kate Mahern

SPECIAL FEATURES

Clinical Student's and
Teacher's Recent Reports of
Systemic Casework and
Projects: Ingathering Data

The following report is a summary of the information received thus far in the Ingathering of Data on Clinical Casework and Projects. This ingathering began as a response to a concern that there is too much pressure on clinical law professors to publish theoretical articles while not enough attention is being paid to the actual systemic reform accomplished by these professors and their students. Clinical professors were asked to submit information on the types of work they do with their students and reports about the success of those projects. We hope that the publication of these reports will provide needed recognition of the real world reform being accomplished by law school clinics and will provide clinical professors and students with a new means by which to learn from the experiences of others who are dedicated to working in the public interest.

To further this goal, we hope to continue to publish ingathering reports on a regular basis. For this reason, we invite all of you to send in reports on your clinical casework and projects. In addition to case summaries, reports on activities such as legislative reform efforts, use of the media, and community advocacy are encouraged. Suggestions on how to make the Ingathering more useful are also welcome. Please send your reports and suggestions to:

Gary Palm
Mandel Legal Aid Clinic
University of Chicago Law School
6020 South University Avenue
Chicago, IL 60637

The following are summaries of the ingathering reports to date:

Frank Askin
Rutger's Law School
Constitutional Litigation Clinic

Case Reports:

Guttenberg Taxpayers and Rentpayers Association v. Galaxy Towers Condominium Assn., 297 N.J. Super. 404 (Ch. Div., 1996), on 309 (App. Div. 1996). Case of first impression holding that defendant residential condominium association violated plaintiff's right to freedom of political expression by denying the right to reply to political handbills distributed by the association under residents' doors urging support for candidates in local town council and school board elections. The injunction requires that plaintiffs be allowed to distribute political flyers within the Galaxy "in the same manner and to the same extent" that condo association does. Order was affirmed by the Appellate Division, and the State Supreme Court denied certification.

Coalition Against War in the Middle East v. J.M. B. Realty, et al., 138 N. J. 326 (1994), cert. Den. 116 S. Ct. 62: Landmark decision holding that under the New Jersey Constitution large shopping centers must allow the distribution of literature by non-profit political and advocacy organizations.

Kreimer v. Morristown Library 958 F. 2d 1242 (3d Cir. 1992); Although Court of Appeals upheld facial constitutionality of public library's "problem patron" regulations as reasonable time, place and manner regulations, it also held that public libraries are public fora for purpose of accessing information.



George Bell
University of Illinois at Urbana-Champaign College of Law Clinic:

Case Reports:

Scates V. Lumpkin: Statewide class was certified, and the end result was that the Illinois Department of Public Health changed its policy to allow children under five to receive WIC benefits, even though they were not living with a parent or guardian. This allowed thousands of other children to receive WIC benefits, even though they were living with grandparents or other relatives or even strangers. The policy was changed shortly after the case was filed in 1995, and the 1997 settlement provided for notice relief, attorneys fees, and that the Defendant will be bound by the policy change. A clinic student worked on the motion for summary judgement which was filed shortly before settlement was reached.



Beryl H. Benson
Temple Legal Aid Office Clinical Program

Case Reports:

In the Matter of Naja Green, 650 A. 2d 1072 (Pa. 1994): Appealed termination of the parental rights of a putative father. The Court decided that as a matter of public policy, an agency such as the Department of Human Services, operating in the interests of a dependent child, should be prohibited from challenging the paternity of a "putative father" under the principle of equitable estoppel. Unpublished Administrative Agency Opinion by PA Department of Public Welfare: Client moved into ex-spouse's house when she became incapable of caring for their child due to a terminal illness. As a result of the move, client lost his foodstamps and the food stamp allotment for his ex-spouse and child were reduced. 7 CFR 273.1 (2)(1) provides that parents living with their children are considered one household except if one parent is disabled. On

reconsideration, the reduction of food stamps was set aside. This resulted in back food stamp payments of \$1100 for Client and \$800 for ex-spouse and child. It also meant a restoration of \$163 in overall monthly food purchasing capability.



Colleen F. Coonelly
Penn Legal Assistance Office
Case Report:

Won nearly \$1 million verdict in a federal age discrimination suit. The client had alleged that his employer, a company that contracts with airlines to provide airport personnel, had failed to promote him to "skycap" because of his age.



David J. Gottlieb
University of Kansas
Case Reports:

Attorney in Kansas v. Hendricks a case argued in the U. S. Supreme Court in December, 1996 that will decide the constitutionality of sexual predator legislation.

Opposed cert. in Kansas v. Meyers, a case in which the Oklahoma Supreme Court struck down part of our sex offender notification statute.



Holly Maguigan
NYU Criminal Defense Clinic
Project Report:

Works with Legal Aid's Criminal Defense Division. Supervises, as a LAS attorney, students representing their own misdemeanor clients. Provides LAS with defense team support on major felonies (provides students and faculty for research, investigation, trial prep, and assistance in locating and paying for experts). Also helps LAS with training programs.



Joan Meier
National Law Center at George Washington University Clinic
Project Report:

Participates in D. C. Superior Court Domestic Violence Coordinating Council on reorganization of court for domestic violence cases. Trains pro bono lawyers and police on domestic violence and the law. Lobbies for Domestic Violence legislation at local and federal level. Students have developed complaint form and compiled complaints about police response to battered women's calls, researched and drafted a lengthy outline on due process and contempt used by the court, developed and implemented a program for teaching adolescent public school students about domestic violence, participated in Domestic Violence Intervention Volunteers Project at GW emergency room, volunteered at domestic violence shelters, and have given presentations about domestic violence to various community groups.

Case reports:

U. S. V. Dixon, U. S. V. Foster (1993): co-wrote U. S. Supreme Court Amicus Brief arguing that a privately litigated contempt court ordered protection case is not an "offense" for purposes of double jeopardy. The Court disagreed.

Won appeal to D. C. Court of Appeals in divorce case where the issue was the division of marital home where a third party (one spouse's parent) had a partial claim to the property.



Steve Meili
University of Wisconsin Law School
Consumer Law Clinic
Project report:

Litigated two reported cases in which state and federal courts in Wisconsin have held that rent-to-own contracts are consumer credit sales under the Wisconsin Consumer Act. As such, the contracts must disclose the

effective interest rate of such transaction, which can exceed 100 percent.

Case reports:

Rent-A-Center v. Hall, 181 Wis.2d 243, 510 N. W. 2d 789 (Ct. App. 1993): unsuccessful replevin action that Rent-A-Center brought against an individual consumer.

Burney v. Thorn Americas, Inc., 944 F. Supp. 762 (E.D.Wis. 1996): Class action now in damages phase since the court found liability under WI Consumer Practices Act.



Gary Palm

University of Chicago Mandel Legal Aid Clinic Anti-Poverty Project

Case Report:

Blessing v. Freestone: Wrote U. S. Supreme Court Amicus Brief arguing that plaintiffs should be allowed to sue Arizona officials under section 1983 for failing to comply with the title IV-D child support enforcement requirements. Although the court held that Title IV-D does not create a general right to child support enforcement that is enforceable under section 1983, it remanded the case for a determination of whether the Plaintiffs had alleged the violation of any specific provisions of Title IV-D.



John Pomeranz

Harrison Institute Policy Clinic, Georgetown Law School

Project Report:

Students analyze and develop policy for a variety of non-profits and public officials (typically at the state level). All Georgetown clinics offer a two-year fellowship leading to an LLM that gives the fellow a chance to teach.



Paul D. Reingold

University of Michigan Law School

Project Report:

Works closely with local Legal Services office, mostly taking landlord-tenant and consumer referrals. Also has co-counseled several bigger cases involving housing, welfare, prisoner's rights, civil forfeiture, health care, etc.



Carl Warren

University of Minnesota

Civil Practice Clinic

Project Report:

Receives cases from Minnesota Attorney General and has achieved a favorable settlement in 29 out of 39 cases. Subject matter has included discriminatory hiring practices, equal housing opportunity, sexual harassment, and posting information about equal opportunity measures.

Case Report:

State Administrative Law Judge ordered city of Minneapolis to pay in excess of \$1.8 Million and engage in substantial efforts to remedy pervasive sex discrimination and unlawful reprisals in its police department. Ten students have worked on the case, including four who first chaired much of the 36 day trial.



Molly Wood

University of Kansas School of Law Elder Law Clinic

Project report:

Collaborative effort between Kansas Legal Services, Inc. and KU. Teaches classroom component of Elder Law Clinic. Directs Topeka field office, and with two colleagues in other field offices supervises student externs handling senior citizen cases.



Learning from Practice:
Developments in Legal
Externship Pedagogy
March 5-8, 1998
Columbus School of Law
The Catholic University
of America

Over four days in March, 170 law teachers and administrators from 100 law schools convened at Columbus School of Law, The Catholic University of America in Washington, D.C. to assess the condition and



Jon Johnsen (Oslo) and Graeme Coss (Sydney) receive thanks from Sandy Ogilvy (CUA) for traveling the farthest to attend the Conference.

status of Externship programs, to share knowledge, to learn from each other, and to begin building better Externship models to better assist students to be effective, creative, and moral practitioners of law.

The Conference, one of the first devoted exclusively to Externship programs, offered participants sessions ranging from “nuts and bolts” (*Administration and Regulation of Externship Programs*) to “spiritual” (*Integrating Spiritual Perspectives with Law Practice through Clinical Education*).

Other sessions included plenaries on *The Demographics of Externships*, *Fostering Critical Reflection through the Externship Seminar*, and *Fostering Critical Reflection through Student Writing*, as well as a series of concurrent sessions, such as: *Ethics: Conflicts and Confidences*; *Gender Issues*; *Not Quite Grown Up: The Difficulty of Applying an Adult Education Model to Legal Externs*; *Helping Students Explore Personal and Professional Satisfaction*; *Making Site Visits Worthwhile*; *How to Educate Externs to Elicit Good Supervision*; *Diversity Issues in Externships*; and *Use of Externships in*



Bob Seibel (Cornell/visiting CUNY) (and rabbits) at the opening Plenary session on the demographics of externships

Career Planning.

There was an energy and enthusiasm generated at the Conference that began with the first program on Thursday afternoon and continued through the final session on Sunday. One participant's evaluation of the Conference read: “Yes, the recent clinical conference at Catholic was the best organized, most stimulating and well-run conference I have ever attended. But it was more. It was also a conference that reaffirmed the very reason I have chosen law teaching as a career—to have an opportunity to work with bright, caring, open, honest and committed people on the behalf of others!”

Columbus School of Law was proud to host the Conference in its beautiful new law

school building during its Centennial Celebration (1897-1997). Columbus School of Law chose to sponsor the Conference as part of its Centennial Celebration because of its commitment to clinical legal education and its leadership role in promoting Externship programs as an important and worthwhile component of professional development. Several CUA faculty, together with Liz Ryan Cole (Vermont), have collaborated on a textbook for Externship seminars that will be published by West Group later this year. The book, *Learning from Practice: A Professional Development Text for Legal Externs*, is designed to be useful in a wide variety of programmatic models by allowing faculty and students to choose from a menu of options.

The planners of the Conference, Professors Kathryn Kelly, Catherine Klein,



Mariana Hogan (New York Law School), Mary Jo Eyster (Brooklyn) and Keri Gould (Fordham) share a relaxing moment at the Conference

Lisa Lerman, Sandy Ogilvy, Leah Wortham, and Assistant Dean Georgia Niedzielko hope that the energy and ideas generated by the Conference will continue. To that purpose, the Conference ended with a working brunch where 50 participants talked about how to continue the momentum that was developed during the Conference. Among the ideas floated were biannual conferences, creation

of a listserv for Externship faculty, and

encouraging more scholarship devoted to Externship pedagogy.

As a start to encouraging more scholarship, the Clinical Law Review has agreed to devote at least one upcoming issue to papers that have been generated by the Conference. Many of the presenters at the Conference have already made commitments to prepare manuscripts for publication. Anyone, whether or not they were able to attend the Conference, with an interest in externships is invited to submit a proposal for an article to be included in the symposium issue. For more information, you may contact Professor Sandy Ogilvy (Catholic), by phone at-(202) 319-6195; or via e-mail at ogilvy@law.cua.edu.

In addition, anyone with ideas for continuing the dialogue about Externship pedagogy begun at the Conference is invited to share them with the co-chairs if the Externship Committee of the Section: Mary Jo Eyster (Brooklyn) and Linda Morton (California Western).



COMMITTEE REPORTS

Annual Meeting Program Committee Paula Johnson

The next AALS Annual Meeting returns to New Orleans, LA, January 6-10, 1999. The Clinical Section will sponsor a program and will work in collaboration with other AALS sections during the annual meeting. The Clinical Sections's Program is tentatively titled, "Scenes From A Clinic Redux: The Hiring Meeting." The program is being co-sponsored by the Minority Groups Section and the Section on Poverty Law. During this session, members will participate in a faculty hiring meeting for a

clinical teaching position. Through role-playing, we will re-enact a faculty hiring meeting, replete with candidate presentations and faculty discussion about and voting on the candidates. Everyone in attendance will participate in the hiring process through small group interactions.

As many members of our section know, the Society of American Law Teachers (SALT) launched its action campaign to increase diversity throughout legal education with the SALT Care March at the San Francisco AALS Annual Meeting in January 1998. Many of our members supported this effort and our section generally endorses the ideal of greater diversity in legal education. We want to continue to address these critical issues. It is important, therefore, that we also identify those activities which encourage greater diversity and confront those which impede our ability to increase diversity within clinical legal programs.

In addition to identifying insights into the hiring process and ultimate decision making, we expect that our scenario and subsequent discussions will generate useful ideas for creating more diverse faculties throughout clinical law programs.

The Clinical Section also will co-sponsor events with the Litigation Section, focusing on the dynamics of underlying case development and litigation toward insight and development of legal skills throughout the law school curriculum. We also will co-sponsor a program with the Law and Mental Disability Section, focusing on therapeutic justice and preventive law.

We are still in the early planning stages for the Annual Meeting. If anyone has questions or suggestions, you may contact committee members: Paula Johnson, Chairperson, Syracuse University (visiting at the University of Arizona through Spring 1998); Robert Seibel, Cornell University (visiting at CUNY-Queens University through Spring 1998); and Ellen Marrus, University of Houston.

Award Committee

Paula Johnson

Section members are encouraged to think about nominees for the 1999 Clinical Section Award. The deadline for nominations is Wednesday, September 30, 1998. Nominations, along with a brief statement in support, can be forwarded to any member of the committee by the due date. Committee members are: Paula Johnson, Chairperson, Syracuse, Herbie Difonzo, Hofstra, Carol Izumi, George Washington, Peter Joy, Case Western Reserve, Homer LaRue, Howard.



Ethics & Professionalism Committee

Paul Tremblay

This committee will meet at the Portland Conference on Wednesday, May 6, at 6:00 p.m. in the Plaza Suite on the Plaza Level of the Portland Hilton. We need to get our beloved committee jump-started. There are lots of things to do, most notably on the "conflicts" questions.



Externship Committee

Mary Jo Eyster & Linda Morton

Once again, sincere thanks to Sandy Ogilvy, Leah Wortham, and others involved in putting on a truly inspirational conference on externships. During the conference, the Externship Subcommittee held several meetings to continue our projects of preparing an externship report and a study of ABA regulations. If you were unable to attend either of the meetings and are interested in volunteering on either project, contact Mary Jo Eyster (Brooklyn) regarding the report, and Jim Backmun (Brigham Young) regarding the regulatory study. Meanwhile, consider tapping into our externship chat group which Mary Jo and Bob Seibel have set up on the CLEA

website. For those of you preferring to chat through the listserv, it has been suggested that those sending or responding to externship issues put the word "externship" in their message heading.

We hope to see you in Portland for the AALS Clinical Conference in May. We will be meeting on May 6 from 6:00-8:00 p.m. in Parlor A on the Ballroom Level of the Portland Hilton. Until then, below are some inspiring thoughts on externships from Larry Krieger at Florida State.

The Ten Commandments

A Humble Offering at the Shrine of the Field Placement

I. *Thou shalt love the externship, thy Program, with all thy soul, and with all thy might.*

Create a program you can passionately believe in, and support/defend it without hesitation. Articulate and address directly any concerns that you have, including consultation with adult learning specialists if necessary. If you doubt your program, who won't?

II. *Thou shalt bear no false gods before thee, but shall prosper in the Truth in all thy ways.*

Be alert to recognize and address directly any biases and assumptions which suggest that externships are not responsible programs generally. If your program is designed and administered well. You will not have (long-term) problems. Avoid accepting negative stereotypes, and don't fall into the trap of defending apparent imperfections in externships. The best scholar-teachers have classroom students daydreaming in the back rows, and no in-house clinic is perfect either. Why apply the (impossible) standard of perfection only to field placements?

III. *Yea, though thou walkest through the valley of the shadow of uncertainty, thou shalt not fear, for thy Program is with thee.*

It is crucial to create a clear and descriptive set of educational objectives and methods, and have them approved by your Curriculum Committee or overall faculty. Live by them, and amend them as necessary to reflect the reality of your programs. The inevitable uncertainty of some field placements (and supervisors) is a reflection of the reality of law practice and real lawyers, and will not undermine the program if you have considered realistic imperfections in your program design.

IV. *Thou shalt humbly render the regulators, thy dean, and thy faculty their due, but thou shalt not bow down before them. And through thy steadfast righteousness it shall come to pass that they also shall believe upon thee and upon thy Program.*

Develop camaraderie with the faculty and work against any "we-they" attitudes. Generate an educationally responsible program that, at least largely, complies with the accreditation standards. Be consistent and confident in the administration of the program, and avoid reacting to negativity. People come around with time.

V. *Let there be no wailing or gnashing of teeth over thy status or thy rewards, for verily I say unto thee that thence shall be planted many dark seeds in thy heart, and they shall be as a blight upon thy Countenance and upon the Countenance of thy children.*

Complaining can make you miserable, and is likely to affect your home life as well as your job satisfaction. Avoid comparisons, you'll always be better or worse off than someone else. Work for salary and status parity, but don't forget to appreciate the great job you

have and your chance to shape skilled and decent lawyers. If that's not enough, try remembering how happy you were to leave the old job for this one; and if that doesn't restore a positive attitude, consider going back.

VI. *Neither shalt thou bow down before the God of the In-house Clinic, for She is a True God, but She is not the One True God, nor is She thy God.*

One of the particular assumptions that creates a defensive posture for externships is that the in-house clinic is the superior (or, perhaps, only legitimate) approach to clinical training of good and decent lawyers. It is the older and more accepted approach only; look out for the unspoken standard that a good externship must necessarily model a good in-house clinic. That is a setup for guaranteed stress, as you try to ignore, deny, or cover up the obvious differences between the two. The legitimacy of your program will depend only on its design, objectives, and conduct of the program to responsibly meet its objectives.

VII. *Thou shalt teach Goodness, Self-Reflection, and all these Truths to thy students, and shalt prepare them well that they may go forth and prosper in the whimsical Land of Externship.*

Look realistically at the goals of your program, and the general level of reliability and expertise of your field supervisors; then decide how much preparation and relative autonomy your students will need to have a successful placement. Prepare them well with these factors in mind, and if you can't, amend the goals of the structure of the program.

VIII. *In thy dark moments quaver not before the plight of thy students, nor the fancy of their supervisors, but in all ways be true to thy Scriptures.*

Inevitably, some students will have problems with their supervisors. They may learn well from it if properly prepared, and/or they may need to be transferred to a new supervisor or even a new office. Work to amend the supervisor's approach (if errant), by reference to your published objectives, methods, and supplementary materials. If that fails, make the necessary changes to maximize the student's semester, and consider suspending the placement or amending the relevant objectives and credit award.

IX. *Suffer not the little accreditors to come before thee, for theirs is the Kingdom of Power and Glory. Neither tremble nor prostrate thyself in fear before them, though their ways be vexatious and strange, for verily shall they lift thee up in thy time of travail, and anoint thee in righteousness before thy dean and thy faculty.*

Theirs is, indeed, a position of relative power. And, unfortunately, different teams will have different approaches and attitudes. Try to learn the identities of the members early, and hope for someone with externship experience, or at least a minimum of biases. But remember a few things: if your program makes sense and you are convinced and passionate about its worth, the team is likely to see things clearly. And if you need resources, the team is likely to note that in the report, thereby encouraging the administration to give more support to your program. Few programs indeed have been closed as the result of accreditation visits. Approach the visit openly as a learning (and teaching) opportunity, in your own thinking and when interacting with the team. And communicate with the assigned visitor well before s/he arrives, to arrange for a cooperative and time-effective visit.

X. *Go forth in Light, and joyfully sow the seeds of thy placement upon the fields. For though thy dwellest in toil with the doubtful*

and the weak of understanding, thou shalt be delivered mightily by the Light of thy Program, and thou shalt prosper in the Fields of Externship forever.

This should be the natural result of creating an educationally responsible program, standing confidently behind it, and avoiding negative reactions to possible biases or negativity. The worth of your program will be well articulated and supported for you by your students, alumni, and at least some of your faculty. Additionally, quality clinical programs are increasingly demanded from outside the college both by hiring attorneys and more skills-oriented regulatory standards. Stand clear and firm, approach difficulties honestly, care about your students, appreciate your work, stay positive, and thrive.



Committee on In-House Clinics

Barbara Babb and Alan Minuskin

The Committee on In-House Clinics will meet in Portland, Oregon, on Wednesday, May 6, 1998, from 6:00 p.m. to 7:00 in Parlor C on the Ballroom Level of the Portland Hilton.

Some possible projects we plan to discuss include gathering empirical data on the value of clinics and the importance of clinical legal education to employers and potential employers. We hope to gather this data by surveying employers and students, as well as by contacting career services offices within law schools. A second project involves determining how credit hours are awarded for clinics and identifying the issues related to awarding credit hours. A final project concerns the recent listserv discussion about oversubscription and undersubscription of clinics. This issue relates to what some perceive as the increasing trend toward subject-matter specialization of clinics over the last decade. Committee members have indicated a desire to determine whether this

is, in fact, the direction in which clinics are moving and, if so, to understand why and to assess whether this is a positive trend.

Related to another listserv discussion, we remind you that the Committee has in its archives two reports, both based upon recent survey responses: 1.) Report on Survey on the Use of Adjuncts in In-House Clinics and 2.) Survey on Selection of Clinic Students and Use of Performance Agreements. Please contact either of the co-chairs for copies of these reports. (Barbara: 410-837-5661; Alan: 617-552-0980).

We welcome your participation, we are open to discuss other projects, and we hope to see you in Portland.



Joint AALS/CLEA International Task Force Committee

Catherine Klein

The Joint AALS/CLEA International Task Force will be holding a meeting at the Clinical Conference in Portland. The date is Wednesday evening, May 6, between 6-8 p.m. in Galleria II of the Portland Hilton. Please mark the date now and plan to come. The Task Force co-chairs are Isabelle Gunning and Roy Stuckey (representing AALS) and Paula Johnson and Catherine Klein (representing CLEA). We have generated many ideas through a series of conference calls since January. We will go over these in detail in Portland, but we also want to hear your ideas for the Task Force. If you have ideas about possible activities for the Task Force, please take a moment and e-mail one of us so we can include it in the agenda for the Portland meeting. Our e-mail addresses are listed on page 26.

Some of the things we have been discussing are:

1.) Asking all interested clinicians to subscribe to the new listserv Homer LaRue of Howard Law School has recently set up. This would allow an efficient means to

communicate with one another. Homer has said that he would be delighted to have the listserv used by the Task Force.

Subscription directions:

Send following message:

“Subscribe int-clinic <your name>”

Send to the following address:

listpro@law.howard.edu

2.) The Task Force will continue the tradition established by Roy Stuckey of writing a column for the newsletter about recent international clinical activities. People who have been involved with conferences, workshops, or consulting with law school in other countries should send short summaries to Roy.

3.) Our plans include convening a conference of international clinical law educators within the next two years. The goals for the conference will be to discuss theoretical and practical principles and approaches to clinical education programs within specific national and cultural contexts. In addition, we propose to forge stronger links with colleagues throughout the world who are teaching in clinical legal programs in order to continue dialogue, and to share information and resources to enable programs to flourish in meeting the educational and representational needs of their respective institutions and regions. We expect that the conference proceedings will culminate into a law review symposium issue with wide representation of voices throughout international clinical legal education.

4.) We welcome your thoughts about different ways the Task Force might obtain information about what is happening in different places. One possibility is to get volunteers to be the point person for certain regions or countries. Other ideas? On a related topic, we would like to think about ways to collect workshop materials, agendas, etc. Is this feasible? Desirable?

Hope to see many of you in Portland.



Lawyering in the Public Interest

Mark Aaronson

To encourage lawyering for social justice, the Section has established a new committee entitled Lawyering in the Public Interest, which initially will be co-chaired by Annette Appell and Mark Aaronson. The committee will work jointly with CLEA's Lawyering for Social Change Committee chaired by Suzanne Levitt. The new committee will have a dual focus: 1.) How to incorporate a concern for the public interest or common good in our teaching, scholarship, and case or simulation exercise selections; and 2.) what actions to take in the larger legal and political world as concerned law teachers, lawyers, and activists for social change.

The Committee on Lawyering in the Public Interest will hold its first meeting at the Portland conference. It will be a joint meeting with CLEA's Lawyering for Social Change Committee. All are invited to join to help give specific direction as to what to do during the next year and to develop an overall, long-term mission. The first meeting will take place in Galleria I of the Portland Hilton on Wednesday, May 6, 1998.



The Section Mentoring Program

Sandy Ogilvy

One of the best keep secrets in the Section is the existence of the Section's mentoring program. Created nearly four years ago following the AALS Conference on Legal Education in Newport Beach, California, the program has matched more than twenty newer clinicians with experienced clinicians to provide a resource for talking about teaching, clinic administration, scholarship, and status issues.

Currently, I have on file several names of experienced clinical teachers who have offered to serve as a mentor, but no

outstanding requests from newer clinicians seeking a mentor. Although I cannot be in Portland this year, I will send along the forms by which you can volunteer to be a mentor or request a mentor. In the alternative, you can contact me by phone at: 202-319-6195; by e-mail at: ogilvy@law.cua.edu; or by mail: Columbus School of Law, The Catholic University of America, Cardinal Station, Washington, D.C. 20064.

I also would like to hear from anyone interested in helping to coordinate the mentorship program. I am the first to admit that one of the reasons the program is such a well-kept secret is that it has been a one-person show for the past four years. I would like to institute some follow-up with mentors and mentees to evaluate how the matches are working, to share with all mentors and mentees some of the things that each is finding useful, and to provide more guidance and assistance to persons willing to volunteer as mentors. If you would like to help build the program, please contact me.



Political Interference Group

Charles Weisselberg

The only recent matter in which the Political Interference Group has been active is the imbroglio involving the Tulane Environmental Law Clinic.

The Tulane Clinic has been attacked by the governor of Louisiana and members of the executive branch, primarily concerning the Clinic's representation of residents who oppose construction of a manufacturing plant in their neighborhood. Several business groups asked the Louisiana Supreme Court to examine the state's student practice rule. The Court opened an investigation. This fall, the AALS, CLEA, and SALT submitted materials to the Court to support the Clinic. The deans of Tulane and Loyola filed a joint response, and the Tulane Clinic also submitted materials to the Court.

The matter is still under investigation. The business groups have filed a response to these submissions. The response pointedly attacks the Tulane program. AALS and CLEA are considering supplemental submissions. Look for more to come.

PIG will not meet in Portland, but stands ready to help any other clinical programs experiencing problems of political interference.



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 28-29 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) 274-4168 or e-mail him at dchavkin@wcl.american.edu.

AMONG OURSELVES

NOTES & ANNOUNCEMENTS

Barbara Babb was awarded tenure and promoted to Associate Professor of Law at the University of Baltimore.



Susan Brooks was promoted to the rank of Associate Professor of Law at Vanderbilt University.



Deborah Lynn Epstein was recently hired at Georgetown University Law Center into a

permanent, tenure-track position. Prior to this she had taught for several years as a visitor in the clinical program. Georgetown Sex Discrimination Clinic is now being divided in half. Debbie will direct a Domestic Violence clinic. Susan Deller Ross will be teaching in a new clinic focusing on international women's human rights.

The following professors have been honored by their law schools as "Teachers of the Year":

John M. Copacino, Georgetown University
Mary Helen McNeal, University of Montana
Catherine Arcabascio, Nova Southeastern U
Douglas A. Blaze, University of Tennessee

OF INTEREST TO CLINICIANS

Clinical Workshop Held in Croatia

Roy Stuckey

As part of my work for the AALS/CLEA Task Force on International Clinical Education, I intend to produce a report for each newsletter about international clinical events and issues. My first report focuses on news from central and eastern Europe.

I am writing this on a train going from Rijeka, Croatia, to Zagreb on March 28th. The sky is brilliant blue and the temperature is in the 70's. It will be cooler when we reach the snow in the mountains. I spent the past three days in the lovely town of Opatija, the 100 year old resort town of the Hapsburg Empire, with Kate Mahern, Creighton, Neil Franklin,¹ Idaho, and about seventy other

¹Neil is currently working in Skopje, Macedonia, as a legal specialist for CEELI. He is helping develop simulations for Macedonian law courses, particularly in the International Law Department. His term ends in mid-April

people who are interested in developing clinical education in central and eastern Europe.

We were there for a ABA/CEELI-sponsored workshop on "Strategies for Implementing Practical Legal Education Programs." The workshop brought together legal educators who have been working for the past few years to develop practice-based training programs at law schools throughout the region, including simulation-based classes, externships, and in-house clinics. U. S. clinical teachers have been working with CEELI to assist with many of these programs: they include Bob Golton, Colorado, Jenny Lyman, George Washington, Alice Dueker, Rutgers, Camden, Ken Gallant, Idaho, and George Critchlow, Gonzaga, as well as me, Kate and Neil (my apologies to anyone I overlooked).

The workshop in Opatija provided the participants an opportunity to reflect together on the challenges facing their evolving programs. Representatives of law schools attended from twelve countries: Romania, Russia, Georgia, Macedonia, Hungary, Slovakia, Armenia, Belarus, Bosnia, Herzegovina, Bulgaria, Ukraine, and of course, Croatia. The faculty of law of the University of Rijeka served as the host school, and the concluding segments of the program were conducted at the law schools's building which has outstanding views of the Adriatic Sea and the coast of the Istrian Peninsula from a hilltop high above Rijeka.

The workshop was divided into four major segments: the educational goals and methods of clinical legal education; simulation in professional skills courses; students meet the real world (externships and

and he will be back in Idaho in mid-May, following a month of travel in Turkey and elsewhere. He sends his regards to everyone.

in-house clinics); and the future of clinical legal education in the region. Kate, Neil and I were the principal speakers, but clinical teachers from the region also participated on panels. One other person from the United States took part in some of the panel discussion, Mira Gur-Arie. Mira was a clinical teacher at Cordoza, and now she works in CEELI's Moscow office. The small group breakout sessions were the most productive segments of the workshop, as one would expect at a meeting of clinical teachers. Even the continuous use of translators did not diminish the participants' enthusiasm for sharing ideas and learning from each other.

The development of clinical legal education in the region is impeded by many problems: the shortage of funding results in some teachers taking on clinical courses as overloads; curriculum rules set by government ministries can be difficult to reconcile with clinical courses; the absence of student practice rules presents questions about appropriate roles for students; and some senior members of the faculty question whether clinical teaching is effective and whether it belongs in academic situations.

Despite these familiar sounding problems, clinical legal education is expanding in the region, and an increasing number of schools are implementing practice-focused courses. Although a few programs are extensive and sophisticated, the future of clinical education in the region is unclear. It was clear in Opatija, however, that the newest members of the clinical teachers' community will do everything in their power to build on the base that CEELI is helping them establish. As one participant said, "we don't want clinical education to be just an exotic flower."

I can also report that another workshop to encourage reforms in legal education was

held in Budapest earlier in March. I do not have details, yet. I do know the following information: the meeting was sponsored by the Soros Foundation; it was attended by regional deans; and Rick Wilson was there from American.

I hope you will keep me informed of your international activities and share international news that might interest our colleagues. Thanks.



**LAWYERS AND COMMUNITY
CONNECTING, COLLABORATING
& COORDINATING**

A Working Weekend at
Yale Law School

New Haven, Connecticut
June 26 through June 28, 1998

What: This is to be a workshop in the truest sense of the word. The focus of this workshop is on the development of links between law school clinics and the communities they serve. The interrelationships among law school clinics, community groups, and the participants or members of those groups will be explored; issues relating to the pedagogical challenges particularly or uniquely relevant to intra community collaborative efforts will also be addressed. All of this will occur in the context of a workshop format that will involve participants in the planning of an orientation program for students in a community lawyering clinic *or* in the planning of an intra community program development meeting. Thus, rather than have presenters in a large group session followed by small group discussions, the workshop will be structured around task-oriented small group working sessions. Large group meetings will be organized to provide participants with an orientation, to allow

opportunities for exchanging concerns and reporting on progress, and to initiate a dialogue with community representatives.

Who: The workshop is primarily for those involved in teaching about, experimenting with, or considering the possibilities of law student engagement in community-focused or interdisciplinary work. Law teachers, law practitioners, service providers and others associated with clinical programs seeking to reassess and redefine the lawyer's role in problem-solving should find the workshop helpful. In addition, the workshop may be useful to persons working to develop nonlitigative solutions or holistic approaches to client and community concerns. Those whose programs have a community lawyering Externship component, an alternative law practice component within a more traditional clinic, an interdisciplinary partnership, a transactional lawyering focus, or a family mediation focus are also encouraged to attend.

Task on Site: Participants will work in small groups of 8-10 people. Each small group will have a particular focus related to the expressed interests of the participants. Focus areas for the small groups may include: group representation; community law offices; community activism within traditional clinics; family networks; interdisciplinary bridgework; and new and not-sure-yet. (Focus areas are subject to change in accordance with actual interests of preregistered participants.) In the small groups, participants will collaborate to *either* plan an orientation for students in the community-focused clinic *or* plan a meeting between clinic faculty/administrators and community representatives/members. Thus, groups can choose whether their primary focus will be on pedagogical goals and

methods or on intra community collaboration and overall program development.

Cost: \$95.00 if registration postmarked by May 26, 1998; \$115.00 after May 26.

Registration includes reception, four meals, and all materials.

TENTATIVE SCHEDULE

Friday, June 26

1:00-5:00 Registration.

2:30-4:00 Introductory Session.

4:00-5:30 Small group meetings.

5:30-6:30 An historic legal walking tour of New Haven.

7:30--- Reception and dinner at the Law School.

Saturday, June 27

9:00-11:00 Small group working session.

11:00-12:30 Large group assembly; Progress exchange; Dialogue with community partners.

12:30-3:30 Lunch on your own, free time.

3:30-5:30 Small group working session.

6:30-- Dinner sponsored by CLEA.

8:30-9:30-Open mike; Readings from the field.

Sunday, June 28

9:00--11:00 Small group session.

11:00-12:30 Brunch in large group session; Final small group presentations.

12:30--6:00 Free time.

6:00--Informal dinner and informal future planning.

FOR MORE INFORMATION:

Nancy Cook

Cornell Law School

Myron Taylor Hall

Ithaca, NY 14853

607/ 255-4196

Cook@law.mail.cornell.edu

FACULTY POSITIONS AVAILABLE

Franklin Pierce Law Center in Concord, New Hampshire, is seeking a **Director of Clinical Programs** to provide overall direction and coordination of all clinical programs, including promoting and enhancing the program's national reputation. This position presents a unique opportunity to redesign our clinical offerings to make them compatible with the goals of our Community Lawyering Program, i.e., to educate students to use law as a positive force in a changing society. The Director will teach in the Civil Practice Clinic and possibly in the non-clinical curriculum. Applicants must be experienced practitioners. Experienced clinical professors or relevant teaching experience preferred. Applicants must be or become a member of the New Hampshire Bar. Women, members of minority groups and others whose backgrounds will contribute to the diversity of the faculty are especially encouraged to apply. Send cover letter and resume to:

James E. Duggan
Franklin Pierce Law Center
2 White Street
Concord, NH 03301



The University of Connecticut School of Law currently has an opening for a **Visiting Clinical Professor of Law** in the **Criminal Clinic** for one semester during the 1998-99 academic year. Candidates should have a strong background in clinical legal education in a criminal defense environment, and a proven track record in representing people charged with misdemeanors and felonies. Interested candidates should contact:

Professor Todd D. Fernow
Director of the Criminal Clinic
E-mail: TFERNOW@LAW.UCONN.EDU



The Institute For Justice, a national public interest law firm, plans to establish a Clinic on entrepreneurship at the **University of Chicago Law School** beginning in the Fall of 1998. We are looking for individuals to fill two full-time faculty positions. (For more information on the Institute for Justice, please check out our website at <http://www.ij.org>).

The Clinic on Entrepreneurship will provide University of Chicago law students with practical, hands-on experience with the legal side of business start-ups and assist entry-level entrepreneurs in Chicago to successfully navigate the regulatory approval process. The Clinic's focus will be on transactional work, including all facets of establishing a lawful enterprise and representation of clients before administrative agencies. The Clinic will not pursue litigation. Because the Clinic will be the first in the nation to focus exclusively on entrepreneurship, these positions offer potential to create a national model.

The Clinic on Entrepreneurship provides the opportunity for two full-time non-tenured faculty positions, a clinic instructor and an assistant instructor. We invite all interested and qualified applicants to apply.

The **Clinic Instructor** position requires a commitment to teaching law students both in the classroom and in a clinical setting. This person will be responsible for teaching a course in the law school on the legal aspects of business startups, including business structures, business permits and licenses, basic business tax laws, business property law (e.g., zoning, variances, and use

permits), and constitutional law as it relates to the impact of economic regulations on individual rights. This course will be available to all interested students, not simply students in the clinic program. The Clinic Instructor also will be responsible for overall administration and management of the Clinic, including directing, supervising, and advising up to fifteen law students during each academic quarter; deciding potential case/client intake; controlling the Clinic's caseload and the distribution of assignments to students; and working closely with the Institute for Justice and its attorneys on overall strategy and planning.

The Clinic Instructor must be self-directed, highly organized, entrepreneurial and enthusiastic. The ideal candidate will have:

- *A passion for and commitment to the education of students both in the classroom and in a clinical setting;
- *transactional experience in business law, with an emphasis on business startups, or academic experience in the area of business law and business startups;
- *comfort level and ability to work with and relate to people in low-income and immigrant communities;
- *ability to successfully design and implement a law school course on business startups;
- *ability to manage several cases or projects simultaneously;
- *upon presentation of a potential case, the ability to identify regulatory obstacles that might effect the entrepreneur-client;
- *an understanding of the real-world impact of economic barriers to entrepreneurship and the relationship to welfare reform.

The **Assistant Clinic Instructor** will assist the Clinic Instructor in classroom and clinic teaching, as well as in management of the clinic. This person will work more closely on a day-to-day basis advising students in handling their cases and clients.

The Assistant will review and evaluate potential cases/clients and consult with the clinic Instructor regarding final intake decisions and will assist in teaching the general business law course for the clinic and other interested law students.

The Assistant must be detail-oriented, organized, and entrepreneurial and should have:

- *a passion for and commitment to the education of students both in the classroom and in a clinical setting;
- *knowledge of or experience in business law, with a particular emphasis on working with startups;
- *comfort level and ability to work with and relate to people in low-income and immigrant communities;
- *ability to supervise and advise up to fifteen law students in a given academic period;
- *an understanding of the scope of the regulatory landscape that effects potential entrepreneurs in Chicago.

Please direct applications to:

William H Mellor/Donna G. Matias
Institute for Justice
1717 Pennsylvania Ave., N.W., Suite 200
Washington, D.C. 20006



Robert M. Cover Fellowship in Public Interest Law is a two-year position beginning in July or August 1998, in the **Yale Law School** clinical program. Fellowship is designed for lawyers with at least three years of practice (or equivalent experience) who are interested in preparing for a career in law school clinical teaching. Responsibilities include representing clients, supervising students, planning trainings and classes, and work on one's own scholarship. All work will be conducted with the assistance of the clinical faculty and will focus on providing legal assistance to

individuals and organizations fighting poverty. Candidates must be able to work both independently and as part of a team and must possess strong written and oral communication skills. Connecticut Bar admission and Spanish-speaking preferred. Salary will be approximately \$36,000 per year with health benefits and access to university facilities. Send resume and three references to:

Professor J.L. Pottenger, Jr.
The Jerome N. Frank Legal
Services Organization
P.O. Box 209090
New Haven, CT 06520-9090
Phone: (203) 432-4800
Fax: (203) 432-1426

Yale Law School is an Affirmative Action,
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Symposium: Race Relations and Conflict in the United States. *William O. Douglas Lecture* by **Charles J. Ogletree, Jr.**, (Harvard) articles by Robert V. Ward, Jr., Morris S. Dees, Fr. Robert John Araujo, S.J., Larry Michael Fehr, James M. Vache and Mark Edward DeForrest; comment by Harvey Gee. 32 Gonz. L. Rev. 491-658 (1196-97).



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

If you wish to join the Section for calendar year 1998, please complete the Membership Questionnaire and mail it with a \$15 check (payable to AALS) to:

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Associate Professor of Law
Washington College of Law
The American University
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Last Name: _____

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Middle Name: _____

Title: _____

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Name of University: _____

Mailing Address: _____

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State: _____ Zip Code: _____

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

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(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.

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**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):
