

# SYLLABUS

American Bar Association Section of Legal Education and Admissions to the Bar • Volume XXVII, Number 2 • Spring 1996

## Supplemental Wahl Commission Report Released

**T**he American Bar Association has released the supplemental report of a special commission responding to issues raised by the U.S. Department of Justice in a proposed consent decree addressing law school accreditation.

The Commission to Review the Substance and Process of the ABA's Accreditation of American Law Schools is commonly referred to as the Wahl Commission because it is chaired by former Chief Justice Rosalie Wahl of the Minnesota Supreme Court. The commission's sixteen members included a broad spectrum of the bench, bar and academic communities from around the country, who met and conducted hearings over the course of more than a year. The supplemental report was forwarded to the ABA Board of Governors.

The commission initially reported to the Council of the ABA Section of Legal Education and Admissions to the Bar in August. It suggested changes in the ABA's law school accreditation process and standards, many of which have been incorporated in separate recommendations by a section standards recodification committee.

But the ABA Board of Governors also sought Wahl Commission review of six specific areas pursuant to the proposed consent decree between the association and the Justice Department. The decree was filed in June with the U.S. District Court in Washington, D.C., coincidental with the Department's filing of an antitrust complaint against the ABA.

In those six areas, the commission's supplemental report recommended:

- Faculty teaching hours: Replace the existing maximum 8 to 10 hours per week (depending on how repeated classes are calculated) with a qualitative standard suggesting responsibilities of each faculty member for teaching, scholarship, service to the law school community and professional activities outside the law school.
- Leaves of absence: The commission noted apparent misunderstanding over the former standard that mandated a "reasonable opportunity" for leaves to conduct scholarly research. That standard was rescinded in February 1995, and the commission saw no reason to revive it.
- Student-faculty ratios: Although the commission reaffirmed a preference for numeric guidelines, it emphasized that schools having ratios higher than the guidelines be permitted to rebut a presumption of noncompliance by showing that the higher ratio did not have negative educational effects.

The commission also specified that when a school has a ratio higher than 20 to one, evaluation of faculty size may take into account factors including contributions of administrators, persons on leave of absence,

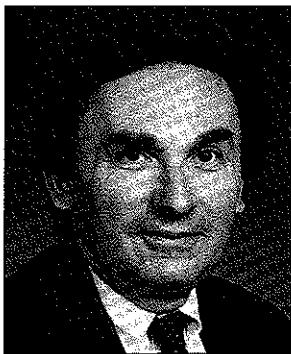
emeritus faculty, clinical teachers who lack tenure, adjunct instructors and full-time legal writing teachers, as well as quality of teaching and student-faculty contact.

- Physical facilities: The commission restated its initial recommendation that specific standards addressing law school facilities be replaced with a single standard calling for a physical plant that is adequate, and allows for anticipated growth.
- Allocation of resources between the law school and parent university: The commission recommended that standards continue to recognize that resources generated by a university-affiliated law school be available for the maintenance and enhancement of the law school's educational program, and not be diverted for other academic fields in the university.
- Bar preparation courses: The commission suggested revising the Standards language, but retaining the effect of allowing law schools to offer bar review courses but not allowing them to count such courses toward minimal credit hours for graduation, and not allowing schools to require the courses.

Two members of the commission filed separate statements commenting on the report.

Tom Leahy, a past president of the Illinois State Bar Association,

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# CONSULTANT

## AFLI Clinical Program Receives USIA Grant

by James P. White

In Fall 1994, the Section announced the African Law Initiative Sister Law School Project funded by a major USIA grant. The grant, which focused on eight African countries, was submitted by the Section in cooperation with twelve American law schools. That program began with a workshop for American and African law deans in Nairobi, Kenya. In Spring 1995, African deans visited American law schools and the program concluded with American law faculty visiting their sister African law school to provide assistance in certain specific areas.

Following the completion of the AFLI project in late 1995, the Section proposed a three-phase project to assist in the development of clinical legal education programs at six law

schools in Kenya, Tanzania, Uganda and Ethiopia. The African Law Initiative Clinical Partners Project is designed to build on and expand the African Law Initiative Sister Law School Program. The Section has been informed that USIA has funded this program.

The first phase, to take place in early summer of 1996, will be a visit by six American clinical specialists to the six African law schools. Guided by plans made in collaboration with the African professors, the Americans will assist with the establishment of these programs and the training of other faculty members to implement them.

Directly following the second phase, all the African and American project participants, along with the

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The Section of Legal Education and Admissions to the Bar publishes *Syllabus* on a quarterly basis. It provides a forum for ideas concerning legal education and bar admissions. It informs members of the Section of the activities of the Section.

Opinions and positions stated in individual articles are those of the authors and not necessarily those of the American Bar Association or members of the Section of Legal Education and Admissions to the Bar.

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Section of Legal Education and  
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## Powers Resigns to Join John Marshall

William B. Powers, Assistant Consultant on Legal Education to the American Bar Association, has announced his resignation, effective May 3, 1996. Powers will become Associate Dean for Student Affairs at John Marshall Law School in Chicago on May 6, where he will oversee the career services office, admissions and financial aid offices, and student activities.

Powers joined the Office of the Consultant on Legal Education to the American Bar Association in 1986. His responsibilities included developing research projects, administering the student complaint process, overseeing publications of the Office of the Consultant, providing staff support for the council and various Section committees, consulting with legal educators about accreditation matters, and editing *Syllabus*.

Of Powers' departure, ABA Consultant on Legal Education James P. White says, "Bill Powers, over a 10-year period, has made invaluable contributions to law school support services provided by the Consultant's Office. The Section officers, Council, committees, deans and I have relied upon his expertise in managing a myriad of projects. He will be sorely missed, but we all wish him the best in this new career advancement." □

# First Year Enrollment Decreases Moderately

**T**otal J.D. enrollment in the Fall 1995 for ABA-approved law schools was 129,329. This represents a .26% increase in enrollment over Fall 1994, which was 128,989. Total law school enrollment for Fall 1995 was 135,352, .42% above total law school enrollment for 1994 (134,784). The entering class for the Fall 1995 semester (43,676), however, decreased 1.4% from Fall 1994 (44,298).

The number of women entering law school this year was 19,462, which represented 44.6% of the total entering class. Last year the entering class was made up of 43.6% women (19,312). First year male enrollment decreased 772 (3.1%) from a year ago. Total J.D. enrollment of women (56,926) increased slightly (2%) from last year (55,808). The percentage of total J.D. enrollment that was female (44%) increased very slightly from last year, 43.3%.

1995 Minority J.D. enrollment (25,553) increased 942 (3.8%) over minority J.D. enrollment from 1994 (24,611). This year, first year minority students (9,119) decreased 129 (1.4%) from last year, 9,248.

Minorities constituted 19.8% of total J.D. students this year. For 1994 and 1993, minority enrollment represented 19.1% and 17.8%, respectively. Minority students accounted for 20.9% of the total entering class in 1995. In 1994, minorities also represented 20.9% of the entering class. □

## Jackson Hole Events

Don't forget to register for the Section's two upcoming conferences in Jackson Hole, WY. The Law School Development Conference will be held June 2-5. The Law School Administration Conference will follow on June 6-8. Contact Mary Kronoshek at (317) 264-8350.

### Fall 1995 Enrollment in ABA-Approved Law Schools Full-Time and Part-Time Enrollment

|             | Full-Time | Part-Time | Total   |
|-------------|-----------|-----------|---------|
| 1st Year    | 36,952    | 6,724     | 43,676  |
| 2nd Year    | 36,349    | 5,278     | 41,627  |
| 3rd Year    | 35,214    | 4,683     | 39,897  |
| 4th Year    | 0         | 4,129     | 4,129   |
| Total JD    | 108,515   | 20,814    | 129,329 |
|             | 83.9%     | 16.1%     | 100.0%  |
| Post-JD     | 2,460     | 2,452     | 4,912   |
| Other       | 538       | 573       | 1,111   |
| Grand Total | 111,513   | 23,839    | 135,352 |
|             | 82.4%     | 17.6%     | 100.0%  |

### Fall 1995 Law School J.D. Enrollment in ABA-Approved Law Schools Female, Male, and Minority\* Enrollment

|          | Total   | Female            | Male              | Minority          |
|----------|---------|-------------------|-------------------|-------------------|
| 1st Year | 43,676  | 19,462<br>(44.6%) | 24,214<br>(55.4%) | 9,119<br>(20.9%)  |
| 2nd Year | 41,627  | 18,240<br>(43.8%) | 23,386<br>(56.2%) | 8,401<br>(20.2%)  |
| 3rd Year | 39,897  | 17,500<br>(43.9%) | 22,397<br>(56.1%) | 7,412<br>(18.6%)  |
| 4th Year | 4,129   | 1,724<br>(41.8%)  | 2,405<br>(58.2%)  | 622<br>(15.1%)    |
| Total JD | 129,329 | 56,926<br>(44.0%) | 72,403<br>(56.0%) | 25,553<br>(19.8%) |

\*Excludes the three Puerto Rican schools with a combined enrollment of 1,613.

### Fall 1995 Law School J.D. Enrollment in ABA-Approved Law Schools Summary of Minority Student Enrollment\*

|                 | 1st Year | 2nd Year | 3rd Year | 4th Year | Total  |
|-----------------|----------|----------|----------|----------|--------|
| Black           | 3,474    | 3,160    | 2,855    | 289      | 9,778  |
| American Indian | 436      | 338      | 294      | 17       | 1,085  |
| Asian           | 2,773    | 2,572    | 2,226    | 149      | 7,720  |
| Mexican         | 896      | 820      | 743      | 36       | 2,495  |
| Puerto Rican    | 236      | 238      | 214      | 17       | 705    |
| Other Hispanic  | 1,304    | 1,273    | 1,079    | 114      | 3,770  |
| Total           | 9,119    | 8,401    | 7,412    | 622      | 25,553 |

\*Excludes the three Puerto Rican schools with a combined enrollment of 1,613.

# Informational Report from the ABA Board of Governors to the House of Delegates

**T**his informational report from the Board of Governors was submitted to bring the members of the House of Delegates up-to-date on the status of various legal matters involving the Association's accreditation of law schools.

## ***Massachusetts School of Law v. ABA***

In November, 1993, the Massachusetts School of Law (MSL), which has been denied provisional accreditation by the House, filed an antitrust action in Federal District Court in Philadelphia against the Association and other institutional and individual defendants. The ABA has complied with extensive discovery requests and has conducted its own discovery. The ABA filed a Motion for Summary Judgment on February 8, 1995. That motion, as well as several motions filed by MSL on discovery issues, is still pending before the court.

In September 1995, MSL filed another action against the ABA and many of the same defendants in Massachusetts state court. Although this case also complains about the ABA's decision to deny MSL provisional accreditation, it alleges common law claims such as tort, fraud and deceit, and breach of contract. The ABA and the other defendants have successfully removed the case to Federal District Court in Boston.

## **DOJ Investigation**

The Antitrust Division of the Department of Justice (DOJ) completed an investigation of the ABA's accreditation activities in June 1995. The Board of Governors held a special meeting pursuant to Article 7.5 of the ABA Constitution to determine the appropriate course of action for the Association.

After thoroughly reviewing the facts, consulting with counsel and with representatives of the Section of Legal Education and Admissions to

the Bar, the Board determined that the Association would best be served by settling the matter through the entry of a consent decree. A consent decree was negotiated, focusing primarily on the ABA's review of faculty salaries as part of the accreditation process and other issues the DOJ identified as raising potential antitrust concerns. The ABA has stipulated to abide by the terms of the proposed consent decree pending approval by the court.

As discussed below, the proposed consent decree has set a number of processes in motion.

## ***The Wahl Commission***

During the course of settlement discussions with the DOJ, the DOJ focused on several specific accreditation criteria that it contended could have anticompetitive effects: (1) faculty teaching hours; (2) leaves of absence, compensated or otherwise, for faculty and other law school staff; (3) the calculation of the faculty component of the student-faculty ratios; (4) the assessment of the law schools' physical facilities; (5) the allocation of resources to a law school by the law school or its parent university; and (6) the status of bar preparation courses within the law school curriculum. The Association took the position that the accreditation criteria were legitimate exercises of educational policy. The DOJ suggested that the Association form a special commission to review the accreditation criteria in light of the DOJ's antitrust concerns.

The Section of Legal Education had in existence a Commission to Review the Substance and Process of the American Bar Association's Accreditation of American Law Schools. The commission has become known as the "Wahl Commission" after its chair, former Minnesota Supreme Court Chief Justice Rosalie E. Wahl. The members of the commission included practicing

lawyers: William G. Paul, John C. Deacon, Pauline A. Schneider, Diane C. Yu, Jack L. Brown, and Tom Leahy; members of the judiciary: Justice Wahl and Rosemary Barkett of the Eleventh Circuit Court of Appeals; law school deans: Ronald A. Cass, John D. Feerick, Joseph D. Harbaugh, Herma Hill Kay, Henry Ramsey, Jr., and E. Thomas Sullivan; a university president: Talbot D'Alemberte; and a public member: Nancy Neuman. The Wahl Commission's initial task was to review the entire accreditation process and file a report with the Section by the 1995 Annual Meeting.

The DOJ agreed that the Wahl Commission could serve as the special commission it envisioned. The proposed consent decree required that the Wahl Commission file a report on these matters with the Board of Governors. The Board, in turn, is required to file a report with the United States District Court for the District of Columbia and the DOJ setting out its analysis of the Wahl Commission's report and any proposed revisions to the Wahl Commission's findings or recommendations. The Board's report must be filed not later than February 29, 1996.

To monitor this process and to make sure that the ABA fulfills its obligations under the proposed consent decree, the Board appointed a Board Committee on Accreditation Matters, chaired by Roy A. Hammer of Boston, Massachusetts. The Board Committee reviewed and analyzed the Wahl Commission's initial report, which was filed on August 3, 1995, and its supplementary report, which was filed with the Board on November 27, 1995, and made recommendations concerning them to the Board. At this Midyear meeting, the Board of Governors reviewed and discussed the entire matter. At the conclusion of its meeting, the Board decided to transmit the supplementary report of the Wahl Commission

to the Court and to the DOJ with the Board's approval, except as specifically qualified with respect to the Wahl Commission's recommendations regarding the computation of the faculty component of the student-faculty ratio, the assessment of physical facilities and the allocation of resources between a law school and its parent university.

In this regard, the Board passed the following resolutions:

RESOLVED that, in determining whether a law school complies with the Standards, the ratio of the number of full-time equivalent students to the number of full-time equivalent faculty members shall be considered; that, in computing the student-faculty ratio, each full-time teacher on tenure track or with tenure-equivalent status shall be counted as one, and each other teacher (including tenured or tenure track teachers who have administrative duties, or are on partial research leave, or have emeritus status from the tenured faculty, and teach less than a full course load, and administrators and librarians who teach, clinical instructors, writing and other instructors, joint-appointment faculty, adjunct faculty and all other persons who teach at the law school) shall be counted at a fraction of less than one; and that, for the purpose of computing the total number of full-time equivalent faculty; all non-tenure track or non-full-time teachers counted at a fraction of less than one shall not, as so counted, in the aggregate constitute more than 20% of the full-time equivalent faculty;

RESOLVED that, in determining whether a law school complies with the Standards, problems with the allocation of resources or physical facilities shall not be cited unless the problems have a negative and material effect on the education students receive; and that this policy shall be expressly set forth in the Standards or the applicable Interpretations; and

RESOLVED that, for purposes of implementing the foregoing policies, the Council of the Section of Legal Education and Admissions to the Bar is requested to prepare appropriate revisions to the Standards and Interpretations consistent therewith, and to present such revised Standards and Interpretations to the Board of Governors and the House of Delegates in time for consideration and adoption at the 1996 Annual Meeting.

#### *Approval of the Consent Decree*

The proposed consent decree was assigned to Judge Charles Richey of the United States District Court for the District of Columbia. After reviewing the publication process and comment period that must be followed in matters such as this, Judge Richey originally set October 23, 1995, as the date he would conduct a hearing to determine the appropriateness of the proposed consent decree. This date was later changed by agreement to November 3, 1995.

Prior to the hearing date, Judge Richey issued a Memorandum and Order postponing the hearing until June 16, 1996. Judge Richey postponed the hearing in order to allow time for (1) the Wahl Commission to complete its work; (2) the Board of Governors to review the Wahl Commission report and submit its own report to the court and the DOJ; and (3) the DOJ and any other interested party to review the Board's report and comment on the appropriateness of the proposed consent decree.

#### *The Recodification of the Standards*

The current ABA Standards For Approval of Law Schools were adopted by this House in 1974. Over the past twenty years this House has approved numerous amendments to the Standards, and the Section of Legal Education has promulgated numerous Interpretations of the Standards. The Section decided in September 1994 that in order to achieve uniformity in language, the Standards and their Interpretations should be recodified. Although it was not originally intended, the Section's efforts have turned into a substantive revision of the Standards, whereby it is proposed that some Standards and Interpretations be deleted, some Standards and Interpretations be amended, some Interpretations be made Standards, and some Standards be made Interpretations.

The Board of Governors resolved in June 1995 that the Section complete this process in time for this House to consider the recodified Standards and Interpretations at the Annual Meeting in August 1996. In

addition, the proposed consent decree requires that all of the Section's Interpretations and Rules be subjected to the same public comment and review process and approval procedures that apply to Standards.

The Section has worked very hard to meet this schedule. A recodification of the Standards and Interpretations was adopted by the Council of the Section in December 1995, and they have been submitted for public comment. The proposed recodification incorporates many of the suggestions for improvement made by the Wahl Commission. A hearing on the recodified Standards and Interpretations was held at the Annual Meeting of the Association of American Law Schools in January 1996, and a second hearing was held in conjunction with this Midyear meeting of the ABA. A third public hearing is scheduled later this Spring at the American Law Institute meeting. The recodification of the Standards and Interpretations will be a major item on the agenda of the House at the August 1996 Annual Meeting.

The Board is cognizant of the fact that members of the House have received numerous mailings from the Massachusetts School of Law concerning the accreditation process. Because the Association is in litigation with MSL, the Board has decided that it would not be appropriate to respond to each of the mailings, even though they have often contained self-serving misstatements and mischaracterizations that presumably are designed to advance MSL's pending claims against the ABA. MSL has decided to litigate as opposed to achieving accreditation by complying with the House's Standards. The ABA is vigorously defending the MSL lawsuits because they attempt to force changes in the accreditation process that would negatively impact the quality of legal education and the profession. The decisions this House makes in August will have an immeasurable effect on legal education and the legal profession, and will no doubt be guided by the broader consensus developed by the Section of Legal Education and the Board. □

## Legal Hotchpot

**Emory University School of Law** has received \$400,000 from the estate of the late Willodeen C. Frost of Nashville, Tennessee, to establish an endowed scholarship honoring Frost's father, James T. Colson, a prominent attorney who graduated from Emory in 1895. Income generated from the endowment will cover tuition expenses for a law student, preferably from the Glynn County area or Brunswick, Georgia, where Colson lived his entire life before his death in 1937. The first Colson Scholar will be selected in the fall of 1996. Colson attended Emory College when it was located in Oxford, GA.

Students at the **University of South Dakota School of Law** will begin publishing a new natural resources journal in April 1996. The journal, the *Greater North Central Natural Resources Journal*, is unique because it will present papers from five states and three Canadian provinces. The states are South Dakota, North Dakota, Montana, Wyoming and Idaho. The provinces include Manitoba, Saskatchewan, and Alberta.

The journal will publish papers written on topics concerning natural resources. In addition to law professors and students from eight law schools, organizations such as the National Cattlemen's Association, 3M, Boise Cascade and the Mountain States Legal Foundation will contribute papers to the journal.

A two-day conference at **Duke University** in February brought together top scholars, educators and attorneys to discuss the role gender plays in our nation's college and university classrooms and a myriad related issues. "Gender & The Higher Education Classroom: Maximizing the Learning Environment" was held

at the Sanford Institute of Public Policy. The interdisciplinary event was presented by the *Duke Journal of Gender Law & Policy*, a publication sponsored by the law school, the Sanford Institute and the Duke Graduate Program in Women's Studies. Private sponsors of the event were the Mary Duke Biddle Foundation and law firms Gibson, Dunn & Crutcher; Foley & Lardner; and Latham & Watkins.

According to third-year law student and conference chair Loren Montgomery, this conference is unusual in its special focus on gender and higher education. Another distinction of the symposium is its interdisciplinary nature, which is in keeping with the journal's mission, Montgomery said.

The 30th annual **Southern Methodist University Air Law Symposium** was held February 29-March 2 in Dallas. The international symposium, sponsored by the *Journal of Air Law and Commerce* at SMU's School of Law, featured speakers on a variety of topics such as recent developments in air law litigation, insurance claims, post-traumatic stress disorder, and negligent flight instruction. A luncheon address was given by Ann Wood-Kelly, a former member of the British Air Transportation Auxiliary, who discussed her experiences as a pilot during World War II. Participants in the symposium included lawyers, government officials, aviation industry executives and university professors from around the world.

The emerging use of computers to generate legal advice is the focus of a hands-on conference to be hosted by the **Syracuse University College of Law** April 15-16. The computer advice programs are called "legal expert systems." The conference, which is being cosponsored by the

University of Paris (Panthéon-Sorbonne), will introduce students and practicing lawyers to a range of legal expert systems and their builders.

Conference participants will be introduced to legal expert systems in a series of tutorials, workshops and demonstrations. "We want feedback on what participants think of the quality, speed, accuracy and cost of such new computer programs," Professor Patricia Hassett says. The ethical, liability and licensing concerns raised by such systems also will be addressed.

Law firms and departments have used computers for years in the "back office" operations of accounting, payroll and purchasing, notes Hassett. Attorneys, however, "have not kept pace with other professionals, such as architects and accountants, in using expert systems in the evaluative, planning and advising tasks inherent in legal practice." The conference is designed, Hassett says, "not only for larger firms and organizations that can afford complex systems, but also for solo and general practitioners for whom legal expert systems may provide a cost-effective way to provide quality legal services to their clients."

Concealed weapons laws are becoming the nation's most hotly debated gun control issue as Americans argue vehemently about whether the laws will lead to more or fewer homicides. Leading the arguments are two experts whose articles provided intense discussion at a day-long conference on guns and violence in February at **Northwestern University School of Law**. Daniel D. Polsby, the Kirkland & Ellis Professor of Law at Northwestern, and David McDowall, a professor at the University of Maryland, continued the debate they started in a special symposium on guns and violence that recently was published in *The Journal of Criminal Law and Criminology* at Northwestern. □

## Faculty Honors

University of South Dakota Professor **Frank Pommersheim**'s expertise in Indian law has resulted in national recognition for him and the law school. Recently, Pommersheim has been appointed to the tribunal of an Indian tribe in North Dakota, has published a major book through the University of California Press, was featured in the December issue of *Judicature*, and has spoken at several Indian law symposia.

Pommersheim was recently named a Special Judge for the Three Affiliated Tribes of North Dakota while continuing to serve on both the Rosebud Supreme Court and the Cheyenne River Sioux Tribal Court of Appeals. He has presided over numerous cases that help to define the extent of tribal sovereignty and tribal court jurisdiction.

Pommersheim's recently published book *Braid of Feathers* highlights issues relating to Indian reservations as well as offering insight into Indian culture and contemporary problems facing Indian tribes.

**Robert N. Clinton**, professor of law at the University of Iowa, has been appointed chief justice of the newly formed Winnebago Supreme Court of the Winnebago Tribe of Nebraska. The appointment was made by the Winnebago Tribal Council.

As chief justice, Clinton heads a three-person panel that acts as the court of last resort for civil and criminal cases under Winnebago tribal law. The Winnebago Tribe of Nebraska have their own constitution, by-laws and legal code administered by the tribal council. In addition to written law, the tribe also recognizes customary law based on tribal customs.

Clinton, who is a coauthor of one of the leading legal texts on tribal law, has also been an associate justice of the Cheyenne River Sioux Tribal Appellate Court since 1992. □

## Law School Relocations

### Capital Selects Downtown Site for New Home

A new home for Capital University Law School has been chosen on East Broad Street in downtown Columbus's Discovery District. The school has selected the offices of Columbus Life Insurance Company at 303 East Broad Street. Plans call for the school to move to the site by the end of 1997.

Since 1979, Capital's law school has been located in Columbus's German Village on South High Street. Capital's other four colleges—College of Arts and Sciences, School of Nursing, Conservatory of Music, and Graduate School of Administration—are located on its main campus in Bexley.

The German Village site, which the university leases from Grange Insurance Company, provides only 90,000 square feet of space. The new facility will provide more than 140,000 square feet of space for state-of-the-art classrooms, library, student services, and room for the service component of the law school with regard to ethics, dispute resolution, international education and citizen education.

By maintaining its downtown Columbus location, law school students will continue to have easy access to law firms, the courts, government offices and the legislature—all of which provide "hands-on" learning experiences. Also, services that the law school provides to the general public, such as its legal clinic, will remain accessible. In addition, practicing lawyers and legal scholars can continue to use the law school's resources, including the library.

Library space will be expanded significantly to allow for the acquisition of additional materials and on-line services and CD-ROM technology, as well as student study areas. The building also will accommodate

a network that will serve students, faculty, staff, administration, the legal clinic and library.

### Whittier Relocates to Orange County

The Whittier College Board of Trustees has approved the relocation of Whittier Law School from the Los Angeles mid-Wilshire district to the south-coast area of Orange County where it will be the only ABA-approved law school. Entering students for the school's full- and part-time day and evening programs will begin their legal studies in Orange County in August. The exact location of the new law center will be announced within the next few weeks pending final negotiations.

"We have simply outgrown our Los Angeles location," said Whittier College President James L. Ash, Jr. "This move allows us to expand our curriculum and to provide more opportunities to students in southern California. With nearly five million people, Orange County and the Inland Empire represent the largest population in the country without direct access to an ABA law school. We believe that Whittier Law School will be an important addition to the region's growing legal and academic communities.

"Starting in August of 1996, entering students will attend classes in Orange County," stated Dean John FitzRandolph. "The remainder of the student body will transfer to the new law center the following year. Our goal is to accommodate the needs of the entering class and ensure that continuing students are not displaced by the move. The new law center will more than double the size of the existing facility. We are excited about future growth for the law school. A larger facility located in an area with affordable housing will allow us to further enhance student life as well as our course offerings." □



## Section Reception in San Antonio

The Section sponsored a reception at the Menger Hotel in San Antonio in honor of the ABA-approved law schools that have elected to participate in the Faculty Group Membership Program. Under the program, a law school may pay one fee to include all of its faculty in the Section's membership. Contact the ABA Faculty Group Membership Administrator at (312) 988-5515.



*R. Helen and Eugene F. Scoles, University of Oregon School of Law; and Barbara and Millard S. Ruud, University of Texas School of Law.*

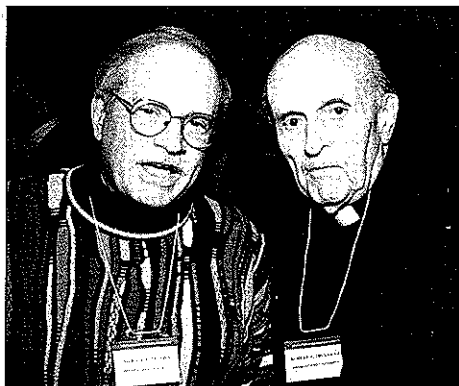


*Dean Rudolph C. Hasl, St. John's University School of Law and chairperson-elect of the Section; and Professor Alan M. Weinberger, St. Louis University School of Law.*



*Associate Dean John C. Deliso, Suffolk University School of Law; Vivian Bowden, Manager of External Relations for Law Access, Inc.; and Suzanne E. Rose, Section Assistant Staff Director.*

*Professor Claude R. Sowle, University of Miami School of Law and chairperson of the Accreditation Committee; Cathy A. Schrage, ABA executive assistant; James P. White, consultant on legal education to the ABA; and Professor Myron Grauer, Capital University School of Law.*



*Professor Gerald F. Uelman, Santa Clara University School of Law; and Professor Robert F. Drinan, S.J., Georgetown University School of Law.*



*Assistant Dean Denise L. Purdie, Howard University School of Law; and Cassandra Ogden-Sneed, director of CLEO.*



*Professor Bruce S. Johnson, Ohio State University College of Law; and Professor Roy T. Stuckey, University of South Carolina School of Law.*



## Workshop for New Site Evaluators

The Section held its annual Workshop for New Site Evaluators in Indianapolis February 9-10, 1996. The workshop was attended by twenty-nine new members of site evaluation teams, including members of the judiciary and bar, and university central administrators. The workshop dealt with the following issues: preparation for the visit; and overview of the visit; the role of the Accreditation Committee and Council; overview of site evaluation and annual questionnaires; faculty matters; admissions, students and outputs; finances; library, facilities and computing; course of study; and law school administration and the self-study.



ABA Consultant James P. White addresses workshop participants.

Dr. Frank Ellsworth, president of the Independent Colleges of Southern California, registers with ABA staff members Mary L. Kronoshek and Kimberly S. Massie.



Dean John E. Ryan, Roger Williams University School of Law; and President Josiah H. Blackmore, Capital University.

Associate  
Dean Peter  
A. Winograd,  
University of  
New Mexico  
School of  
Law; and  
Chief Justice  
Joseph F.  
Baca of New  
Mexico.



Dean Roger  
J. Dennis,  
Rutgers  
University-  
Camden  
School of  
Law; and Dr.  
Nancy  
Winterbauer,  
Rutgers  
University.



## Complimentary Annual Meeting Registration

**T**he ABA Coordinating Committee on Legal Education's pilot program permits any law school faculty member or administrator who has not previously attended an ABA annual meeting to register for the upcoming annual meeting free of charge. This is the third and final year of this program, which will be evaluated by the Board of Governors to determine whether it should be continued.

To take advantage of this program, complete your ABA Annual Meeting registration form and attach a short memo requesting the fee waiver.

Mail both to Suzanne E. Rose, 750 North Lake Shore Drive, Chicago, IL 60611. Once your eligibility for the program is determined, your fee waiver request will be processed.

If you did not receive a registration from, call the ABA's automated meeting information system at (312) 988-5870 or Leslie Tsoumas at (312) 988-5890. Please share this information with your colleagues. It is a great opportunity to participate in a multitude of programs in sunny Orlando.

The Section of Legal Education and Admissions to the Bar is sponsoring the following programs in Orlando:

- **Do You See What I Mean?—Envisioning Information**  
9:00 am–12:00 noon  
Saturday, August 3
- **Who Will Be In Law School, What Will They Learn There & What Will They Do Thereafter?**  
1:30 pm–4:00 pm  
Saturday, August 3
- **Adjunct Faculty Program**  
9:00 am–12:00 noon  
Sunday, August 4
- **Team Taught Learning By Doing Workshop**  
2:00 pm–5:00 pm  
Sunday, August 4



## FROM THE CHAIR

### About "Babe"

by Erica Moeser

**T**he only movie that I saw in a theater during 1995 was "Babe." This wonderful Australian film featured a talking pig in the title role. I must confess I identified with Babe, who projected a heartbreakingly hopeful quality associated with his aspiration to herd sheep with the sheepdogs, as well as a pragmatism associated with his recognition that one day he was destined to become a pork chop.

I suppose that there are the less charitable of my dozen or so readers of this column who will have a field day with my admission to a certain kinship with Babe.

This year there are a great many events and relationships that have allowed me to remain heartbreakingly hopeful. I will focus on just a few. The Accreditation Committee has risen to the challenge of performing its work in a timely and professional manner that belies its enormous volunteer component. Professor Claude Sowle, its chairperson, and Cathy Schrage, its extraordinary staffer, have combined to organize the work and to introduce new quality controls. The Accreditation Committee is delivering a first-rate product that is more even in quality and voice than before.

Some examples of Claude's initiatives include his development of a complete annual schedule of accreditation activities so that every one of the committee's members knows what assignments to plan for and so that the work of the committee is better distributed throughout the year; his decision to adopt a consistent approach in sabbatical site evaluation action letters to create a "snapshot" of the school by balancing

basic information, positives, and negatives in the fact portion of the document; and his development and enforcement of a rigorous schedule for receipt of reports and committee drafts that insures more thoughtful consideration of issues so vital to the inspected.

Dean John Roberts and his committee to oversee implementation of the Wahl Commission Report have taken on two projects that are natural outgrowths of the commission's scrutiny of the accreditation process. The first is an exhaustive examination of the assortment of documents that instruct site evaluators as they visit a law school on a sabbatical inspection. John's committee was struck by the mushrooming documents and the role that they play in guiding a diligent site team. To the extent that the documents effectively require more than the school's responses in its previsit materials or more than the Standards themselves encompass, the committee will scale them back.

Ultimately, the Roberts Committee expects to create a single site inspection document in place of the current assortment, and to work for some proportion within the single document so that the balance within the instructions to site inspectors better translates into balance in the emphasis on various aspects of the visit as reported. Once the project is completed, the instructions should operate as they are intended — to guide inspectors (and the inspected) through the process, not to operate as super-Standards or advocacy pieces, and to discourage needless repetition of information already contained in the site inspection questionnaire.

In addition, the Roberts Committee is investigating the matter of how inspections should be funded in the future. The Wahl Commission Report suggested exploration of a shift from a sabbatical fee to an annual fee, among other things, and the committee will test various models.

My decision to create the Roberts Committee represents my best effort to critically approach the irritants in the accreditation process that surfaced in the Wahl Commission correspondence and hearings, and to demonstrate as concretely as I could that I listened and reacted to the friends and critics of our processes. I can take no credit for the committee's fine work, however — John and his colleagues deserve all the praise.

Dean Robert Walsh and his Standards Review Committee have earned gold stars for their work on the project to recodify the Standards by August, otherwise known as the "Thankless Task of the Year." Working in a field that has been limited by the constraints of the proposed consent decree and related actions of the ABA's Board of Governors, Bob has kept the objective of educational quality in focus despite setback after setback, and he has done it with exemplary civility and grace.

So much for the heartbreakingly hopeful and on to life as a pork chop: the atmosphere in which the Section is operating this year remains unfavorably influenced by the consent decree. All the consent decree's disclaimers and draftsmanship aside, the Section has been discredited, and the discredit extends to the new entrants into Section activities even as these able and public-spirited reinforcements arrive to assist. Little has been said or done in the Section's defense, and one can still stumble on some unfortunate event or another, or one news or puff piece or another, to be reminded that we are not in a steady climb out of these difficult times.

The pork chop in me recognizes that the Section is working in a very narrow space, particularly where the Standards recodification project is concerned. As the project proceeds, I continue to ask myself how, with integrity, one can yield on points

that clearly relate to educational quality, knowing that later on down the line the Council will be required to demonstrate that the resulting alternatives, dictated as they are by the realities of the consent decree, are educationally valid. A predictable moment will arrive when the Council must explain its choice of new concepts and language in place of older, validated material in conjunction with its pursuit of continued recognition by the Department of Education. In a paraphrase of the old song, we in the Section are in a repeating mode of picking our-

selves up, dusting ourselves off, and starting all over again.

In addition, it is already clear that by August, the date that the Standards are scheduled to go to the ABA's House of Delegates, the pot will be boiling. There are many factors that will motivate activism as the Standards move toward recodification, and all of our work, once completed, could be undone if politics and rhetoric override years of thoughtful progress.

I have a movie poster from "Babe" on my wall. The secondary title reads "A Little Pig Goes a Long

Way." When this Section year started, we all had a long way to go. With people of the ability and perseverance of Claude Sowle, John Roberts, Bob Walsh, and all the others who have rallied, the rest of that long way to Orlando in August will be spent in good company; however, once we get there, don't expect to find me standing too close to any barbecue grills. □

*Jim Thacker*

### LSAC Report

## LSAC Changes Meeting Plans in Support of Affirmative Action

by *Jana Cardoza*

**L**SAC has canceled plans to hold a national meeting in New Orleans in response to Louisiana Governor Mike Foster's decision to end state-supported affirmative action programs. The three-day joint meeting of LSAC's Finance & Legal Affairs and Minority Affairs Committees originally scheduled to begin March 27 at the New Orleans Sonesta Hotel would have drawn representatives from a number of the Council's 193 American and Canadian member schools. The meeting was rescheduled for Chicago.

"Our decision to cancel these meetings was due entirely to the signing of the executive order eliminating state-supported affirmative action programs," Council chair Leigh Taylor said. "Clearly, Governor Foster's position is a political one, and aside from any economic harm that Louisiana may suffer from organizations such as ours not meeting in the state, I truly fear that he and many other leaders are sacrificing any hope of racial harmony and social progress for short-term politi-

cal expediency."

LSAC has a record of long-standing and continuing support of affirmative action in higher education. We sponsor events and programs designed to further the goals of affirmative action and diversity in the legal profession and have committed significant financial resources toward that end.

### **Coming Soon to DC . . .**

LSAC will hold a one-day Law School Forum in Washington, D.C., Saturday, July 13, from 10 am until 4:00 pm at the Stouffer Renaissance Mayflower Hotel, 1127 Connecticut Avenue, NW.

We hope that prospective law students, particularly young people attending summer sessions of the various Washington, D.C., area colleges or those doing internships on Capitol Hill, will take advantage of this unique opportunity to do some one-stop shopping for the right law school. At the one-day forum, they can talk with representatives of dozens of law schools from across

the country. Through workshops, live panel presentations, and videos, they can learn about the admission process and financial aid. A presentation designed to address issues of particular interest to minority law school applicants will also be offered.

The Law School Forums are sponsored annually by the Law School Admission Council and participating law schools. Two-day forums are typically held on subsequent weekends in the fall in Atlanta, Boston, Chicago, Houston, Los Angeles and New York. The one-day Washington forum will be held for two years on a trial basis.

### **New from LSAC**

Reggie—Your Online Law School Admission Test Registration Service—was made available on the Internet as part of the LSAC World Wide Web site on December 7. During the pilot phase of the project, Reggie allowed Web surfers to register for the February 1996 LSAT via a PC from anywhere in the world. Based on tests, we anticipate widespread use. On-line registration is now available year round. For more information on Reggie, the Law School Forums, and other services, please visit the LSAC Web site on the Internet: <http://www.lsac.org>. □

*Jana Cardoza is senior media specialist for the Law School Admission Council.*

# Professional Development as Elective Curriculum: A Concept and a Plan

by Kathleen Brady and Michael J.K. Schiumo

**D**uring the past year or so, you have heard it suggested by NALP leaders that law graduates should be required to take, or minimally have access to, a comprehensive professional development course that focuses on individual career goals. As a result of NALP's promulgation of this concept, a number of deans have approached NALP leaders expressing their interest, and as recently as the NALP Deans' breakfast at the ABA Midyear Meeting, have asked for additional information on how such a course might be conceptualized, developed, and integrated into the curriculum.

While you, your career services administrator, and faculty will be best equipped to synthesize a development strategy and implementation plan suited to your institution, this article offers an expanded discussion of the topic as well as a potential model for a professional development course.

The MacCrate Report supports the need for students to have a "clearer sense of the importance of acquiring skills and values in the course of professional development." The Statement of Fundamental Lawyering Skills and Professional Values advocates professional self-development and encourages lawyers to select and maintain employment that will allow him/her to develop as a professional and to pursue his or her professional goals. A professional development course—a natural progression along the skills training courses continuum—would provide students with an understanding of how to accomplish this.

Virtually all career management experts agree that the most satisfied professionals are those who make well-informed decisions about their careers based on full knowledge of

themselves and the profession. Given that the average attorney will make five or more career transitions in his/her lifetime, law schools that provide their graduates with the tools they will need to control and direct that process will be providing a great service to the profession. A lawyer cannot develop as a professional unless the lawyer is in an employment setting where he/she can effectively pursue his or her personal and professional goals.

In the late 1980s, jobs for lawyers seemed plentiful. Concepts such as

sponding lack of clear career goals, exacerbated by the rapidly changing legal profession.

Shortly after these studies were released, however, the bottom fell out of the marketplace for attorneys. People were no longer talking about lawyer dissatisfaction, but rather, were focused on the unprecedented number of unemployed or underemployed attorneys. With over 720,000 practicing lawyers in the United States today, the ranks continue to grow despite the fact that we are still well below hiring levels of the late '80s and early '90s, with little expectation of recovering those prior rates at six months postgraduation. A course in professional development would be an effective way to ensure students are pursuing opportunities in line with their career objectives and values.

Such a class would be analogous to a clinical educational course in that it would be designed as a small section. The thrust of the course, ultimately, is self-assessment and, hence, the format would be interactive and discussion-oriented. The course would NOT be a course on how to obtain a legal job. Rather, it would bring together motivated students and address the larger career themes that influence an attorney's level of professional satisfaction over the course of his/her career. The aim of the course would be to apply these concepts in developing career goals and, accordingly, allow each student to construct his/her own comprehensive, individual career plan. Subjects would include an in-depth analysis of the components of professional development such as skills and values clarification, career identity and the notion of career anchors. Assessment instruments such as the Myers-Briggs Type Indicator would be

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## *The thrust of the course is self-assessment.*

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layoffs and downsizing were alien to the legal profession. Yet by 1991, studies conducted by groups such as the ABA, Maryland Bar, New Jersey Bar and *National Law Journal*, documented that attorney job dissatisfaction was rampant throughout the profession. According to the ABA study, "regardless of job setting, there has been a dramatic 20% reduction in the number of lawyers indicating that they are very satisfied . . ." in 1990 compared with 1984. While some of this dissatisfaction can be attributed to the dramatic changes the profession has undergone in the past several decades, a substantial portion may be attributed to the lack of comprehensive professional development among law school students and a corre-

employed and discussed.

On a broader scope, the course would analyze trends in the profession and include such interrelated topics as debt management and the transition from student to practitioner. For example, the importance of the "culture" of an employer would be addressed. As most practitioners know, but too few students understand, the practice of law depends a great deal on the employer, whether it be a large or small law firm, or a government agency. This course will enable students to graduate with the ability to understand these nuances and effectively manage their careers, thereby enabling them to be satisfied, productive members of the profession.

The Career Services Office walks students through the nuts and bolts of a job search, including writing cover letters and résumés, using technology to research employers, and perfecting networking and interviewing skills. These professionals provide a foundation from which a lawyer can launch his or her own job transition at any time throughout the professional life via individual appointments, programs and seminars. A professional development course, working in tandem with the career services office, would augment the work of this office. This is not a radical concept. The knowledge and expertise are currently available in the career services offices of many law schools. Therefore, the cost will be minimal. The benefits, measured by the increased level of job satisfaction among a school's alumni—as well as the profession as a whole—promise to be dramatic.

Much as clinical education has proven itself an effective method to provide students with practical lawyering skills, a professional development course will likewise ensure that graduating students enter the profession with the ability to adjust to the ever-changing legal marketplace. □

*Kathleen Brady is president of the National Association for Law Placement and assistant dean, Fordham University School of Law. Michael J.K. Schiumo is senior assistant dean at Hofstra University School of Law.*

# LIBRARY HIGHLIGHTS

## Inquiring Alumni Want to Know: Books or Technology?

by George S. Grossman

*The following is an excerpt from a talk to the Alumni Board of the University of California, Davis, School of Law.*

**M**any people place their hopes on the expansion of computer resources as the answer to library space needs and budget needs. As Yogi Berra once said: "Predictions are difficult to make, especially about the future." But I would hazard to predict that, while there is reason to hope for increasing benefits from information technology, rumors of the imminent "death of the book" are highly exaggerated.

Technology has already had a large impact on our law library. We have our catalog and much of our ordering/receiving functions on-line (and we are about to do our circulation records); we belong to a national on-line cataloging and interlibrary-loan network; we have unlimited faculty and student access to LEXIS and WESTLAW with free printing; we have students and faculty increasingly surfing the Internet; and we have a basic working collection of California sources on CD-ROM along with some other CD-ROM sources available through a local area network in a computer lab.

The technology is in large part responsible for allowing us to do some weeding from our collection—for example, reducing the numbers of copies of reporters and law reviews. But there is a limit to how far we can cut in reliance on the technology. People prefer (in fact, demand) paper for certain uses such as reading long texts. We now have over twenty years of experience in law with full-text databases—no other field has done as much with information technology—but not one paper publication has yet gone out of

business because of its alternative availability on-line.

Perhaps printing capabilities will one day reach the point where every time someone wants paper, a printout can be quickly and cheaply produced (so-called "on-demand publishing"), but that may mean more paper and more cost, not less. In fact, I suspect, if on-line sources with printouts were all we had available today, someone would invent the book.

This is not to say that I consider the book invulnerable. Computers have many advantages over paper, e.g., pervasiveness (no need to go to a library or bookstore), accessibility (on-line information is never checked out or misshelved), and, above all, interactivity (every word can be an index term). In the long run, I suspect Silicon Valley will also come up with formats for delivering information on-line that will be as acceptable as paper. I have trouble picturing book stacks on the Starship Enterprise.

But, at least, we are in for a long transition, with information migrating from paper to on-line and the two formats (and even the universally disliked third format—microfilm) continuing to coexist for decades to come, if not indefinitely (as videotape, film, television and the live stage continue to coexist). During this uncertain period, librarians face a double challenge—we must continue to adapt to the emerging technology, but we must also continue to maintain traditional paper and microfilm libraries, fine-tuning the mix as we go along.

This is what makes it so much fun to be a librarian today. □

*George S. Grossman is professor of law and director of the law library at the University of California, Davis.*

# ABA Issues Report on Women in Law Schools

**A** report just released by the American Bar Association finds that both subtle and overt bias against women continue to be problems in American law schools, hindering the education of female students and the careers of female faculty.

"Elusive Equality: The Experience of Women in Legal Education," a report produced by the ABA Commission on Women in the Profession, is based upon hearings held across the country at which male and female students, administrators, faculty and deans from 58 law schools testified.

The report notes that barriers to women do not exist universally, nor are they present to the same degree in every school. Nevertheless, the commission was struck by the repetitive and predictable nature of the concerns raised by women law students and faculty who represented schools of diverse strata and classification.

Some of the testimony at the hearings revealed the following incidents:

- while discussing a reproduction case, a law professor routinely calls female students to the front of the class to point out where their ovaries are;
- a flyer distributed on the Yale campus in 1995 rates five women law students on a "lusciousness" scale;
- a professor who tells his class, "I've married several of my female students (off) to get them out of the field of law, but I can't keep doing this; there's too many of you this year."

"Equality eludes both women students and faculty in law schools," says Cory Amron, a Washington, D.C., lawyer who served as research director for the report. Amron is the immediate past chair of the ABA Commission on Women in the Profession.

"Future generations of our profes-

sion are molded in law school," the report states. "During three brief, but intense years, law schools have a tremendous impact on the ideas and attitudes of future lawyers and the profession at large. . . . As women comprise nearly 50 percent of student bodies, it is incumbent upon law schools to provide equal opportunity to both women and men as students and faculty."

Some key findings are:

- Women comprise 44 percent of first-year law school classes.
- Women comprise 23 percent of

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***Although serious problems exist, the report highlights signs of progress.***

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the legal profession, but are not represented in law schools in higher level faculty and administrative positions in commensurate numbers.

- In 1994, only 8 percent of law school deans and 16 percent of tenured professors were women.
- Women rarely chair influential faculty committees such as hiring, tenure and curricula.
- Women professors, particularly multicultural professors, report disrespectful behavior from both male faculty and students in the classroom.
- Because of the dearth of female colleagues, women professors generally shoulder a heavier burden for mentoring and administrative duties than do men professors.
- Professors who advocate the inclusion of feminist theory

curricula are often marginalized.

- Women law students are still, on occasion, denigrated for their class performance.
- Women law students find relatively few women role models, particularly in first-year courses and at top-tier law schools.

Although serious problems exist, the report also highlights signs of progress:

- a school that, as a result of student and faculty demands, established a legal aid clinic for victims of domestic violence;
- a student who says "women faculty have been excellent role models because they are excellent professors in general."
- a student who reports very few instances of overt sexism at her school, and that those appear to be confined to a few faculty;
- half the new faculty recruited at one school were women.

To help eradicate gender-based obstacles, the report recommends solutions every law school, bar association and alumni group can implement. Some of them are:

- Law schools: Each school should create an ad hoc or standing committee on gender issues to provide deans, administrators, and faculty members with ideas for improving that law school's educational process.
- Bar associations and alumni groups: Bar associations can focus attention on gender issues in their area law schools through reports and mentoring programs. Alumni groups can withhold contributions until their law schools achieve certain diversity goals.
- National involvement: National organizations, such as the American Bar Association, the Association of American Law Schools, and the Law School Admission Council, can evaluate the positions of women

and minorities in a particular law school through accreditation, data collection, biannual conferences, and other projects.

"This report is the commission's call to action. The specific recommendations are designed to spur activity and eliminate any excuse for continued gender bias in legal education," said Chicago lawyer Laurel Bellows, current chair of the ABA Commission on Women in the Profession.

The recommendations in the report have not been presented to the ABA House of Delegates for consideration, and so do not represent ABA policy.

To order a copy of "Elusive Equality: The Experiences of Women in Legal Education," or the executive summary and recommendations, call the ABA Service Center at 312/988-5522. □

## WAHL COMMISSION

*Continued from page 1*

singled out the faculty-student ratio proposal, saying it "remains hexed." He said it undercounts persons who are teaching, though not full-time, and that it unnecessarily hinders teaching of practical skills in law schools.

Ronald A. Cass, dean of Boston University Law School, also objected to the ratio, as well as several other commission recommendations. While Cass said the recommendations would make the ABA accreditation process "more focused on matters on which accreditation decisions properly are based," he said the commission would "le(ave) in place a number of standards and practices that, in my view, serve no legitimate public-interest function but instead operate to bolster the claims of law schools to increased shares of university budgets, to raise the barrier faced by lower cost competitors who are attempting to enter the market for training would-be lawyers, or to assist particular constituencies within the legal community." □

# Mark Your Calendar

## APRIL 1996

|          |  |                          |
|----------|--|--------------------------|
| 11-13    | AALS Accreditation Committee           | Washington, DC           |
| 14-15    | LSAC/PLANC Meeting                     | Philadelphia/Newtown, PA |
| 19-21    | NCBE Biennial Seminar                  | Chicago, IL              |
| 25-27    | ABA Accreditation Committee            | Indianapolis, IN         |
| 30-May 1 | ABA Standards Review Committee Meeting | Indianapolis, IN         |

## MAY 1996

|           |  |                    |
|-----------|--|--------------------|
| 1-4       | NALP Annual Education Conference             | Palm Springs, CA   |
| 3-4       | LSAC Board of Trustees Meeting               | TBA                |
| 9-11      | AALS Executive Committee                     | Washington, DC     |
| 14-17     | ALI Annual Meeting                           | Washington, DC     |
| 15        | ABA Standards Review Committee Hearing       | Washington, DC     |
| 15        | ABA/AALS/LSAC Deans' Breakfast               | Washington, DC     |
| 15        | ABA Independent Law School Committee         | Washington, DC     |
| 15        | Mayflower I Meeting                          | Washington, DC     |
| 16        | Mayflower II Meeting                         | Washington, DC     |
| 18-22     | AALS Conference on Clinical Legal Education  | Miami, FL          |
| 30-June 1 | LSAC Annual Meeting & Educational Conference | St. Petersburg, FL |

## JUNE 1996

|       |  |                   |
|-------|--|-------------------|
| 2-5   | ABA Law School Development Conference    | Jackson Hole, WY  |
| 6-8   | ABA Law School Administration Conference | Jackson Hole, WY  |
| 5-8   | AALS Conference on Torts                 | Washington, DC    |
| 9-10  | ABA Section Council Meeting              | Portland, ME      |
| 12-15 | ABA Seminar for New Deans                | Winston-Salem, NC |
| 13-15 | AALS/ASIL Workshop on International Law  | Washington, DC    |
| 27-30 | ABA Accreditation Committee Meeting      | Laramie, WY       |

## JULY 1996

|       |                                       |                  |
|-------|---------------------------------------|------------------|
| 13    | LSAC DC Recruitment Forum             | Washington, DC   |
| 20-25 | American Association of Law Libraries | Indianapolis, IN |
| 25-27 | AALS Workshop for New Law Teachers    | Washington, DC   |
| 30-31 | AALS Executive Committee Retreat      | TBA              |



## CONSULTANT

*Continued from page 2*

deans from the African law schools, will meet for phase two: a regional workshop on clinical legal education to be held in Addis Ababa, Ethiopia. Invitations to this workshop will also be extended to law schools in other regions of Africa. The workshop will provide an opportunity for the group to reflect together on the experiences of the project and to make concrete plans for future regional collaboration. There will be sessions that focus on the classroom use of simulations based on legal practice and on the creation of teaching materials pertinent to the African legal systems.

Following the workshop, the ABA will coordinate the production of these teaching materials as well as a guide to setting up clinical programs in African settings. With a clinical director trained and teaching materials created, a solid basis will exist for the training of other faculty and for the rapid growth in the use of these new programs and teaching methodologies in Africa.

The third phase of the program will begin in fall 1996 with an intensive month-long period of observation and training for six African law

professors at ABA law schools, beginning with an orientation and workshop and ending with a planning session for the next phases of the project. These professors will assume primary responsibility for developing and coordinating a variety of clinical programs at their schools.

This new African Sister Law School Project parallels some of the clinical legal education activities that have taken place in central and eastern Europe as part of the CEELI Sister Law School Initiative.

The Clinical Partnerships Project is a natural continuation of the AFLI Sister Law School Program, but in important ways it is not simply more of the same. Many of the linkages that were established or strengthened during the project now are self-generating and flourishing and do not need further coordinating and facilitating by the ABA and USIA. This project, in contrast, would work to introduce and to implement something fundamentally new in the African schools. In this case, broad exposure to the American experience and close contact with American specialists, designed and coordinated by the ABA, will be essential for the establishment of effective programs at the law schools; this will not happen by itself. The Clini-

cal Partnerships Project, unlike the original AFLI Sister Law School Program, will focus not on the creation of diverse linkages between institutions, but on particular linkages in the area of clinical programs (and particular types of clinics) and on the training of one clinical director at each African institution who will then be the coordinator and contact person for all further development of these programs. We expect that, as in the United States, there will be rapid development of these programs, and that their impact will be felt throughout the law schools and in the institutions and individuals who would—because of these programs—have much closer contact with the law schools. Judging from the strong interest expressed by the African law school deans and by the availability and enthusiasm of specialists to assist them, there is good reason to think that significant change in the law school curriculum is imminent. When this change happens, these schools will be contributing much more than they ever have before to the overall presence and vitality of the rule of law. □

*James P. White is consultant on legal education to the American Bar Association.*

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## SYLLABUS

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