Twenty-Seventh Annual Deans’ Workshop

The Twenty-Seventh Annual Deans’ Workshop will be held January 29-31, 1998, at the Opryland Hotel in Nashville, Tennessee. Dean Teree Foster and Dean Larry Dessem are the co-chairpersons for the Deans’ Workshop this year.

The Deans’ Workshop is designed to be a candid and off-the-record exchange of the views and expressions among the deans of ABA approved law schools. The meetings are closed meetings and no minutes are taken. Only deans of ABA approved law schools, the Chairperson of the Section of Legal Education and Admissions to the Bar, the Consultant, Deputy Consultant, President of AALS, Executive Director of AALS, Chairperson of LSAC and Executive Director of LSAC, will be in attendance during the Deans’ Workshop. Deans may not send a representative to this workshop in their absence.

This year’s conference, which is divided into five panels, will focus on leadership. The first panel, which will include three University Presidents, will discuss the role of a law school dean as a leader within the University community. Does the law dean, with particular expertise in due process and rights and obligations of individuals and institutions, have a special role to play in the University community? How can a law school dean assist in shaping the mission and objectives of the University? How can a dean fashion strategies for integrating the law school more fully into the life of the University?

The second panel will focus on the role of the law school dean as the leader of the law school administrative team. What factors should the dean bring to bear in considering the optimum structure and organization of the administrative staff? What principles and considerations should govern decisions about priorities and resource allocation? What is the nature of the career services/placement function in a rapidly changing employment market? What roles or functions might be combined; e.g., in an era of diminishing applications, can the Admissions Office provide more assistance to Student Affairs? On the other hand, are there administrative duties that should be separated for greater effectiveness?

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Gordon D. Schaber, Former Section Chairperson Dies

It’s a rare man who receives the kind of birthday gift the late Gordon D. Schaber was given Saturday morning in downtown Sacramento.

On the day the former McGeorge School of Law dean would have turned 70, more than 750 political dignitaries, judges, lawyers, friends and admirers showed up at Memorial Auditorium to celebrate Schaber’s extraordinary life—two weeks after he died of kidney failure and complications from diabetes.

A letter from President Clinton to Schaber’s 89-year-old mother, Esther, was read, with Clinton calling Schaber “a legendary jurist, civic leader, educator and philanthropist.”

Supreme Court Justice Anthony Kennedy, an old friend who taught constitutional law at McGeorge for 23 years, spoke of Schaber’s fierce commitment “to a law that seeks compassion, to a law that ensures progress.”

And Gregory Favre, who knew Schaber for 13 years, said, “He died as he lived, with amazing grace and dignity and courage, with a sense of humor to the end, and with deep devotion to those he loved, enduring the pain of body and mind in a kingly fashion.”

All the while, the beatific image of Schaber’s round face stared across the ornate hall from a giant video screen. The stage was filled with red, yellow and violet flowers.

The Chamber Music Society of Sacramento played mournful but poetic selections such as Handel’s “Water Music.” Vocalists sang “The Lord’s Prayer” and a pop tune called “Goodbye My Friend,” accompanied

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CONSULTANT

Chairpersons' Reflections

by James P. White

As most members of the Section know, a Committee on Legal Education was among the committees formed by the American Bar Association at its 1878 inaugural meeting in Saratoga Springs. In 1893 the American Bar Association created its first Section, the Section of Legal Education and Admission to the Bar.

In 1993, the Section celebrated its centennial. Among planned events of that year was to be a publication of reflections of former Section chairpersons and my predecessor as Consultant on Legal Education, Professor Millard H. Ruud. At long last this publication has been produced, entitled Chairpersons' Reflections, 1969-1993.

The short essays of reflection by former Section chairpersons of their year of chairing the Section gives insight and perspective on the work of the Section and the changing nature of legal education and the legal profession. The names of former chairpersons and his/her activities demonstrate the practice in over 100 years of rotating the chair among judges, practicing lawyers, and legal educators.

The first reflection of a Section chairperson is that of Dean Harold Gill Reuschlein who served from 1969-70. It was during Dean Reuschlein's tenure that the Section established its first committees including the Accreditation Committee. During Dean Reuschlein's term, Professor Ruud was appointed as Consultant on Legal Education, and the process was begun to revive and update the 1921 Standards for Approval of Law Schools. The site evaluation process was reviewed and reconfigured so that the periodic site evaluations of a law school focused more fully on all aspects of the law school's operation and that the on-site review was conducted by a team composed of judges and practicing lawyers in addition to legal educators. New Section publications were begun under Dean Reuschlein's leadership. Dean Reuschlein and Professor Ruud developed and began the Deans Workshop, an annual event held during the ABA Midyear Meeting where deans of ABA approved law schools can meet and share ideas, problems and successes.

Dean Reuschlein was succeeded by Maximilian W. Kempner, a practicing lawyer from New York City. As Mr. Kempner reported:

The high point of the Council's year came at the second half of the annual meeting which was held in London. At the meeting, Lord Ormrod presented his report on British legal education, which, even today, is a most interesting document describing different approaches to the education of the bar. In the area of clinical education, the report deals with the weaknesses of the apprentice system in effect in Great Britain at the time and urged adoption of a “vocational” year for practice and clinical training under university auspices, as distinguished from a law school operated by the practicing bar.

Under Professor Charles Kelso's leadership the Section began a new

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As a law school professor, you may have finished law school 10 or 20 years ago. If you borrowed money to go to school, you probably paid it off long ago, so it may be hard to imagine the financial realities that many of your students face when they graduate.

Let's imagine that you're a typical new graduate. You've finished law school, passed the bar, and just started a new job. It pays $40,000 a year (the average salary first-year lawyers earn), so your take-home pay after subtracting federal income tax should be $31,913. Even allowing another 10% for state and city income taxes, FICA, and your share of your company's health insurance, your take-home pay will be $27,913, or about $2,326 per month. You're on cloud nine!

But let's say you're also a typical borrower: you have borrowed $66,000 in total federal and private law school debt (the median amount owed by 1996 Law Access Loan Program borrowers). To pay that off will cost you about $840 a month—a full 36% of your monthly take-home pay. To compare this to an industry benchmark, The College Board recommends that the combined repayment of graduate and undergraduate educational debt should not exceed 15% of gross monthly income; you'll be paying 25% of gross monthly income ($3,333)—for graduate loans only.

This will leave you about $1,486 a month to pay for rent, food, a car payment, clothing, insurance, entertainment, and all other expenses, including any credit card or consumer debt. And that's not counting any undergraduate loans you might owe! Once you figure this out, you come down to earth—hard.

Such high levels of education debt are creating a serious challenge to law school graduates everywhere, as they attempt to begin their careers and start a new phase in their personal lives. But how can this happen? How can intelligent, committed, careful students amass such high levels of debt?

"It's easy," says Jessica Weissman, the Assistant Director of the Career Planning Center of the University of Miami School of Law, who graduated from law school in 1994. "I can only speak for myself," she says ruefully. "I signed the loans without having any understanding of what I was really getting into. And when it came to borrowing extra money to prepare for the bar examination, I just thought: 'I owe so much already—what's another $2,000?'"

"That's a very natural perception," says economist Jeff Hanson, Director of Debt Management Services for The Access Group. "Students have made up their minds to pursue a career and are focused on meeting that goal, not on how they'll pay for it, and they feel that marginal increments won't really make a difference." But, of course, every dollar borrowed does make a difference, particularly when the typical graduate's probable income is going to make it very difficult to make ends meet.

Law students often overestimate what their incomes will be when they graduate. They may also be naive about how much debt is "affordable." It's relatively easy to get educational loans—aggregate loan limits for undergraduate and graduate borrowing are high and educational loans are easily available—so students conclude, "Well, if the banks and the federal government say I can borrow this much money, they must be sure I can pay it back."

But that's a dangerous assumption, when you don't know what your income will be.

So what's the answer? Dr. Hanson believes that as a society, we need to fundamentally alter our shared cultural norm of what constitutes acceptable education borrowing. As he explains: "The attitude in our culture has been, 'If you have a dream, go for it. Go to the best school you can get into and don't worry about how you're going to pay for it. It'll be worth it.' But now we need to ask 'Can you really afford this?,' the way we do for other purchases. People with $40,000 a-year incomes don't buy $300,000 homes, or BMWs. We need to link education borrowing to future income, and teach students to do a simple cash-flow analysis (like our hypothetical borrower's, above), comparing their estimated monthly take-home pay to their anticipated loan payment. We need to teach them to ask themselves 'Can I afford this?'"

"Only the student can answer that question," Dr. Hanson continues, "because only an individual knows what sacrifices he or she is willing to make. But admissions officers need to start confronting students with the question. Maybe it will be better for some students to defer their education for a year, to pay off consumer debt. Maybe some students should go to the school's evening program, so they can work and better afford their educational dream. But we should all accept one basic fact: even though an expensive education can be considered a good investment, borrowing money to pay for it may not be right for everyone. You have a right to pursue your dreams—but you also have to pay for them."

As Ms. Weissman says, "I'd still borrow money to go to law school, because it did enable me to meet my goal. But I wish I had planned a better strategy. My advice to students would be: Know what you're getting into. Do the calculations that lenders make available. It's your responsibility, because three years down the road, you're the one who'll be paying."
Bar Examiners have until recent licensing to practice law possess examination: particular ethical problems bar excellent Examiners, is examination, Bar of legal bar not adequately tested by the bar variety.---

The Multistate Performance Test (MPT), developed by the National Conference of Bar Examiners, is the vehicle for filling the gap and testing for essential lawyering skills. The MPT tests six lawyering skills that have been identified by the Report of the Task Force on Law Schools and the Profession, ABA, July 1992 (the MacCrate Report), as "Fundamental Lawyering Skills" and that are not adequately tested by the traditional essay and multiple-choice components of the bar examination:

- Problem Solving: The ability to develop and evaluate strategies for solving a problem or accomplishing an objective using an unstructured set of materials.
- Legal Analysis and Reasoning: The ability to analyze and apply legal rules and principles extracted from a variety of legal materials.
- Factual Analysis: The ability to extract, analyze and use facts to support a legal position.
- Communication: The ability to communicate effectively in writing, including the ability to assess the perspective of the intended recipient and to tailor the writing accordingly.
- Organization and Management of a Legal Task: The ability to allocate time, effort, and resources efficiently and to complete a legal task within time constraints.
- Recognizing and Resolving Ethical Dilemmas: The ability to recognize in the assigned task the existence of ethical dilemmas and to represent the client consistently with ethical standards.

Each MPT challenges an applicant's ability to complete a task that a beginning lawyer should be able to accomplish. At the bar examination, the applicant is handed a carefully constructed test item, 15 or 16 pages in length, that consists of a File and a Library designed to simulate as much as possible the materials a supervising attorney would give to a new associate. Included in the packet is a memorandum from the supervising attorney describing the client's problem and assigning a specific task to be completed in 90 minutes. The task can be to draft a persuasive brief to be filed with a court or an administrative agency, to write an objective opinion letter to the client, to draft a settlement proposal, to draft a discovery plan or a closing argument, or any number of other possibilities.

Depending on the context of the problem, the File might consist of commercial documents, such as invoices and shipping documents in the case of a commercial law problem; or transcripts of client interviews, depositions, or hearings or trials in the case of a litigation problem.

The Library contains such things as statutes, regulations, cases, excerpts from treatises and the like, providing the applicant with all the legal authorities necessary to accomplish the task. The File and Library also contain materials that are only marginally relevant or irrelevant.

Here are descriptions of the first four MPTs, administered in 1997:

**Alexander v. BTI and Bell (February 1997, MPT-1).** Applicants represent the defendants, Briarwood Tennis, Inc. (BTI) and the club's tennis director, Sandy Bell, in an action for negligence. The plaintiff alleges that she sustained an eye injury during a warm-up session with Bell. Applicants are instructed to prepare a brief in support of a motion for summary judgment on the tort theory of assumption of the risk. The File includes a memorandum on how to write a persuasive brief, a medical summary, and excerpts from depositions of the plaintiff and defendant.

**In re Hayworth and Wexler (February 1997, MPT-2).** Applicants work for a law firm whose longtime client, Hank Hayworth, has asked to have a premarital agreement prepared in anticipation of his marriage to Wendy Wexler. The firm also represented Wexler in a personal injury case that was settled two years ago. Applicants are instructed to prepare a memorandum to the supervising attorney discussing the ethical issues relating to how Wexler's rights affect the enforceability of the agreement and what particular ethical problems are presented by Wexler's being unrepresented by independent counsel. The File includes notes of an interview with the client and a partial draft of the premarital agreement. The Library contains a case and excerpts from the Franklin Rules of Professional Conduct.

**In re Kiddie-Gym Systems, Inc. (July 1997, MPT-1).** Applicants work for a law firm whose business client, Kiddie-Gym Systems (KGS), contracted to furnish and install playground equipment at three malls. Two days after KGS completed the
NALP's annual compilation of employment data on law graduates provides national aggregates, regional and city comparisons and myriad analyses by employer type, size, and geographic location as well as graduate ethnicity, age and gender. But individual graduates and employers are only two variables that contribute to the data set. “Law school type” provides additional insight regarding the employment experiences of graduates.

For example, of the 168 law schools that reported data for the Class of 1996 to NALP, 73, or 43% of them, were “dual-division” schools in which part-time or evening programs were offered. This characteristic of a law school’s academic program influences not only the employment status of graduates six to nine months post-graduation, but the type of employment they acquire as well.

Regardless of whether the graduate attended law school as a full-time or part-time student, compared to their counterparts at single-division schools, graduates from dual-division schools as a whole were less likely to have obtained a full-time legal job—65.4% vs. 77.1%—and more likely to be employed part-time. Graduates of dual-division schools were twice as likely as graduates of single-division schools to have nonlegal full-time jobs—12.9% vs. 6.5%. There were some notable differences in employer type as well, with graduates from single-division schools somewhat more likely to obtain employment with private practice law firms and as judicial clerks compared with graduates of dual-division schools. Dual-division graduates, however, acquired relatively greater jobs in business and industry—18.1% vs. 10.5%—than did graduates from single-division schools.

Two additional delineating characteristics of law schools are the private or state-supported status and whether the career path “orientation” of graduates tends to favor public (government, public interest) or private (law firm, business, industry) employment. Within the latter characteristic, trends toward employment in large or small law firms add another element for analysis as does the regional location of the law school.

NALP data reveal that for the employed graduates of the Class of 1996, salaries of more than $70,000 were more than twice as common, on a relative basis, at private schools when compared with state-supported schools. Yet in both private and state-supported schools about two-thirds of employed graduates acquired starting salaries between $30,001 and $70,000.

The median full-time salary for schools with a public employment orientation was $4,500 lower than for schools with a private employment orientation. Salaries of graduates at schools with an orientation toward small law firm employment were notably lower than at schools with a larger law firm orientation.

The data, of course, do not tell the whole story about the uniqueness of law schools and their academic programs. But it does confirm, that when it comes to jobs, academic programs—which influence the demographic makeup of the graduates—are factors of importance.

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NALP Report

When It Comes to Jobs . . . Academic Programs Are Factors of Importance

by Paula Patton

Erica Moeser is the President for the National Conference of Bar Examiners.
NYU and SLU Organize Second Summit on Constitutional Adjudication

by Dean John B. Attanasio

On October 23 and 24, Justice Sandra Day O'Connor of the Supreme Court of the United States, Dean John Sexton of the New York University School of Law, and Dean John Attanasio of Saint Louis University School of Law co-organized a second Summit on Constitutional Adjudication, which brought together representatives of the highest courts of the United States, Russia, Italy and Germany.

Building on a 1995 Summit that the two Schools co-organized and held at NYU’s Villa La Pietra in Florence, Italy, the second Summit allowed world-renowned jurists to continue their discussions of issues of mutual interest. Justices from the highest courts of Russia, Germany, Italy and the United States participated. Justices Oleg Tiunov, Nikolai Vedernikov, Vladimir Oleynik and Viktor Luchin attended from the Russian Constitutional Court; Former President Antonio La Pergola (who is now the Advocate General of the European Court of Justice) attended from the Italian Constitutional Court; Justices Sandra Day O’Connor, Anthony Kennedy, Ruth Bader Ginsburg and Stephen Breyer attended from the Supreme Court of the United States; and President Jutta Limbach and Justices Dieter Grimm, Helga Seibert and Udo Steiner attended via satellite from the German Constitutional Court.

The four sessions of the Summit covered federalism, due process, separation of powers and judicial review, restraint and ethics. “We at NYU Law School were privileged to be a part of this historic Summit on Constitutional Adjudication. I believe that this conference has made (and indeed, will continue to make) a genuine contribution to the understanding among the United States, German, Italian and Russian Courts and to the individual justices representing those courts,” said Dean Sexton.

Dean Attanasio commented, “My goal in coming into the conference was to help advance conversation on topics that members of the NYU and SLU faculties, based on our study of these courts, thought would be of mutual interest and benefit to the courts. The depth of the conversation, the breadth of the conversation, and the interest that the justices and professors alike displayed in the conversation were truly extraordinary.”

NYU student Heather Stern remarked, “I found it fascinating to watch the interaction between the justices of this country, Germany, Italy and Russia. It was a thrill to watch those who interpret constitutional law for such a diverse array of nations advise each other, and to see the justices from Russia talk about the formation of their new constitution was incredible. I felt like a witness to history in the making.”

Faculty members from SLU and NYU were also impressed by the Summit. NYU Professor Norman Dorsen, a longtime observer of the Supreme Court, said that he could not remember any previous Supreme Court being involved in an international kind of exchange of ideas. He said that the more political structures of the European Union do not afford the opportunity for in-depth examination of important trends and ideas. “Statesmen in organs of the political departments meet, but it’s their business to meet. Judges do not meet unless an occasion is provided for their doing so. And this is the importance of the New York Summit.”

Professor Josef Rohlik of the Saint Louis University School of Law suggested that it was clearly discernible that a number of constitutional courts, as well as the Court of Justice of the European Union, have for a long time, been keen observers of the jurisprudence of the Supreme Court of the United States. The Summit meetings facilitate informal exchange of ideas, are a “two-way street” among justices of some of the most important constitutional courts of the Western hemisphere. “The need to exchange ideas behind constitutional decision making in different countries is a natural and salutary phenomenon of globalization of life,” Professor Rohlik observed.

As with the first Summit, faculty members from NYU and SLU pre-
pared questions that proved interesting for discussion. Faculty from SLU and NYU also participated in and moderated the discussions. Justice O'Connor credited the role played by the NYU and SLU faculties. "The professors added a lot," she said. "They were able to do a little background work and offer suggested areas of discussion, some of which we addressed and some we didn't, but they were very constructive in helping us structure the conference and in helping us lead the discussion."

As Justice Oleg Tiunov of the Russian Court said, "We are trying to get a better understanding of each other's experience. By doing that, we gain insight into the essence of our own legal system because we have a capacity to compare the differing systems very thoroughly." Justice Tiunov played a pivotal role in initiating the meetings that eventually led to the Summits. In 1992, he and five of his colleagues made a historic visit to the United States at the invitation of the Saint Louis University School of Law. In 1994, SLU and NYU co-organized a second visit to both schools for further discussions with faculty and students. The second visit also included a meeting with Justices of the Supreme Court, which led directly to the La Pietra and New York Summits.

Justice Breyer put the New York Summit in an historical context, saying, "We have seen a growing consensus among peoples of all nations that they will govern themselves through representative democracy with legal protections for fundamental liberties and a rule of law that is administered in part by an independent judiciary with the power to set aside governmental actions that are contrary to the protections of the constitution. As a result, members of the judicatures, including members of supreme courts and constitutional courts throughout the world, have found they face many common problems and have much to learn from each other."

Russian Justice Vladimir Oleynik expressed great satisfaction with the results of the conference: "The organizers of these meetings and conferences are doing an important job and a great job, NYU and Saint Louis [University] Law School. Just wishing that you'll have the opportunity to meet is great, but you always have to organize and it takes a lot. When you have both the idea and the organization, then you have a great result."

Justice Kennedy's remarks gave the event a sense of history: "Constitutional democracies are turning more and more to judicial review. In 1920, there were only two or three constitutional systems in the world with judicial review. Now it's commonplace and it has taken place even in Western Europe which had a longer tradition of democratic government than the Russians. Even there, it's taken place against the backdrop of parliamentary supremacy. This is a difficult transition to make."
FROM THE CHAIR

Keeping Up With Technology

by Beverly Tarpley

At a recent meeting of the National Advisory Committee on Institutional Quality and Integrity of the Department of Education, we were asked what the Section was doing about technology in the law school. A recent issue of The New Yorker contained an article about the University of Phoenix that described education as a product. A general practitioner in Abilene, Texas, fulfilled state bar CLE requirements by visiting her stockbroker's office, enjoying a food buffet of ample proportions, and then watching a panel discussion from the state capitol with a telephone at hand to phone in questions that the discussion prompted.

Those three examples call to mind the forces affecting education at the present time. Each example depicts a different question, but symptomatic of the discussion is the failure to delineate clearly the issues. Distance learning gets mixed up with technology to deliver education that gets mixed up with cost-efficient ways to dispense education.

With interactive electronic equipment, do we really only need the faculties of the top ten law schools (whichever institutions belong on that list)? Can we realize the dream of most state legislators of having a law school in everybody's hometown? Should we just print generic J.D. degree forms, so national magazines won't rank law schools anymore? Why shouldn't we just sell law students a series of floppy discs that they can digest at their leisure and then complete an exam? Is there a magic about a student attending a class with a professor for a specified number of meetings?

To those who are active in the field of legal education, most of those questions are pretty silly. Unfortunately, they are being asked by lots of people—both inside and outside the field of education—with considerable earnestness. It behooves legal education to develop thoughtful responses—regardless of how ludicrous the premise seems. In the process of developing the response, an idea for the better molding of those entering our profession just might germinate.

The single most significant advance in legal education in the last 40 years is in the area of skills training. Yet I can remember an excellent professor from a very good law school telling me in the early 1950s that "how to get in and out of the Courthouse" was something to be learned in the first 30 days of practice. Answering stupid questions sometimes breeds progress.

The December issue of the ABA Journal contains a piece about Professor Peter Martin who generates a class from Cornell to law students at Chicago-Kent, Cornell, Colorado and Kansas. One of the students is quoted as saying a certain type of alienation results by not having face-to-face contact, but recognizes the stimulus of students from other schools that the technology of the class makes possible.

It is a mixed thing and we will be called upon to weigh the benefit and the detriment constantly in the future.

The temporary guidelines for Distance Education adopted by the Accreditation Committee of the Section put it this way, "...law school is an education process in which a student matures with the law and his or her ability to use and develop it." The skeleton of the law school remains—faculty, students, curriculum, and credentialing—but the face and form will change drastically in the near future. It will be difficult to be sure that all the necessary parts are in the right places.

Staff Changes

Since the last issue of Syllabus, the Section and Consultant's Offices have experienced several staff changes: the Staff Director, Carol Weiss, took a position with the Center on Professional Responsibility and Kirsten Iverson joined the Consultant's Office as an administrative secretary. Kirsten, a 1996 graduate of Indiana University, received a Bachelor of Science degree in Public Affairs and Environmental Science.

Since graduating in 1996, Kirsten has worked at a nursery and greenhouse raising annuals and perennials from seed. Horticulture is her main passion in life and a field she may pursue further in coming years. However, a more immediate goal of hers is to be an environmental scientist for the State of Indiana.

She feels "working for the ABA is an excellent starting point for me to gain experience in the job force. I'm learning great organizational skills and how to work well with all kinds of people." Welcome aboard, Kirsten!
Consultant’s Digest Becomes Part of Syllabus

In the spring of 1991, the Consultant’s Office began publishing Consultant’s Digest. Thereafter, the Consultant’s Digest was published in the fall and spring of each year. Typically, the Consultant’s Digest contained reports and/or statistical data on the state of Legal Education in the United States. The Consultant’s Office is a great repository of information pertaining to legal education.

Under the new system, the Consultant’s Digest will be incorporated into Syllabus, the official newsletter for the Section of Legal Education and Admissions to the Bar. Since Syllabus is published four times a year, people who enjoy reading Consultant’s Digest will be able to do so four times per year as opposed to two.

Incorporating the Consultant’s Digest into Syllabus will enhance both publications and save the Section money. Moreover, it will provide that all members of the Section receive the new publication. Thus, as a result of this change, the content of Consultant’s Digest will not change. Rick L. Morgan and Kurt Snyder will still be responsible for the editing and compiling of the information in Consultant’s Digest. If you have any questions or suggestions for Consultant’s Digest you can contact Rick or Kurt at (317) 264-8340.

35 Longest Serving Deans

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<th>Name</th>
<th>Institution</th>
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<td>David Link</td>
<td>Notre Dame</td>
<td>1963</td>
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<td>N. William Hines</td>
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<td>Leigh H. Taylor</td>
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<td>Scott H. Bice</td>
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<td>Susan Westerberg Prager</td>
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<td>John D. Feenick</td>
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<td>Judith C. Areen</td>
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<td>Robert Charles Clark</td>
<td>Harvard Univ.</td>
<td>1989</td>
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<td>H. Jay Fallberg</td>
<td>Univ. of San Francisco</td>
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<td>Stuart Rubinowitz</td>
<td>Hofstra Univ.</td>
<td>1989</td>
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<td>Robert K. Walsh</td>
<td>Wake Forest Univ.</td>
<td>1989</td>
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<tr>
<td>Judith O. Wagner</td>
<td>Univ. of North Carolina</td>
<td>1989</td>
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Programs Approved for 1996-97

Growth in Foreign Summer Programs
Law Professor Gets Insider's View of America's Highest Court

While most of William Hodes's counterparts were teaching the law of the land this past school year, he was helping create it.

The 53-year-old professor at Indiana University School of Law-Indianapolis recently returned from 11 groundbreaking months as a U.S. Supreme Court law clerk.

Working for Associate Justice Ruth Bader Ginsburg, Hodes is the first tenured law professor ever to clerk for the high court.

With 36 other clerks, most about half his age and a few short years out of law school, the seasoned veteran of the law spent long days analyzing cases, writing memos and drafting opinions—and long nights awaiting last-minute appeals on criminal executions across the nation.

"I was just one of the clerks," said Professor Hodes. "We were all in it together."

Much had been made about Hodes's unique place in history of the Supreme Court, because law clerks have traditionally been legal novices who recently graduated from law school.

But Hodes, a student of Ginsburg's in the '60s, said the adjustments he had to make upon arriving in Washington had little to do with differences between him and the other clerks.

"It was much harder work than I imagined it would be," he said.

"There were high stakes involved, and there was the constant pressure of deadlines. It was difficult, unfamiliar stuff that had to be done—and done right—in a tight time frame."

Hodes was struck by the volume of cases that are preliminarily reviewed by clerks but are never given full consideration by the Supreme Court. Between 6,500 and 7,000 cases are appealed to the high court each year, Hodes said, with about 98 percent of them rejected by the Justices.

"There is a great amount of attention paid to a very small number of cases," he said. "It's jarring to realize that—though many, many cases sent to the Supreme Court are frivolous—a good chunk of the rejected cases have considerable merit but cannot be heard due to the sheer numbers."

"Most cases have already been heard by two lower courts, and, in this game, it's usually two strikes and you're out," Hodes added.

Law clerks are assigned to follow particular cases, breaking down legal briefs for the Justices and sitting in on oral arguments. Once the Justices hear a case they vote on it within a week—but that vote is not announced until the process of writing opinions is complete.

With the help of their clerks, the Justices may take months to issue written opinions, but they are rarely swayed from original votes they cast just after hearing oral arguments.

Another of the clerks' assignments is preparing Justices for emergency appeals in capital cases and making recommendations on how they should be handled.

Because executions are often scheduled for midnight, clerks and Justices must consider such appeals at all hours of the day and night.

Among the notable cases on which Hodes worked was a suit involving fruit growers who believed their free-speech rights were violated because they were forced to help subsidize advertising for their industry. He also dealt with cases centered on the Voting Rights Act and the line-item veto issue.

Hodes said such hands-on experiences in high-profile cases and the inner workings of the Supreme Court will serve him well as he returns to teaching after a year away.

"When taking a sabbatical, you want to do something different, so you can really bring something back," he said.

"Since I teach constitutional law, having seen how the Supreme Court works on the inside will give me a better sense of how cases got there."

This article was printed with permission from the IUPUI Campus Cape, Volume 27, Number 1, August 20, 1997.

Deputy Consultant Position

Applications are invited for appointment to the position of Deputy Consultant on Legal Education to the American Bar Association.

The Office of the Consultant on Legal Education of the Section of Legal Education and Admissions to the Bar of the American Bar Association is located at Indiana University in Indianapolis, Indiana.

The Deputy Consultant position might be described as comparable to that of a law school deputy or associate dean on a national scale. The Deputy Consultant will participate with, and act on behalf of, the Consultant on Legal Education in all matters relating to the law school approval process and the work of the American Bar Association Section of Legal Education and Admissions to the Bar.

The Deputy Consultant position is a full-time appointment on a twelve-month basis. Dean Arthur R. Gaudio, University of Wyoming School of Law, the current Deputy Consultant, replaced Dean Frank T. Reed, South Texas School of Law, in the summer of 1996. It is hoped that Dean Gaudio's replacement will serve for a period of at least two years. The position will be available after July 1, 1998. The position requires a law degree from an ABA approved law school and law school administration experience, preferably at the decanal level.

For more information or to apply, please send letter of application with résumé to James P. White, Consultant on Legal Education to the American Bar Association, Indiana University, 550 West North Street, Indianapolis, Indiana 46202. Applications must be received by March 1, 1998.
Kutak Committee Seeks Nominations for 1998 Award

The Section's Kutak Award Committee invites suggestions of individuals whom it should consider for the Kutak Award in 1998. The annual Robert J. Kutak Award is given to an individual who has "met the highest standards of professional responsibility and has demonstrated substantial achievement toward increased understanding between legal education and the active practice of law." Professor Harry E. Groves of North Carolina was the recipient of the award in 1997.

The Kutak Award Committee is chaired by Dean Nina S. Appel, Loyola University Chicago School of Law. Other committee members include Barbara Ruud, Esq., of Austin, Texas; Harold Rock, Esq., of Kutak, Rock in Omaha; and, Sharp Whitmore, Esq., of Fallbrook, California.

It would be useful to the Kutak Award Committee if the suggested name would describe the activities that especially qualify the individual for the award. Even though the Committee expects to receive suggestions about a number of highly qualified individuals, it can recommend only one name for recognition by the Council. Recommendations received for the 1998 award will be carried forward for consideration in future years.

Suggestions may be sent, by April 1, 1998, to Dean Nina S. Appel, Loyola University-Chicago School of Law, One East Pearson Street, Chicago, IL 60611, or to James P. White, American Bar Association, 550 West North Street, Indianapolis, IN 46202. The Kutak Award will be presented in August at the 1998 ABA Annual Meeting in Toronto, Canada.

Mark Your Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7</td>
<td>ABA Site Evaluators Workshop</td>
<td>Indianapolis, IN</td>
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<tr>
<td>14-15</td>
<td>ABA Bar Admissions Committee Meeting</td>
<td>Santa Fe, NM</td>
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<td>16-17</td>
<td>ABA/AALS Joint Commission on Financing Legal Education</td>
<td>Washington, DC</td>
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<td>ABA Accreditation Committee Meeting</td>
<td>Indianapolis, IN</td>
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<td></td>
<td>ABA/AALS/LSAC Deans Meeting</td>
<td>Washington, DC</td>
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<tr>
<td>13</td>
<td>Mayflower I Meeting</td>
<td>Washington, DC</td>
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<tr>
<td>13</td>
<td>Mayflower II Meeting</td>
<td>Washington, DC</td>
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<td>6-7</td>
<td>ABA Section Council Meeting</td>
<td>Newport, RI</td>
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<td>20-23</td>
<td>ABA Seminar for New Deans</td>
<td>Winston-Salem, NC</td>
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<td>20-23</td>
<td>ABA Conference on Law School Administration</td>
<td>Winston-Salem, NC</td>
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<td>26-28</td>
<td>ABA Accreditation Committee Meeting</td>
<td>Minneapolis, MN</td>
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<td>ABA Annual Meeting</td>
<td>Toronto, Canada</td>
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<td>30-Aug.  5</td>
<td>ABA Section Council Meeting</td>
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<td>30-Aug.  1</td>
<td>ABA Section Council Meeting</td>
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<td>31</td>
<td>ABA Section Kutak Award Reception</td>
<td>Toronto, Canada</td>
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<td>ABA/AALS/LSAC Deans Meeting</td>
<td>Toronto, Canada</td>
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<td>1</td>
<td>ABA Workshop for Schools Seeking ABA Approval</td>
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<td>ABA Section Program</td>
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Previous Kutak Award Winners

<table>
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<tr>
<th>Year</th>
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<tr>
<td>1997</td>
<td>Harry E. Groves</td>
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<tr>
<td>1996</td>
<td>Norman Reillich</td>
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<tr>
<td>1995</td>
<td>Robert MacCrate</td>
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<tr>
<td>1994</td>
<td>Rosalie E. Wahl</td>
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<td>1993</td>
<td>Frank E.A. Sander</td>
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<td>1992</td>
<td>Harold G., Reischlein</td>
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<td>1991</td>
<td>Gordon D. Schaber</td>
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<td>1990</td>
<td>Samuel D. Thurman</td>
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<td>1989</td>
<td>Sharp Whitmore</td>
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<td>1988</td>
<td>Millard H. Ruud</td>
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<td>1987</td>
<td>Robert W. McKay</td>
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<tr>
<td>1986</td>
<td>Robert W. Mersonell</td>
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<tr>
<td>1985</td>
<td>Richard W. Nahlstoll</td>
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<tr>
<td>1984</td>
<td>William J. Pinchak</td>
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CONSULTANT

Continued from page 2

periodic publication, “Learning and the Law,” enlarged the program format of the Section at the Midyear and Annual Meetings and adopted a new Standard requiring all law schools to provide and give instruction in the duties and responsibilities of the legal profession.

R.W. Nahstoll, a practicing lawyer from Portland, Oregon, succeeded Professor Kelso and served as Chair from 1974-75. His term of office witnessed the beginning of an era of creation of new law schools and the change in the composition of law school enrollment with an increasing number of women and persons of color as law students.

In 1969-70 there were 144 J.D. approved law schools with a total enrollment of 64,416 of whom women comprised about 1 percent and persons of color even less. At the time of the Section’s centennial, 1993, there were 176 approved law schools enrolling 127,802 J.D. students of whom women comprised 43 percent and persons of color 18 percent.

It is not possible in this column to recount the activities of the Section under each chairperson. One must read this publication to understand the role of the Section.

In 1993, the good news is that over the years, in good economic times and in bad, the improvement in the quality of legal education has generally kept pace with, and sometimes has led the growth needs of the profession. While my window of observation of the work of the Section was brief, I am certain what I saw was a good sample of one hundred years of single minded effort to improve the quality of legal education.

Under Chief Justice Samuel J. Alito’s leadership the Section created a task force chaired by former Section Chair Robert B. McKay, which published a seminal report entitled Long Range Planning for Legal Education in the United States. Justice Rosalie E. Wahl was a first in many ways and in 1987-88 became the first woman to chair the Section. She reactivated the committee structure of the Section, held a successful conference on clinical legal education and a National Conference on Legal Education for a Changing Profession.

Chairpersons’ Reflections contains thoughtful articles by other former Section chairpersons including ABA President-Elect Phillip S. Anderson, Norman Redlich, Jose Garcia-Pedrosa, Judge Henry Ramsey, Jr., and the centennial year chairperson, Dean Nina S. Appel. It is a wonderful historic publication that shows the progress of legal education and the role of the Section and its Council from 1969 to 1993.

The good news is that over the years, in good economic times and in bad, the improvement in the quality of legal education has generally kept pace with, and sometimes has led the growth needs of the profession. While my window of observation of the work of the Section was brief, I am certain what I saw was a good sample of one hundred years of single minded effort to improve the quality of legal education.
SCHABER
Continued from page 1

by a triumphant-sounding harp.
"It was a beautiful tribute," Alice A. Lytle, chief judge of Sacramento's juvenile court, said of the ceremony for her friend and 1986 campaign chairman. "He leaves a void."

Although Schaber maintained a relatively low profile since a stroke during open-heart surgery in 1991 left him temporarily paralyzed, "The Dean" was known by at least two generations of Sacramentans as one of the community's most influential and respected leaders.

Overcoming his family's humble beginnings as well as boyhood polio that left him insecure about his appearance and with a permanent disability and limp, he was named dean of McGeorge at 29. He was the youngest law school chief in the nation at the time.

With his sharp mind, appetite for hard work and what state Secretary of Health and Welfare Sandra R. Smoley on Saturday called his "absolute good common sense," Schaber went on to become a presiding superior court judge, local Democratic party chairman and kingmaker, and confidante to five governors and numerous judges, lawyers and politicians.

"He made you think about dreams that perhaps may have appeared to be unachievable to you before you met Gordon Schaber," said Congressman Robert T. Matsui, like Schaber a Democrat. "That's why governors and presidents sought [him] out for advice."

Schaber was a friend to Presidents Kennedy and Reagan, Governors Pat and Jerry Brown and the late actor Raymond Burr. He traveled the world and started a McGeorge campus in Salzburg, Austria, where Justice Kennedy still teaches summer school.

But Kennedy, who paused to look up at Schaber's face on the screen as if to seek approval from his longtime friend, said Schaber would have been most proud of his contributions to people and their day-to-day lives.

"The student who needed financial aid. The family of the student who needed financial aid. The professional whose career was on the brink of ruin but just needed a second chance."

Some of those contributions came with grand gestures and publicity, others quietly and with all the grace those who knew Schaber said he possessed.

"More often," Kennedy said, "he intervened in quiet, subtle ways sometimes known only to him and not even to the beneficiary. With [poet Alfred Lord] Tennyson, he believed 'Tis not too late to seek a better world. Ever so with Gordon."

The audience for the 90-minute service, which followed a private funeral and burial November 12, was filled with people who provided testimony to Kennedy's tribute.

"He was a real friend to the common man who wants to improve his lot," said former firefighter Denny R. Davis, 57, who attended McGeorge at night and now is a state administrative law judge.

"It was strictly a night law school in those days, taking in the average working person," Davis said. "He gave a lot of us an opportunity that is not available today."

At the December 1997 meeting of the Council in Tucson, Arizona, the Council of the Section of Legal Education and Admissions to the Bar sat in silence for a moment, in honor of former Chairperson Gordon D. Schaber, and adopted the following resolution:

RESOLUTION

The Council of the Section of Legal Education and Admissions to the Bar mourns the passing of its former chairperson and long-time Council member Dean Gordon D. Schaber.

For nineteen years Gordon Schaber gave generously of his time and talent to the Section and to American legal education. He not only served as Section Chairperson, but also was a long-time member of the Council as its Secretary and since 1993 as its Secretary Emeritus of the Section, the only person so recognized in the 104-year history of the Section. He was a recipient of the Section's Robert J. Kutak Award, given each year to an individual with the highest standards of professional responsibility and who has demonstrated substantial achievement toward increased understanding between legal education and the practice of law.

During his term as an officer of the Section of Legal Education and Admissions to the Bar, Gordon Schaber provided skillful guidance and leadership in resolving difficult issues affecting legal education. Significant matters such as those of admission requirements of religiously affiliated law schools, affirmative action programs in law schools, the role of clinical law teachers and the revision of the Standards for the Approval of Law Schools were addressed. Gordon Schaber's skill as a leader and negotiator in these matters was evident to all.

Gordon D. Schaber will be remembered for his integrity, his kindness, his leadership, his wisdom and his incredible efforts on behalf of the Section, legal education and the profession. Legal education has lost one of its best advocates, the Section has lost its conscience and McGeorge School of Law of the University of the Pacific has lost its dean who developed the school into one of innovative quality legal education.

The Council extends its sympathy to Dean Schaber's mother, his nephew and nieces and the family of the McGeorge School of Law.

The Council
December 6, 1997
Third District Court of Appeal Justice Arthur Scotland, 51, was a state narcotics agent when he enrolled at McGeorge and was inspired by Schaber. "He helped so many of us by giving us an opportunity to pursue a dream and a legal education," Scotland said. "And he gave us tremendous encouragement and support along the way, both in law school and after, in our careers. He was always someone who set the right tone. He cared very much about professionalism, civility and ethics in the practice of law."

Schaber, a lifelong bachelor, was also known for his great wit, which often came at his own expense. He used to relish the effect his speeches and lectures have on his students, nephew Randy Schaber said. But he loved to tell how he was humbled after one such bit of oratory when he went to use an electric blow-dryer to warm his hands in a campus restroom and saw this sign attached to it: "For one-minute speech by Dean, press here."

Numerous Sacramento City Council members and county supervisors heard these tributes and storied Saturday, as did former students who are now lawyers, judges and leaders of the city's legal establishment. Honorary pallbearers included former state Assemblyman Phil Isenberg, City Attorney Stan Jackson and Robert K. Puglia, presiding justice of the Third District Court of Appeal.

To many in the crowd, the service and its two videos must have seemed similar to the elaborately planned events or seminars Schaber put on at the Oak Park law school that he transformed from a one-classroom night school to a wooded, fully accredited 22-acre campus with 25 buildings.

That's because Schaber, an ebullient and thoughtful man who always tried to be in control of even the smallest of details, planned his own death and much of his memorial service when he decided to end his thrice-weekly dialysis treatments that had kept him alive the past 18 months. The pain, he told friends, had left him exhausted and depressed.

"Gordon was compassionate and complex," Favre said, "brilliant and competitive, tough and gentle, a man who taught us about true strength as he faced the crucibles of suffering."

In the end, the most lasting legacy attributed to Schaber, who recruited nationally respected legal scholars to teach at his beloved capital city campus, is the McGeorge School of Law. "He said so often and to so many of us that it would be a sad irony if this great seat of government didn't have its own great law school," Kennedy said.

"The curriculum is stable, it's very sound. It's also innovative. These innovative courses and methods remain the benchmark for other schools of renown to measure their own progress."

And he was motivated to do all this, Kennedy suggested, because Schaber, who rarely let his health problems thwart his enthusiasm for life and public service, understood more than anything else "the basic lesson of Western civilization."

"That from suffering comes hope, from tragedy comes triumph. Gordon knew pain. That's why he was so eager to ease the pain of others."

This article was reprinted with permission from the Sacramento Bee, "Hundreds Say Farewell to Schaber," November 23, 1997, by Gary DeLucah and Steve Gibson.

Committee Nominations Sought

One of the important functions of the Chairperson of the Section of Legal Education and Admissions to the Bar is the appointment of members of Section committees. The Chairperson seeks committee membership from the three components of Section membership: legal educators, practicing lawyers, and judges. The Section provides a wide range of services to legal education and the profession. Much of this service emanates from the work of the committees of the Section. Section resources are very limited and committee members' expenses are reimbursed in accordance with ABA guidelines. Often committee meetings are held in conjunction with other activities in order to contain costs.

In making appointments of new members to Section committees, the Chairperson will balance continuity of membership with the perspective that new members can contribute. Committee appointments are for 1998-99. The following are the committees for which the Chairperson seeks suggestions for membership:

- Accreditation
- Bar Admissions
- Communications Skills
- Continuing Legal Education
- Curriculum
- Diversity in Legal Education
- Government Relations and Student Financial Aid
- Graduate Legal Education
- Law Libraries
- Law School Administration
- Law School Facilities
- PreLaw
- Professionalism
- Skills Training
- Standards Review
- Student Services
- Technology

Please send your suggestions by May 1, 1998, to either Randall Shepard or James P. White, c/o Consultant's Office, 550 West North Street, Indianapolis, Indiana 46202.

This article was reprinted with permission from the Sacramento Bee, "Hundreds Say Farewell to Schaber," November 23, 1997, by Gary DeLucah and Steve Gibson.
DEANS’ WORKSHOP
Continued from page 1

...face of diminishing resources and enhanced demands upon the time and energies of administrative staff in meeting the needs of students, by what means can a dean continue to motivate staff and inspire each staff member to continue to perform with enthusiasm, vigor and creativity, to “go the extra mile”? Dean Steven Behls, Capital University Law School, will chair the second panel. Dean Richard Wirtz, University of Tennessee College of Law; Dean David Shipley, University of Kentucky College of Law; and Dean Joan Wexler, Brooklyn Law School, will also serve on the panel.

The third panel will highlight the role of the law school dean as a leader among faculty colleagues. Younger faculty members require nurturing and mentoring. What innovative strategies for accomplishing these vital functions might be implemented? Concomitantly, attention and resources must be devoted to midlevel and senior faculty members. How does a law school dean sift and arrange priorities, so that the needs of new, developing faculty members are met, without engendering resentment in more senior faculty members? How does a dean encourage and cultivate essential attributes of leadership among senior faculty members? Relationships between the law school and alumni, friends and supporters become even more critical as institutional funding sources become more tentative. What role can a dean play in encouraging faculty members to assume positions of leadership in the bar and in bar organizations? By what means can a dean communicate persuasively to faculty members the need to develop effective relationships with alumni, friends and supporters, in order to build necessary alliances and develop alternative revenue sources? Dean Rodney Smith, University of Arkansas — Little Rock School of Law; Dean David Hall, Northeastern University School of Law; Dean Mary Kay Kane, University of California — Hastings College of Law; and Dean Lee Teitelbaum, University of Utah College of Law, will serve on the third panel.

The fourth panel will shift emphasis from leadership on the part of the law school dean to leadership as one of the objectives to be attained through legal education. Legal education aims to train students to think and analyze cogently, to communicate effectively and persuasively, to prioritize and manage tasks, to approach problems with objectivity, thoroughness and foresight. The Juris Doctor degree equips a graduate to practice law. Should we in the academy begin to encourage potential applicants to consider the J.D. degree more broadly, as a credential that further equips a law school graduate to assume leadership positions in government, banks, corporations, industry, hospitals and education? What strategies are available for marketing the J.D. degree as a means for leadership training? Dean Joseph Tomain, University of Cincinnati College of Law, will chair the fourth panel. Dean Colin Diver, University of Pennsylvania Law School; Dean Judith Areen, Georgetown University Law Center; and Dean Judith Wegner, University of North Carolina School of Law, will also serve on the fourth panel.

The fifth and final panel will focus on fiscal leadership in challenging times. What strategies are available for enhancing scarce resources? How does a dean make a principled allocation of shrinking resources among a plethora of law school needs? At what point do tuition increases become genuinely unbearable as a means of enhancing resources? How can a dean effectively communicate the need for changing strategies and economization to faculty members and students, and enlist them in the cause of fiscal management? What opportunities for innovation and invention lie among the many fiscal challenges confronted by law school deans? Dean Richard Matasar, University of Florida School of Law, will chair the fifth panel. Dean Barry Vickrey, University of South Dakota, School of Law; Dean Pamela Gann, Duke University School of Law; Dean Burnele V. Powell, University of Missouri — Kansas City, will also serve on the panel.

Source Book
on Legal Writing
Programs

Syllabus is pleased to announce the availability of the Source Book on Legal Writing Programs. The book is a result of much hard work by the Section’s Communication Skills Committee, chaired by Susan L. Brody. Each ABA-approved law school will receive four courtesy copies.
Section Publications

The Standards for Approval of Law Schools sets forth the standards that a law school must meet to obtain or retain ABA approval. The book also contains additional information on legal education. The book is divided into ten parts: (1) Standards & Interpretations; (2) Rules of Procedure; (3) Criteria for Approval of Semester Abroad Programs for Credit Granting Foreign Segment of Approved J.D. Program; (4) Criteria for Approval of Foreign Summer Programs; (5) Criteria for Approval of Individual Student Study Abroad for Academic Credit; (6) Criteria for Approval of Cooperative Programs for Foreign Study; (7) Statement of Ethical Practices in the Process of Law School Accreditation; (8) Internal Operating Practices; (9) General Information; and (10) Prior Council Statements.


The Comprehensive Guide to Bar Admission Requirements, 1997-98, a joint project of the Section's Bar Admissions Committee and the National Conference of Bar Examiners, sets forth the lawyer licensure requirements in all U.S. jurisdictions with maps and a directory of Bar Admission Administrators. Captions include Legal Education, Bar Examinations (Character and Fitness Review and Multistate Tests), Admission Requirements for Foreign Law Graduates, Admission on Motion (Reciprocity and Comity) and Special Licenses.

As a Section member you may receive one copy of the Comp. Guide by calling the ABA Service Center at 1-800-285-2221, asking for it by name and product code (PC: 5290087) and identifying yourself as a member of the ABA Section of Legal Education and Admissions to the Bar. Shipping and handling costs will be charged to the appropriate Section account.


In the past year, the Professionalism Committee published two books. The first book, Teaching and Learning Professionalism, examines the recent decline in professionalism and makes a number of recommendations designed to increase the level of professionalism among American law students, practicing lawyers, and judges. The second book, Teaching and Learning Professionalism: Symposium Proceedings, brings to conclusion the professionalism projects of the Section and the ABA Professionalism Committee by reproducing the papers presented at, and summarizes the discussion from, a national invitational Symposium on Teaching and Learning Professionalism in October 1996, cosponsored by the Section and two other ABA entities, The Standing Committee on Professionalism and The Standing Committee on Lawyer Competence for the Center for Professional Responsibility.


IN MEMORIAM

Suzanne E. Rose, Assistant Director of the Section, succumbed to cancer on December 10, 1997. Hers was an untimely death at the age of 41. She will be missed but her example of bravery in the face of insurmountable illness will not be forgotten.

Hired into the Division of Bar Services of the ABA, Suzanne was Staff Director of Bar Services' Field Service Program that provides consultative services for volunteer and staff leadership of state and local bar associations before coming to the Section of Legal Education and Admissions to the Bar. Her proficiency at financial research and ability to plan and coordinate meetings and liaison between offices were the result of experience as a manager of an attorney accounts service and of the research and technical support arm of the Chicago Crime Commission. Suzanne was Director of Foundation Relations at Loyola University of Chicago in the early '80s.

A graduate of Lake Forest College, Suzanne will be remembered for the shy sparkle in her eye, the gaiety of her laughter and her intelligent, hard-working and principled approach to the issues of the Section. She is survived by her mother Rosemary, sister Martha (Sam), twin sister Sheila and nephews Christopher, Daniel and Michael and niece Kelsey.

Website

The Office of the Consultant is working to enhance the Section of Legal Education and Admissions to the Bar's presence on the World Wide Web. The URL for the site is http://www.abanet.org/legaled. Please visit the site and let us know your suggestions. You can contact Arthur R. Gaudio, Rick Morgan, or Kurt Snyder with your suggestions for materials and links that would improve the usefulness of the site. They can be reached at (317) 264-8340. Since the last issue of Syllabus we have added material on bar admissions, foreign study, the Consultant's Office, and statistics on legal education.

SYLLABUS

Section of Legal Education and Admissions to the Bar
American Bar Association
750 North Lake Shore Drive
Chicago, IL 60611

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Editor's Note: Please let me know what you think about Syllabus. This year I hope to continue to enhance the publication with new features such as Consultant's Digest. Ideally, I will focus on the work of our committees and the work of the Consultant's Office.