Immunity Rule Proposed to Facilitate Enforcement of Bar Admissions Standards

by Paul Teich

On February 2, 1998, at the ABA's midyear meeting in Nashville, the House of Delegates voted to recommend to authorities in each state and U.S. territory adoption of a model immunity rule intended to facilitate the enforcement of bar admissions standards. The rule extends absolute "civil immunity for damages" both to bar admissions administrators and to the agencies for which they work. Limited immunity is extended to persons and organizations providing information to officials regarding an applicant for admission. The rule should be of interest to practicing attorneys, law school deans and professors who are frequently called upon to cooperate in the character and fitness qualification process. It was proposed and drafted by the Bar Admissions Committee of the Section of Legal Education and Admissions to the Bar. It has been adopted, in a modified form, by the Supreme Court of Georgia.

Survey data culled from questionnaires sent to state bar examining authorities indicates that nine states provide some form of general civil immunity to parties providing information to officials concerning applicants. The mechanism used varies from jurisdiction to jurisdiction. Court rules are used in five states, while one provides immunity by statute. In three states, applicants are required to execute releases discharging from liability those communicating with bar admissions officials. In most states, however, little attention has been given to the issue of immunity despite the fact that the Model Rules of Professional Conduct, in force in about 40 states, require attorneys to respond to requests for information about applicants to the bar.

Attorneys are not the only people regularly drawn into the admissions process. The employers and coworkers of applicants, as well as mental health professionals, frequently are involved. All should benefit, as should the public, from widespread adoption of the proposed rule. Under the rule, "records, statements of opinion, and other information" communicated without malice to a "board of bar examiners, its members, employees or agents" are privileged. Candor is thus encouraged, while applicants are protected from the adverse effects of fallacious information provided with a malicious intent. The rule is designed to improve the quality of information available to authorities required to judge the fitness of applicants. As the quality of that information improves, so should the quality of the decisions made.

The rule should facilitate enforcement of admissions standards in a second way. It should enable admissions administrators to strictly enforce admissions standards free of concerns about liability exposure. Without question, the work that such administrators perform—judging the legal know-

Continued on page 18

Hurt Joins Consultant’s Office

Syllabus is pleased to announce, after a long search, the appointment of Dean J. Richard Hurt as the new Deputy Consultant. Dean Hurt, the immediate past Dean at the Mississippi College of Law, replaces Dean Arthur R. Gaudio who has been with the office for two years. Dean Gaudio, who will leave the Consultant’s office in early July, will return to the University of Wyoming Law School as a professor in the fall. Dean Hurt began as the Deputy Consultant in early July. Dean Hurt earned his B.A. and M.A. from Mississippi College; J.D. from Baylor; and an LL.M. from Yale. For more information on this appointment, please read the Consultant’s Letter on page 2.
CONSULTANT

Deputy Consultant Change

by James P. White

In 1992 the Section determined to create the position of Deputy Consultant on Legal Education. The description of the position was as follows:

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 would 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 Section of Legal Education and Admissions to the Bar of the American Bar Association. The Deputy Consultant would represent the Consultant and the Section at various meetings of related organizations and at meetings of the Section Committees.

The Deputy Consultant is responsible for overseeing the compilation and distribution of ABA approved law schools demographic data including financial data, degrees, enrollments, credit hour requirements, library data and preparing statistics on legal education. Activities include developing questionnaires and supervising data input, quality control, tabulation, output and distribution in various formats. Also, production of the Annual Questionnaire and publication of the Official American Bar Association Guide to Approved Law Schools on an annual basis.

The Deputy Consultant is also responsible for planning and coordinating workshops and conferences, including training workshops for chairpersons of site evaluation teams, members of site evaluation teams, representatives of law schools undergoing site evaluation, and workshops for associate and assistant deans of law school accreditation and law school administration. Another responsibility is the monitoring and periodic review of summer foreign programs conducted by ABA approved law schools, and programs of cooperative foreign study.

The hope was that the Deputy Consultant would serve for a term of two years and would be a former dean or associate dean of an ABA approved law school. It was important that the position be occupied by a person with wide experience in legal education.

In January 1994, Dean Frank T. Read was appointed as the first Deputy Consultant. Dean Read brought a wealth of experience to the position. He had recently completed service as dean of Hastings College of the University of California. Previously he had served as dean of three other law schools, Tulsa, Indianapolis, and Florida, and as president of the Law School Admissions Council. His energy, knowledge and wisdom was invaluable.

Dean Read was succeeded by Dean Arthur Gaudio, who had just completed a term of service as dean of the University of Wyoming College of Law. He has been an extraordinary associate during difficult times. Under his leadership the site team appointment process has been greatly improved, the various questionnaires prepared by the office streamlined and computerized, and the service functions to law school constituencies enhanced. Dean Gaudio returns to Wyoming in July.

I am pleased that Dean J. Richard Hurt of Mississippi College Law School will become Deputy Consultant on July 1. Dean Hurt holds a B.A. and M.A. from Mississippi

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African Law Initiative Update

Curriculum development work continues at law schools in Ethiopia, Ghana, Kenya, Malawi, Uganda, and Zambia and program receives new USIA grant

by Mike Wolf

The country of Africa is now in a critical phase of its “second independence,” a period when democratic reforms will either fully flourish or they will wither. Fundamental rights are guaranteed in the new African constitutions, but in many cases this has little meaning, both because too few people have knowledge of their rights and because there are so few lawyers and judges trained to fully implement the new constitutions. In this environment, the law schools have present but are critical for lawyers in Africa’s emerging democracies. In addition, progress is being made on the development of clinical legal education programs at several African law schools, and an increasing number of law schools on the continent are being connected with the Internet and the vast quantity of global legal information that it contains.

Between the end of 1997 and the present, United States law school professors have visited law schools in Ghana, Kenya, Uganda, Ethiopia, Eritrea, and Zambia, and, at the time of writing, a visit is planned to Malawi. This follows an earlier phase of the project, during which African legal educators worked for two-month periods at US schools to refine curricula in Criminal Law, Environmental Law, Human Rights Law, and other areas. Upcoming activities under the new grant include a study tour to the United States for two-month periods at US schools to refine curricula in Criminal Law, Environmental Law, Human Rights Law, and other areas. Upcoming activities under the new grant include a study tour to the United States in the fall by seven law professors and three workshops in Africa toward the end of this year.

Ethiopia

Homer LaRue from Howard University and Louise McKinney from Case Western University visited Addis Ababa, the site of the 1996 clinical legal education workshop, to assess the status of clinical program development at the university and the Ethiopian Civil Service College and to make recommendations for its further development. Increasingly, clinical teaching methodologies are being used, but scarce resources make any kind of curricular innovation difficult. The Addis Ababa University Faculty of Law library, through a grant from the US embassy in Addis Ababa, is now connected to the Internet. Chris Simoni, law librarian from Northwestern University, had previously consulted at the library on improved methods of organizing and cataloguing the collection through computer databases and on the use of the Internet. These are positive developments at the law library, which suffered through almost total abandonment during the 17 years of the Dergue military regime in Ethiopia.

Jon Eddy, currently a practitioner and adjunct professor in Seattle, returned in March 1998 to Ethiopia, where he had been Assistant Dean at the Addis Ababa University Faculty of Law from 1970 – 73. His mission was to assist with the commercial law curriculum at the Faculty of Law. He primarily worked with their commercial law specialist but also lectured to faculty and students on the importance of commercial law to ongoing economic liberalization in Ethiopia. In addition, he met with officials at the Ministry of Justice involved in revising the commercial codes. A workshop on commercial law is being planned for later this year in Addis Ababa.

The Northwestern University School of Law has developed a three-year program for a closer linkage with the Addis Ababa University Faculty of Law and is presently awaiting word on funding for this initiative which would work closely with the ABA African Law Initiative.

Ghana

Mike Steenson from William Mitchell College of Law traveled to Ghana last December to assist with the curriculum in Constitutional Law...
at the University of Ghana Faculty of Law and the Ghana School of Law. He also lectured to the Ghana School of Law students on product liability and other Torts issues. He was invited back by the director of the Ghana School of Law, Kwaku Ansa-Asare, to participate in their "Law Week" activities. Also participating in Law Week was Dean Percy Luney from the North Carolina Central University School of Law. Dean Luney lectured to law week participants on environmental justice. Dean Luney and Kwaku Ansa-Asare, the Acting Director of the Ghana School of Law, are now reinvigorating the linkage that was formed between the two schools under this program. Kwaku Ansa-Asare traveled to the United States in March and again in May to visit the sister law schools of the Ghana School of Law, and to gather assistance and information on ADR and clinical legal education. Plans are being developed for a workshop on Women and the Law at the University of Ghana Faculty of Law in December.

Kenya
Homer LaRue from the Howard University School of Law and Louise McKinney from the Case Western University School of Law also visited Kenya in November 1997 to follow-up on the work that began during 1996 to assist with the development of clinical legal education programs at the Moi University Faculty of Law and the University of Nairobi Faculty of Law. Louise McKinney will spend the next year at the University of Nairobi Faculty of Law on a Fulbright fellowship and will be able to continue to assist with the development of clinical programs in Kenya. During their visit, professors LaRue and McKinney met with a wide variety of legal educators, members of the judiciary and government officials. They promoted greater interaction among the various "stakeholders" in the legal community in determining the overall direction and structure of legal education in the nation.

Paul Brietzke from Valparaiso University assisted with the development of the syllabus for the Judicial Review of Administrative Action course at the University of Nairobi and he lectured in this class, emphasizing the ways that administrative law reforms can lead to mechanisms that create greater accountability. Professor Brietzke noted serious resource constraints at the University of Nairobi Faculty of Law. On his way back to the US from Kenya, Professor Brietzke made short visits as well to Ethiopia and Eritrea.

Uganda
Bob Golten, a practitioner in Boulder, Colorado and adjunct at Denver University, worked for two months at the Law Development Center (LDC) in Kampala to develop a legal aid clinic that would specialize primarily in legal issues affecting children. He was hosted by Alfred Nasaba, the director of the LDC. Legal aid has been part of the mandate of the LDC since 1979, but a program has not yet been developed. During his time in Uganda, Golten reached out to many of the members of the Ugandan legal community, generated considerable enthusiasm from all segments for this project, and laid the groundwork for its development. The African Law Initiative and the US Information Service in Kampala are continuing to support efforts to bring this clinic to fruition. Professor Golten also met with environmental law specialists. The African Law Initiative is working with Professor Bob Percival at the University of Maryland on an environmental law workshop which will be held later this year in Kampala.

Malawi
At the time of writing of this article, Anna James from the Texas Southern University Thurgood Marshall School of Law is planning to travel to Malawi to work on issues related to Women and the Law at their sister school, the University of Malawi Chancellor College Faculty of Law. The dean of the Faculty of Law, Emilius Dikali, spent two months at Texas Southern last year, where he strengthened the human rights law course that he is now teaching.

Zambia
Daryl Wilson from Stetson University School of Law helped to create a new Intellectual Property Law curriculum at the University of Zambia School of Law, incorporating the approaches used in the United States with the approaches used in the Zambian syllabus. Stetson was originally linked with the University of Zambia School of Law during the visit by Dean Simbyakula to the United States in 1985. Professor Wilson also met with a variety of people that deal with intellectual property issues, such as the Zambian Musicians' union and the Registrar of Copyrights, where he offered suggestions on improving their existing copyright act and agreed to assist with the language of this act in the future.

I participated in a panel on "Bringing African Law Schools into the Global Academic Community"
that was held in January at the AALS annual meeting and organized by the AALS Section on Africa. A number of African Law Initiative participants—including Isabelle Gunning, Jon Eddy, Mike Steenson, Norman Singer, Peter Martin, and Paul Brietzke—participated in the program in San Francisco. They spoke about their experiences on the project and made recommendations for future activities. In addition, participants from related projects, such as Street Law, spoke about their initiatives. A key issue raised was how to address the basic infrastructural needs of the African law schools and the limitations of this particular project—which has forged new connections and provided short-term technical assistance—in responding to these needs. There was also related discussion about the need to build a larger long-term project and the ways to help make this happen. Efforts are underway in this direction.

Now into its fourth year, the program is seeing a slow but steady improvement at the law schools, and has been able to make a small contribution to this process. However, because of major resource constraints, the law schools are continuing to struggle to meet the training needs of their countries, which have expanded dramatically as the democratization process has advanced. The almost complete stagnation—or worse—through much of the 1970s and 1980s means that there is a long way to go. Over recent years, the law schools have begun reconnecting with law schools in other parts of the world and to the global legal information flow. Most schools involved in this project have undergone major reviews of their curriculum and have increased the use of clinical teaching methodologies. They have developed new courses in areas such as environmental law and human rights law. The law libraries have received a significant quantity of valuable new materials and some of the law schools have recently begun to computerize and to connect to the legal information available through the Internet.

This is in general an optimistic time in many parts of Africa, and contacts between the United States and Africa are growing. While much more remains to be done and there are significant obstacles, the trend at the African law schools and elsewhere is in a positive direction. The American legal educators, who are volunteering their time to this project, are making important contributions during this historic period of transition in the societies of Africa.

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CEELI Organizes Clinical Legal Education Workshops in Croatia

Legal educators from Central and Eastern Europe and the NIS gathered in Opatija, Croatia from March 25-27 for a legal education workshop cosponsored by CEELI and the Faculty of Law, University of Rijeka. Delegations from Armenia, Belarus, Bosnia, Bulgaria, Croatia, Georgia, Macedonia, Romania, Russia, Slovakia, and Ukraine participated in the workshop, which focused on the development of practical legal education programs at law schools in the region. The delegations were composed of law faculty members as well as CEELI liaisons and legal specialists. Over the past few years, an increasing number of law faculties in the region have developed clinical legal education programs in the form of simulation-based classes, externships, or in-house clinics. Although the programs under development at the various schools are diverse, the representatives of these programs present at the workshop were united in their desire to incorporate more elements of practice-based teaching into their curricula and to refine the practical teaching methodologies that they are currently using.

During the workshop, participants reviewed the status of these programs, shared their experiences, and generated strategies for enhancing the future development of the programs. Many participants commented that they came away from the workshop with useful practical information about teaching methodologies as well as ideas for overcoming the administrative and organizational issues that are faced in implementing these programs.

The workshop was structured to be highly interactive. Throughout the workshop, faculty members demonstrated various teaching methodologies and at several points participants were given an opportunity to practice these methods. For many participants, the workshop was the first experience with interactive teaching methods.

Three long-time members of the clinical legal education community in the United States and veterans of CEELI's programs helped to develop the workshop agenda and served as faculty at the workshop: Kate Mahern from the Creighton University School of Law, Roy Stuckey from the University of South Carolina School of Law, and Neil Franklin from the University of Idaho School of Law (and at the time a CEELI legal education specialist in Macedonia). Legal educators from Slovakia, Ukraine, Russia, and Croatia also served as faculty during the workshop. CEELI worked closely with Vesna Crnic-Grotic, Co-Director of the Rijeka Law Faculty's Clinical Legal Program, in designing and coordinating the workshop.
NALP Report

Associate Retention: Action Agendas for Law Schools

by Kelly Townes

The NALP Foundation for Research & Education recently released a national study on one of the most talked about issues in law firms today--associate attrition. The impact of associate satisfaction cannot be undervalued at the law school level--happy alumni are the key supporters of a successful law school program. For law faculty and administrators, Keeping the Keepers: Strategies for Associate Retention provides some compelling data regarding the high level of job dissatisfaction among associates and some important steps that can be taken at the law school level to begin to address this issue.

The Foundation's study was conducted in two phases. Phase I took a quantitative look at the problem and revealed some remarkable findings. The data demonstrate that attrition of associates occurs unexpectedly early and escalates to undesirable and unhealthy levels in ensuing years. Phase II consisted of a qualitative study that shows that the principal stakeholders—law firms, law schools and associates themselves—all have a role in alleviating the problem.

In Phase I, comprehensive, quantitative data was reported by 154 law firms which revealed the retention status of more that 10,000 new associate hires between 1996 and 1998. The data show that in the aggregate, nearly 1 in 11 associates (9.2%), left their firms within one year. Even more troubling, however, was the finding that the attrition rate nearly doubled over each of the next two years, with 43% of new associates departing within three years. The acceleration of attrition in the second and even more so in the third year depletes the investment in human capital made by the employing law firms. According to the findings of the study, firms can expect to lose two-thirds of the associates they hired in any one year.

Phase II elicited anecdotal information from 13 focus groups of associates regarding their employment experiences and insights regarding those experiences. More than 80 associates who were three to five years post-law school graduation participated in the focus groups which were held in four major metropolitan centers: Atlanta, Chicago, New York City and San Francisco. The focus groups included associates who were still in their first position as well as individuals who were in their fifth job since graduation. These associates provided a wealth of information regarding job selection and factors inspiring job satisfaction. Their insights were compiled into a section of the report called "Best Practices Action Agendas for law firms, law schools and associates." Some examples are:

- provide information to legal employers on the changing demographics and attitudes of law students;
- urge career counselors to encourage students bound for private practice to take at least one business and accounting course as an elective;
- request that faculty include discussion about practicing issues relevant to the content in substantive courses;
- institute informational sessions provided by recent graduates who share their experience in aligning the incongruity of recruitment promises and the realities of practice; and
- purposefully implement curriculum or programming to teach law students about the economics of practicing law and the administrative requirements inherent in it.

For law schools, Keeping the Keepers provides valuable insights on how curriculum, counseling and career programming can work hand-in-hand with legal employers to keep future alumni as loyal supporters. Copies of the full report are available for purchase from NALP by calling 202-667-1666.

Kelly Townes, current NALP President, is the Assistant Dean of Administration and Career Services at the Indiana University School of Law—Bloomington.

ABA Consumer Guide to Law Schools

The Consultant's Office is pleased to announce the availability of the 2nd edition of the Official American Bar Association Guide to Approved Law Schools. We believe that the information contained in this book is the most accurate, timely and comprehensive ever published on American law schools. As a result, we hope and expect the book to be used as an educational resource by law schools, prospective students, parents, placement/guidance personnel, and attorneys. If you are interested in objective data supplied by ABA approved law schools as part of the accreditation process or if you are advising people who need this type of information—you should buy this book.

It is available in bookstores nationwide and the ABA Service Center for a price of $21.95, (800) 285-2221, Product Code: 5290065.
The Access Group Report

The Implications of ABA Standard 510: Law Schools Must Provide Effective Debt Counseling

What does ABA Standard 510, as currently interpreted, mean for law schools? After all, the Standard requires no more than the federal regulation that has been in effect since the 1980s, which requires entrance and exit counseling for all borrowers of federal loans. All ABA approved law schools already must meet this requirement. What’s new about its being codified as a Standard is the clear implication for accreditation: the ABA has given notice that from now on, it will hold schools accountable for carrying out required counseling.

As a loan provider, the Access Group views the adoption of the Standard as a step in the right direction. “I think most financial aid administrators (FAAs) would agree. It’s so hard to get students to listen to what the FAAs are trying to tell them that they welcome anything that will motivate their institutions to help them succeed,” says Dr. Jeff Hanson, Director of Debt Management Services for the Access Group. “There’s a huge gulf between students’ thinking while they’re in school and once they begin repaying their loans. ‘Debt’ is a four-letter word to most students, and they just don’t want to think about it while they’re in school, which can lead to poor choices about how much they borrow and how they use the money. Repayment doesn’t become real to them until they graduate and start struggling to make ends meet.”

Unfortunately, even though students don’t want to hear about the unpleasant realities of repayment early on, they still get angry once they have to cope with the realities of repaying thousands of dollars in loans. Dr. Hanson, who is carrying out focus group sessions with recent graduates as part of the Access Group’s Student Financial Planning Project, reports: “I’ve only talked to a small number of alumni, but they’re all saying the same things. They’re angry and dissatisfied with the counseling they got in school, because now that they’ve begun repayment, they’re having to make difficult choices and too many sacrifices.

“We’re producing a generation of students who feel trapped,” he continues. “They get angry once they realize they’re not going to be able to afford the lifestyle they were counting on as soon as they graduated. To a great extent, of course, it’s their own fault: they all think they’re going to be the exception (and get a high-paying job), and the majority of them didn’t bother to sit down and figure out what their budget would be in repayment. Nevertheless, they still blame the schools for not having given them more realistic information about starting salaries, the job market, and the long-term implications of their borrowing. So, irrational attitude or not, it’s still incumbent on the schools to try to get students to wake up to reality sooner.”

A Better Approach

Dr. Hanson suggests that one solution to the current impasse is for schools to broaden their topic in entrance and exit counseling from “debt management” to “money management.” The entrance interview should focus on how far the student’s paychecks will go once they graduate. “I believe we somehow have to motivate students to answer the question ‘How will borrowing this amount of money now affect my future lifestyle?’ and to answer it in dollars and cents,” he explains.

“We don’t want to discourage them from achieving their dreams. But we want to make sure that when they’ve achieved their dreams, they don’t resent what it’s cost them.”

Accordingly, he proposes that schools go beyond the requirement and proactively provide students with the tools they will need to achieve their financial goals. That means offering information on budgeting, financial record keeping, and even investing—in other words, a crash course in personal finance. “Putting all the focus on debt management is negative,” says Dr. Hanson. “We need to help them see the money they’ve borrowed as an investment in themselves, rather than solely as a debt burden, and give them a more realistic sense of what life will be like after they graduate. Hopefully, giving them the bigger picture will empower them to make better choices.”

The key, he says, is to teach students that “it’s all income.” “When you pay for school, you either use past income (savings), current income (salary), or future income (loans that have to be repaid),” he explains. “Students must grasp that the money they borrow to pay for school comes out of their own future income, and that using it now will probably mean sacrifices later, because they will have many other uses for that income.”

But what if such a stiff dose of reality were to discourage students

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1998 Annual Meeting Program

Beverly Tarpley, Esq., - Abilene, Texas, Chair, Section of Legal Education and Admissions to the Bar

THURSDAY, July 30

10:00 a.m. to 5:00 p.m.  Section Office, Location to be determined
12:00 p.m. to 5:00 p.m.  Council Meeting, Northern Lights Ballroom, 2nd Floor

FRIDAY, July 31

6:45 a.m. to 5:00 p.m.  Section Office, Location to be determined
7:15 a.m. to 5:00 p.m.  Council Meeting, Northern Lights Ballroom, 2nd Floor
5:00 p.m. to 6:45 p.m.  Kutak Award Ceremony and Reception (by invitation only)
                       Northern Lights Pre-Function Foyer, 2nd Floor

Recipient:  Talbot D’Alemberte
Speakers:  Beverly Tarpley, Esq., Chair - Section of Legal Education and Admissions to the Bar
          Harold L. Rock, Esq., Chairman of the Board, Robert J. Kutak Foundation

SATURDAY, August 1

7:00 a.m. to 5:00 p.m.  Section Office, Location to be determined
7:30 a.m. to 10:30 a.m.  ABA/AALS/LSAC Deans’ Breakfast,
                        Northern Lights Ballroom, 2nd Floor

Speakers:  Beverly Tarpley, Esq., Abilene, Texas - Chair
          Section of Legal Education and Admissions to the Bar
          Chief Justice Randall T. Shepard, Indiana Supreme Court -
          Chair-Elect, Section of Legal Education and Admissions to the Bar
          James P. White, Consultant on Legal Education and Admissions to the Bar
          Professor Deborah L. Rhode, Stanford Law School - President
          Association of American Law Schools
          Carl Monk - Executive Director, Association of American Law Schools
          Professor Leo Romero, University of New Mexico - Chair
          Law School Admission Council
          Philip D. Shelton, Executive Director, Law School Admission Council

10:30 a.m. to 12:00 p.m.  Workshop for Representatives of Unapproved Law Schools,
                           Blue Jays Room, Club Concourse Level
2:00 p.m. to 4:15 p.m.  Section Annual Meeting - ABA Presidential Showcase,
                         Presidential CLE Center, Metro Toronto Convention Center
                         Room 714 B, Meetings Level, South Building
"Comparative Approaches to Teaching and Learning Professionalism"

**PROGRAM**

2:00 p.m.  WELCOME AND INTRODUCTIONS  
*Robert K. Walsh*, Program Chair/Moderator

**OPENING REMARKS**
*Jerome J. Shestack*, President, American Bar Association  
*Philip S. Anderson*, President-Elect, American Bar Assoc.

2:10 p.m.  KEYNOTE PRESENTATION  
*Deborah L. Rhode*, Professor, Stanford University

2:30 p.m.  PANELISTS PRESENTATIONS
  *Rosalie Abella*, Justice, Ontario Court of Appeals  
  *Stephen Toope*, Dean, McGill University Faculty of Law  
  *Heather Hallett*, Chair of the UK Bar  
  *Ramon Mullerat*, Former-President of the Bar of Spain and of the Council of the Bars and Law Societies of the European Union  
  *Percy R. Luney*, Dean, North Carolina Central University School of Law  
  *Randall T. Shepard*, Chief Justice, Supreme Court of Indiana  
  *Hulett "Bucky" Askew*, Director of Admissions, Supreme Court of Georgia

3:40 p.m.  QUESTIONS AND COMMENTS

4:15 p.m.  ADJOURN

4:30 p.m. to 5:30 p.m.  Section Annual Business Meeting, Toronto Convention Center  
Room 714B, Meetings Level

**SUNDAY, August 2**

7:00 a.m. to 12:00 p.m.  Section Office, Location to be determined

7:30 a.m. to 9:30 a.m.  Incoming Chairpersons’ Breakfast (by invitation only)  
Club Concourse I, Club Concourse Level

9:30 a.m. to 11:30 a.m.  Adjunct Faculty Program, Toronto Convention Center,  
Room 703, Meetings Level, South Building  
CLE PROGRAM  
Co-sponsored by the Skills Training and Communication Skills Committees

"Enhancing Clinical and Writing Curricula Through Collaborations with Lawyers and Judges"

**Moderator:**  
*Professor Karen L. Tokarz*, Director of Clinical Education  
Washington University School of Law

**Panelists:**  
*Anthony Thompson*, Assistant Professor of Clinical Law  
New York University Law School  
*Mary Beth Beazley*, Director of Legal Writing  
Ohio State University College of Law  
*Rebecca Cochran*, Director of Legal Profession Program  
University of Dayton School of Law  
*Mary Kay Lundwall*, Associate Professor Gonzaga University  
Gonzaga University School of Law
FROM THE CHAIR

“The Armadillo”

by Beverly Tarpley

In a recent issue of the magazine Southern Living an article entitled “The Face Only a Mother Could Love” was about the armadillo, a Texas legend. With the confluence of my Texas heritage and my year as Chairperson of the Section, I have come to feel a close kinship to the armadillo.

Let me hasten to add that no one has been unkind to me personally. I will cherish the many friendships which have begun or grown this year. But as I moved from place to place this year as the representative of the Section, I was reminded that nobody loves the referee. Fortunately, I first learned this truth many years ago as a bar examiner, so it was a reminder rather than a first encounter.

The most visible work of the Section is accreditation. Over the years, a model has developed, which is given face and form in the Standards, Interpretations and Rules. A few years ago, we discovered that face and form had become rather frumpy. The wholesale make-over which was completed in 1996 has given us a very acceptable present product. It is not the only possible system. Other accrediting agencies do a good job with a different mechanism. It is not a static system. The Section is presently in dialog with the Department of Education over the match of our system to the statutory profile of a recognized accrediting agency. But our system has evolved over the years out of the experience of those who work in legal education and the profession. It is our system - warts and all.

Not everyone feels kindly toward the system. There are those who think the present product is over-weight and should be put on a diet to subtract a few Standards. There are those who think plump is good and the Standards should have a lot more meat on the bones. Each has a valid point of view.

There are those who are unacquainted with the content of the Standards and who are amazed or dismayed when some project they have on the drawing board or in production runs smack into a long standing Standard.

There are those who believe that the Standards are created from whole cloth on Mars and beamed to earth by UFO's rather than being melded by an extremely public process.

There are those who believe that the Standards are administered by persons who are unfamiliar with and hostile to legal education.

The next time you are tempted to complain about the accreditation process, I suggest that you get out the Section’s Directory and look at the people who serve on its committees. You will find that the referees are the people involved in the same jobs that you are doing with the same goals in view. “They” are really “Us.” The Standards are written, interpreted and enforced by legal educators, judges and practitioners who look just like you. The next time you are tempted to complain about the accreditation process, I suggest that you get out the Section’s Directory and look at the people who serve on its committees. You will find that the referees are the people involved in the same jobs that you are doing with the same goals in view. “They” are really “Us.” The Standards are written, interpreted and enforced by legal educators, judges and practitioners who look just like you. The Standards exist to provide an outline of how to construct a system of legal education, not a strait jacket to stifle innovation.

The accreditation process is a good example of the efficient organization and use of volunteer effort. The system works because knowledgeable people of good will make it work. And it does work. I do not believe even its severest critic will say that our system of legal education is second to any other in the world. I suggest you take out your frustration with the system by volunteering to serve on one of the committees that makes the system work.

As I fill this allotted space in Syilabus for the last time, I am contemplating the familiar conundrum of how short and how long a year is; the exhilaration of being in the center of things and the relief at letting someone else assume the responsibility; the sense of accomplishment and the concern about unfinished tasks. It’s been a high point and a real drag. Finally, there is almost a sense of panic about how I will fill the several hours a day which have been consumed by Section business during this last year — maybe I’ll have some friends over for dinner next year. Actually, the concerns are mostly vanity, because I leave the Section in the very capable hands of Chief Justice Randall T. Shepard of the Supreme Court of Indiana — a man who seldom speaks an idle word. With the good judgment of Randy and the wisdom of the years of Jim White, the Section should have all its problems solved by August a year hence. Thank you for allowing me the personal growth that the last year as your Chairperson has brought — even if you have been reminded of the armadillo.

Beverly Tarpley, Chair of the Section, is a practicing attorney in Abilene, Texas.

SAVE THE DATE

WORKSHOP ON FOREIGN PROGRAMS:

Who, What, and How?

September 18, 1998
Washington, D.C.

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All Schools

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- Faculty Travel
- Sabbatical Salaries
- Library Operations
- Research Assistant
Council Nominations

On May 26, 1998 the Nominating Committee consisting of Erica Moeser, Esq., Chairperson; President James Douglas; Professor Roger Jacobs; Robert MacCrator, Esq.; Judge Henry Ramsey; Harold L. Rock, Esq.; and Justice Rosalie E. Wahl, submitted its report, to Chairperson Beverly Tarpley of the Council of the Section of Legal Education and Admissions to the Bar. The report contains the following list of nominees as Section Officers and Council members for election at the Section's Annual Business meeting on Saturday, August 1, 1998 4:30-5:00 p.m., Room 714B, Meeting Level, Metro Toronto Convention Center, Toronto, Canada.

**HONORABLE RANDALL T. SHEPARD, Chairperson-Nominee (automatic under By-law),** is Chief Justice of the Indiana Supreme Court. Chief Justice Shepard was appointed to the Indiana Supreme Court in 1985 and was named Chief Justice eighteen months later, becoming the youngest chief justice in the United States at the age of 40. He had spent five years as a trial court judge in Evansville, Indiana. Before entering the judiciary he practiced law, served as Executive Assistant to the Mayor of Evansville, and was the Special Assistant to the Under Secretary of Transportation in Washington D.C. Chief Justice Shepard graduated from Princeton University in 1969, earned his J.D. degree at Yale Law School in 1972, and received his L.L.M. degree from the University of Virginia Law School in 1995. Within the ABA, Chief Justice Shepard has served as the chair of the Appellate Judges Conference and as a council member in the Section for Legal Education and Admissions to the Bar. Presently, he is chair-elect. He has also held leadership positions with the Conference of Chief Justices. Chief Justice Shepard has authored over 400 majority opinions for the Indiana Supreme Court and has published 15 law review articles in eight different journals in Indiana and elsewhere in the nation.

**ROBERT K. WALSH, Chairperson-Elect Nominee,** Robert K. Walsh has been the dean of the Wake Forest University School of Law since 1989. He graduated from Providence College and Harvard Law School and practiced law in Los Angeles, taught law at Villanova University in Pennsylvania, was dean of the University of Arkansas at Little Rock School of Law, and then was a litigation partner with a law firm in Little Rock, Arkansas, immediately prior to coming to Wake Forest. Since coming to North Carolina, he chaired the North Carolina Bar Association’s Bench, Bar and Law School Liaison Committee for two years and was a vice president of the NCBA and a member of its Board of Governors. He has chaired both the Section’s Accreditation Committee and its Standards Review Committee. As chair of the Standards Review Committee, Dean Walsh was responsible for a multi-year project to review and entirely redraft the Standards and Interpretations for the approval of law schools for the first time since 1973.

**DIANE C. YU, ESQ.-Vice Chairperson Nominee,** is the Specialized Team Leader in the law organization at Monsanto Company, responsible for leading the worldwide legal staff of the $6 billion Life Sciences Company and overseeing outside counsel relationships. Ms. Yu is a former General Counsel of the State Bar of California, a former White House Fellow and former California Superior Court Commissioner. She served as a member of the ABA Commission on Opportunities for Minorities in the Profession, a member of the ABA Commission on Women in the Profession, and a member of the Section’s Accreditation Committee. She is a member of the Council of the Section on Individual Rights and Responsibilities. Ms. Yu is a former Chair of the Committee of Bar Examiners of the State Bar of California and is a current member of the ABA House of Delegates. She is a Fellow of the American Bar Foundation. Ms. Yu holds a B.A. from Oberlin College and a J.D. from the University of California-Berkeley (Boalt Hall).

**HARRY E. GROVES -Secretary Nominee,** is the Henry Brandis Professor of Law Emeritus at the University of North Carolina School of Law. Professor Groves has served as Dean of Texas Southern University Law School, Dean of the Faculty of Law at the University of Singapore, President of Central State University and the Dean of North Carolina Central University School of Law. He is a member of Phi Beta Kappa, has authored three books and a number of law review articles. Professor Groves serves as a director of the American Bar Foundation. He served as chairperson of the Ethics Committee for the 1992 Olympics. He holds a B.A. from the University of Colorado, a J.D. from the University of Chicago, and an L.L.M. from Harvard. Professor Groves was the 1997 recipient of the Robert J. Kutak Award.

**BEVERLY TARPLEY, ESQ., Immediate Past Chairperson Nominee, (automatic under By-laws) is a private practitioner in Abilene, Texas; of Counsel to the law firm of Scarborough, Tarpley and Fouts; Member and Chair of the Texas Board of Law Examiners, 1975-1991; Chairperson in 1992-3 of the National Conference of Bar Examiners; Section of Legal Education and Admissions to the Bar-Bar Admissions Committee, Accreditation Committee, Council - 1989-present, Chairperson of Council-1997-98; former member of the House of Delegates of the American Bar Association and former President of Abilene Bar Association. Presently serving on the ABA Standing Committee on Specialization; Life Member of the Texas and American Bar Foundations; B.A. and J.D. from the University of Texas; admitted to practice in Texas and U.S. Supreme Courts.**

**DEAN HERMA HILL KAY, Council Member Nominee,** is Dean and Barbara Nachtrieb Armstrong Professor of Law at the School of Law (Boalt Hall), University of California, Berkeley. She is a Fellow of the American Academy of Arts and Sciences, a Member of the

*Continued on page 19*
Distance Learning Survey
by Laura N. Gasaway

In the spring of 1997, Beverly Tarpley, Chair of the Council of the Section of Legal Education and Admissions to the Bar appointed a Technology Committee chaired by Dean Kenneth Randall. Among its tasks was to look at what law schools were doing concerning distance learning. The Office of the Consultant on Legal Education had been contacted by a number of schools that were interested in offering courses and degrees as distance learning courses. Because the existing ABA Standards for the Approval of Law Schools are based on face-to-face instruction, they do not deal with distance learning very well. In June, 1997, the Accreditation Committee adopted the Temporary Guidelines on Distance Learning to permit schools to offer some courses and advanced law degrees by distance learning. The guidelines are designed to encourage schools to experiment with distance learning for certain types of courses and programs while preserving the face-to-face instruction and classroom interaction that has proven so successful in legal education.

Chair Randall appointed a Distance Learning Subcommittee and its task was to survey the law schools about distance learning. The survey was conducted in the fall of 1997; results were reported in November.

Seventy-seven schools returned the questionnaire, a 43% return rate. From the responses, it is clear that only a few schools are currently offering courses via distance learning. There are, however, a number of basic J.D. courses being offered which have a distance learning component such as through the use of a listserve or a threaded discussion list.

Because so few distance learning courses have been offered in law schools, an important question is whether a school would grant credit for a distance learning course offered by another law school. While most respondents indicated that the issue had not arisen, many indicated that they would be inclined to grant credit if the course was from an accredited law school that was complying with the ABA Temporary Guidelines. In fact, most indicated that the local school would treat the distance learning course as if it were a course taken in residence at another accredited law school.

Only 10 schools answered that they would definitely grant credit or had already done so. Eighteen responded that they would not grant credit for a distance learning course even offered by an ABA approved school.

As might be expected, a considerable number of schools expressed an interest in using distance learning in the future both for specific J.D. courses and for post-J.D. programs.

Several schools indicated an interest in using distance learning for continuing education courses. Subjects listed as potentials for CLE courses include corporate law, telecommunications and administrative law.

The final questions focused on opinions about distance learning in legal education and its desirability. The first of these concerned what schools thought the ABA's primary concerns should be in distance learning. Two dozen schools listed two issues as the most critical: quality and interaction. In a variety of ways, twelve respondents stated that quality or pedagogical soundness was the most important consideration for the ABA. The same number of schools indicated that preserving the interaction between faculty and students and access to faculty should be the primary concern. A significant number also raised the issue of knowledge, assessment and examinations.

The list of other concerns range from class size to technology integration. Some believed that the technology should both enhance interactive teaching methods and ensure that distance learning furthers professionalism.

Several schools encouraged the ABA to remain flexible and to permit innovation and experimentation by law schools while ensuring that synthetic or virtual schools are not able to offer a law degree. Others raised concerns about the availability and delivery of supporting materials and student access to a full service library. It was also suggested that the ABA should shift its concern from method to educational outcome with intermediate focus on the degree of student effort, engagement and faculty access.

Respondents were then asked to relate their own concerns about distance learning. To some extent respondents' concerns paralleled those they felt the ABA should have: quality, content assurance, assessment and examinations, effectiveness and the lack of interaction between students and between faculty and students. They also had some additional concerns involving the cost of the technology and whether the technology helps meet the goals of the institution. Several schools expressed concern about the loss of the law school culture and how to ensure that students receiving their education by distance learning receive an equal education.

There was also some uneasiness about the faculty who may be asked to teach distance education courses, such as the training of faculty, how they will be evaluated, and whether course loads will be reduced, whether sabbaticals will be available or additional pay for designing courses and materials. One school worried about state-supported institutions in states where there are too many law schools; with an eye toward cost cutting, legislators might view distance learning as a solution, and this could lead to the closing of some schools.

The last question sought recommendations for changes in the ABA's guidelines. There actually were few recommendations. In fact, most respondents believed the guidelines did a good job for now. There was general agreement that the guidelines should apply only to courses crediting toward the J.D. degree and that other courses should not have to comply with the provisions of the guidelines. Some felt this should be stated more strongly earlier in the guidelines. One respondent questioned why guidelines focused on courses coming into the school and not those that the school might be broadcasting or otherwise distributing. There was also a suggestion to place a number on the maximum number of hours a student could earn through distance learning courses.

Based on responses and the fact that there currently is little distance learning actually occurring in U.S. law schools, the Technology Committee has recommended that the ABA leave the Temporary Guidelines in place. Further, in another few years another survey should be conducted to determine the growth and development of distance education as well as to evaluate whether the Temporary Guidelines should be revised at that point.

Laura N. Gasaway, a member of the Council for the Section, is a Professor and the Law Library Director at the University of North Carolina School of Law.
AALL’s Washington Presence

by Robert L. Oakley

In order to ensure representation of the law library community in the area of federal legislative and regulatory affairs, the American Association of Law Libraries (AALL) has maintained a visible Washington presence over the past several years. With headquarters in Chicago, and over 4,800 members nationwide, AALL’s voice in Washington provides leadership in shaping public policy changes necessary to reflect our rapidly changing technological environment.

AALL's Washington Affairs Office speaks on behalf of the Association on a number of critically important policy issues in the areas of law-related and government information. Working closely with AALL’s Government Relations and Copyright Committees, the Washington representatives of AALL comment on legislative proposals and a broad span of other issues through formal letters, congressional testimony, the filing of amicus briefs, and presentations. The ability to meet face to face with members of Congress, their staff, and other government policy officials allows the AALL’s representatives to comment on legislative proposals and negotiate draft legislative and report language. Another key advocacy component is to engage the AALL membership in grassroots lobbying activities.

AALL’s public policy concerns include access to and preservation of electronic government information (including court opinions), amendments of copyright laws for the digital age, and much else. AALL has taken on a national leadership role on many issues, such as the development of a medium-neutral and vendor-neutral citation system, and the filing of an amicus brief in the appeal of HyperLaw v West Publishing Company. The decision in that case, expected shortly from the United States Court of Appeals for the Second Circuit, will influence the future of no-fee access to public domain government information. The Washington Affairs Office is also active in a number of important broad-based coalitions with other national groups.

Many critically important information policy issues are being played out during the waning days of the 105th Congress. These include:

S.2037 and H.R. 2281 that, in implementing the World Intellectual Property Organization's (WIPO) copyright treaties, fail to maintain the important balance between copyright owners and consumers that has long been the hallmark of U.S. copyright law;

H.R. 3048, the WIPO implementation bill drafted by the library and consumer communities that includes provision for fair use, first sale, distance education, and library preservation for the digital age;

H.R. 2589, the Copyright Term Extension Act, that would extend the term of copyright for an additional twenty years;

H.R. 2652, the Collections of Information Antipiracy Act, that would extend new copyright-like protections to the compilations of data in a broad and sweeping way;

and yet-to-be-introduced legislation to reorganize the Government Printing Office and ensure government responsibility for the long-term public access and preservation of electronic government information.

These bills—some that AALL helped draft, some that AALL opposes outright, and some that are still being negotiated—are as important to the legal profession as they are to the law library community. AALL’s Washington representatives would be very pleased to work more closely with members of the American Bar Association on these important policy concerns. To learn more about the scope of AALL’s Washington activities and read some of AALL’s letters, testimony, articles, or presentations, please visit the Washington Office Web site at http://www.ll.georgetown.edu/aallwash/.

Robert L. Oakley is Professor of Law and Director of the Law Library at Georgetown University and Washington Affairs Representative of the American Association of Law Libraries.
IMMUNITY RULE
Continued from page 1

ledge, skill and moral character of each applicant who comes before them—is difficult. Whenever a state’s bar examining authority makes the decision to deny an applicant a license, it risks litigation. At a minimum, an adverse admissions decision will delay an applicant’s entry into the profession. It may cause the applicant to lose a job or job opportunity. In certain cases, it forecloses the option of entering the profession altogether. It can substantially reduce an applicant’s future income. Today, suits against bar examiners and others connected with the admissions process are commonplace and are aggressively pursued. This is not surprising, given the stakes for those disappointed by the process.

Without immunity, officials may properly worry about both personal and agency exposure to unwarranted litigation. Worry about liability exposure is potentially destructive to the central goal of the admissions process—the maintenance of a competent bar. The rule affords no protection to officials from liability stemming from actions outside the scope of their authority. It does not bar appeals of adverse decisions. Nor does it prevent injunctive relief requiring administrators to correct errors or modify procedures. It should therefore reasonably protect applicants from errors while encouraging authorities to vigorously enforce standards.

Twelve states provide some form of immunity to boards or administrators involved in the bar admissions process at the present time.2 By comparison, immunity is provided to state officials and witnesses involved in lawyer disciplinary proceedings in forty-two states.

Copies of the rule and a supporting report have been mailed by the Bar Admissions Committee to selected officials in each state and US territory. On request, copies can be obtained from Kelly Hackett at (317) 264-8340. The information is also available at http://www.abanet.org/legaled. For more information contact: Professor Paul Teich, New England School of Law, 154 Stuart Street, Boston, MA 02116; Telephone: (617) 451-0010; Fax: (617) 422-7453; E-mail: pteich@faculty.nesl.edu.

Paul Teich is a Professor of Law at the New England School of Law and a member of the Bar Admissions Committee of the Section of Legal Education and Admissions to the Bar.

1 Georgia, Hawaii, Illinois, Mississippi, Nevada, Oregon, Rhode Island, Texas, and West Virginia.

2 Arkansas, Georgia, Hawaii, Kansas, Maine, Mississippi, North Carolina, Nevada, Oregon, Rhode Island, Texas, and West Virginia.

CONSULTANTS
Continued from page 2

College, a J.D. from Baylor and a LL.M. from Yale. Dean Hurt has served as dean of Mississippi College Law School since 1991. His areas of teaching and research include constitutional law, criminal procedure and federal jurisdiction. He has served as a committee member of the Mississippi bar and the Mississippi Supreme Court. He is an active participant in American legal education activities. I look forward to Dean Hurt’s association for the next two years.

The position of Deputy Consultant has evolved under Deans Read and Gaudio and I am sure will continue to evolve with the arrival of Dean Hurt. The Consultant’s responsibilities with regard to the accreditation of law schools relates directly to every Section committee and activity. The Consultant and staff must look for opportunities to serve the interests of approved schools, their faculties and students, and legal education generally.

The position of Deputy Consultant is an important position for American legal education and the profession and legal education is fortunate that those outstanding individuals have and will give two years of their professional careers to service in this position.

STANDARD 510
Continued from page 7

from attending law school? Dr. Hanson doesn’t foresee that consequence. “I’ve only heard one person say that if she’d known all this at the beginning, she might not have gone to law school, or to the particular school she attended,” he notes. “All the other students say such knowl-

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Nominees
Continued from page 15

Council of the American Law Institute, a Board member of the American Bar Foundation, and past president of the both the Association of American Law Schools and The Order of Coif. She is admitted to the bars of the State of California, the United States Supreme Court, and the Second and Ninth Circuits. In 1992 she received the ABA’s Margaret Brent Award. Dean Lacy holds a B.A. from and a J.D. from Southern Methodist University in 1956, she was a member of Phi Beta Kappa at the University of Chicago. She earned the Berkeley campus’s Distinguished Teaching Award in 1962 and the Teaching Award of the Society of American Law Teachers in 1984. Professor Lacy was Co-Reporter in 1968-70 for the National Conference of Commissioners on Uniform State Laws’ Uniform Marriage and Divorce Act.

Honorable Elizabeth B. Lacy, Council Member Nominee, has been a justice on the Supreme Court of Virginia since 1980. She holds a B.A. from Saint Mary’s College of Notre Dame, Indiana, a J.D. from the University of Texas and an L.L.M. from the University of Virginia. Ms. Lacy has received honorary degrees from three colleges and universities. She is a former Deputy Attorney General of Virginia and a former judge on the Virginia State Corporation Commission. Currently, Ms. Lacy is Chair of the Appellate Judges’ Conference of the Judicial Division of the American Bar Association’s Advisory Committee on the University of Virginia Masters of Law in the Judicial Process Program, is a member of the Advisory Board of the Central and East European Law Initiative, and Chair of the Board of Governors of the Legal Education Section of the Virginia State Bar. She is also a member of the Board of a number of civic organizations.

Honorable David G. Trager-Council Member Nominee, is United States District Judge for the Eastern District of New York and Brooklyn. Judge Trager holds an A.B. from Columbia University and an L.L.B. from Harvard, has practiced law in New York, was Assistant Corporation Counsel for the City of New York, and was United States District Attorney for the Eastern District of New York. He is former Dean and Professor of Brooklyn Law School. He serves on a number of legal and public boards.

Honorable Gerald W. VandeWalle, Council Member Nominee, is Chief Justice of the North Dakota Supreme Court. Chief Justice VandeWalle is a former first Assistant Attorney General of North Dakota. He has been a member of the North Dakota Supreme Court since 1978 and Chief Justice since January 1, 1993, by vote of the district judges and Supreme Court Justices. He was re-elected to the Supreme Court in 1994 for a ten-year term. Chief Justice VandeWalle holds a B.S.C. and J.D. magna cum laude from the University of North Dakota where he was editor of the North Dakota Law Review. He is a member of the Order of the Coif. He serves as a Co-Chair of the Section’s Bar Admissions Committee.

Del Brinkman-Council Member Nominee (Public Member), has served as Director of Journalism Programs for the John S. and James L. Knight Foundation in Miami, one of the 30 largest private foundations in the country, for the past five years. Prior to that, Dr. Brinkman was Vice Chancellor for Academic Affairs at the University of Kansas and was Dean of the William Allen White School of Journalism and Mass Communications at Kansas. Dr. Brinkman has two degrees from Indiana University, a master’s degree in journalism and political science and a Ph.D. in mass communications and political science. He received a bachelor’s degree in English and social science from Emporia State University. In addition to the University of Kansas, he has taught at Indiana University, the University of Maryland and Kansas State University.

Website Update

The website for the section continues to be one of the most popular websites of the ABA. Since the last issue of Syllabus, we have added a “prelaw” section. Presently, it has only a few links, but, in the near future, we expect to expand this part of the website. If you know of resources that we can use or link to relating to prelaw issues, please contact Rick L. Morgan or Kurt Snyder at the Consultant’s Office.

In addition to adding the “prelaw” section to our website, we have reconfigured the list of ABA Approved law schools to facilitate “surfing.” Under the new reconfiguration, visitors to our website can link to ABA Approved law schools while never leaving the section’s website. Visitors should find this reconfiguration more user-friendly than the previous one. Let us know what you think.

On a final note, if your organization or institution’s website is not currently linked to the section’s website, please consider changing this. Our website is a great resource for those involved in legal education.

http://www.abanet.org/legaled
Editor's Note: Greetings from Italy! I hope your summer is going as well as mine. I am currently enjoying a siesta in Rome as I put the finishing touches on Syllabus. Hopefully, with the help of modern technology and Michelle Crisanti in Chicago, you will be reading this issue prior to the ABA Annual Meeting in Toronto. In any event, enjoy the rest of your summer because I know I will.

SALUTE!

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