

The **EQUALIZER** **SALT**

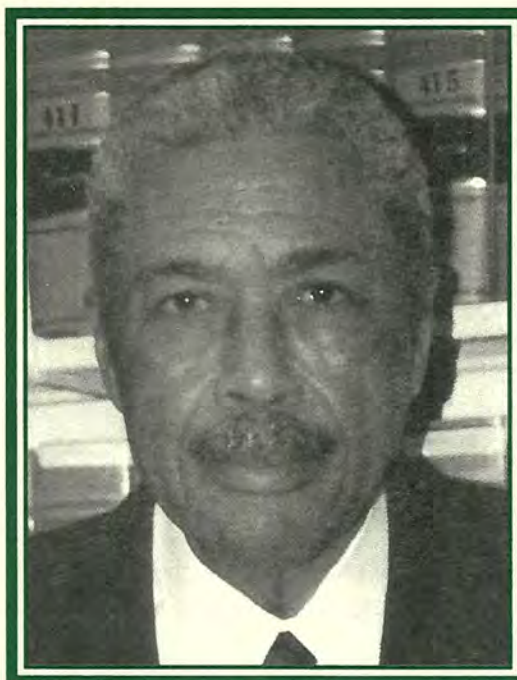
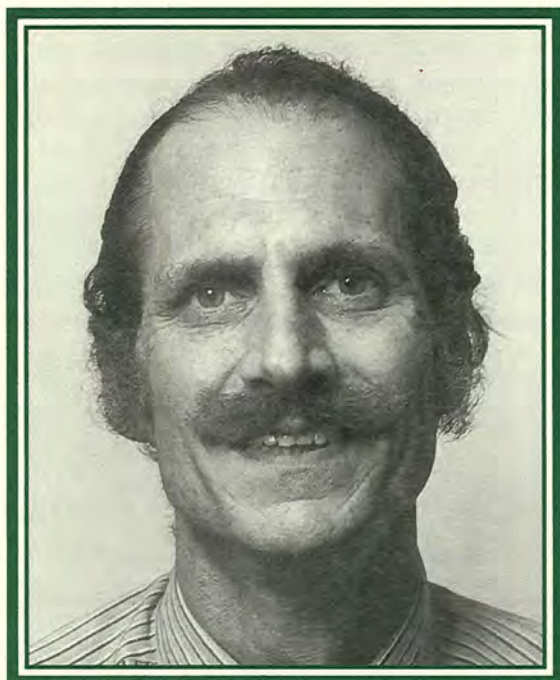
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SALT HONORS TONY AMSTERDAM, JESSE STONE AT THE ANNUAL AWARDS DINNER

- Theresa Glennon and Paula C. Johnson
Syracuse University College of Law



SALT's Annual Dinner at the AALS Conference in New Orleans is a wonderful opportunity to meet old and new friends in an elegant restaurant in the heart of the French Quarter and to honor two individuals who represent the highest ideals of teaching and commitment to the public good. This year, the SALT Teaching Award will be given to Professor **Anthony G. Amsterdam** of New York University, and the SALT Human Rights Award will be given to Dr. **Jesse N. Stone, Jr.**, former President of Southern University and former Dean and Professor at Southern University Law Center.

Tony Amsterdam's career has melded the reform of legal education with a commitment to ending the death penalty in the United States. He has long been one of the leading voices for clinical legal education. At NYU, Professor Amsterdam designed the groundbreaking Lawyering Program and oversees an ambitious, multi-faceted curriculum that intro-

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PRESIDENTS' COLUMN



– Phoebe A. Haddon
Temple University
School of Law



– Stephanie M. Wildman
University of San Francisco
School of Law

As Planning Committee member **Jane Dolkart** (SMU) predicted in the August 1998 issue of *The Equalizer*, the October 1998 Teaching Conference, **Power, Pedagogy & Praxis: Moving The Classroom To Action**, held at Loyola Law School, proved to be “exciting, provocative and unprecedented”! We encourage those of you who were not able to come to read the articles included in this issue of *The Equalizer* and ask your friends and colleagues to share their reactions about the meeting. We thank the following Conference Committee members for their hard work: **Sumi Cho** (De Paul), **Karen Czapan斯基** (Maryland), **Jane Dolkart** (SMU), **Lisa Ikemoto** (Loyola, Los Angeles), **Amy Kastely** (St. Mary's) and **Robert Westley** (Tulane). The Los Angeles weather and Loyola environs were especially fine for the collaborative work that the Committee encouraged us to engage in; many of us worked informally in small groups in the public areas outside the architecturally intriguing buildings that comprise the law school.

An important feature of the conference was the media training session, conducted by **Leila McDowell**, McKinney & McDowell Associates, and designed to focus our attention on communicating more effectively with the world at large through mass media channels. Because we believed that this public relations training was particularly important in carrying out the goals of the SALT Action Campaign, including responding to forces of regression, we included an additional media training session at the Board of Governors meeting on Sunday. Leila McDowell's efforts to make us more conscious of available strategies for delivering our message to the public succeeded in underscoring the awesome nature of our work. As teachers committed to social justice, we have pledged ourselves to explore ways of integrating praxis and pedagogy by combining activism with

scholarship and teaching. However, as **Catherine Wells** (Boston College) pointed out in Plenary I, the idea of moving out of the classroom may be daunting for most of us. During the conference plenaries and in many of the small group sessions, we heard splendid examples of how individual teachers had created projects in pursuit of this goal.

We also recognized that there is great diversity of thinking among our membership about how we as teachers -- even activist ones -- can best engage in this important work. SALT, as an organization, faces the question of effective deployment of resources; and each of us, as an individual law teacher trying to eliminate unmerited privilege and to respond to attacks on inclusion, also faces this challenge. As a voluntary, membership-supported organization, SALT's success in addressing critically important social needs, such as reconstructing merit and challenging onslaughts on educational diversity, depends on careful planning as well as the participation and support of a broad base of working members. Because we are commit-

“...the strength of SALT is drawn from our diversity; we want to provide opportunities for members to share their views and continue this dialogue concerning our role as change agents.”

ted to consensus-driven leadership, we are interested in hearing from members about the Action Campaign and SALT's activist posture. We believe that the strength of SALT is drawn from our diversity; we want to provide opportunities for members to share their views and continue this dialogue concerning our role as change agents.

We have come a long way. Indeed, at the Conference's closing session, we mused about the distance we have traveled as an organization, from building recognition of the classroom as a place to talk about issues of equality, power and privilege to constructing a meaningful discussion about how to address those problems in our teaching, scholarship and other work. In SALT teaching conferences and in *The Equalizer* more than a decade ago, we began voicing our support for hiring and promoting women of all races and men of color in our institutions. We have urged admission to the legal profession for more students who reflect the diversity of the communities in which we work. We have pressed ourselves to translate our teaching

values into constructive progressive work in the classroom and outside the academic walls. During the Loyola conference, we talked of tying our classroom activism to social movements that are shaping notions of equality. We already have well

"In SALT teaching conferences and in The Equalizer more than a decade ago, we began voicing our support for hiring and promoting women of all races and men of color in our institutions."

established linkages with groups like the Alliance for Justice; the conference participants' enthusiastic reception of Saturday's keynote speaker, **Eric Mann**, Director Labor/Community Strategy Center, Los Angeles, suggested that other ties may also develop.

In SALT, we have often found a safe and comfortable place to talk about our work. But SALT also serves the purpose of providing a place where we are challenged to be self-reflective and critical. We have committed ourselves to building new coalitions, recognizing that coalition building is, as Bernice Reagan has observed, sometimes painful. Yet, in the struggle to form new coalitions and mark our way, we become better informed and are stimulated to move forward. By asking questions, seeking new ways to think about equality and reexamining our own assumptions, we hope to progress.

By the time you receive this issue of *The Equalizer*, you will have had the opportunity to vote on the new co-presidents and candidates for the Board of Governors. It is a strikingly diverse group of strong candidates whose written statements reflect the multiple ways SALT members are actively carrying on this work. Many of the candi-

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dates recognize that they were drawn to SALT membership because of SALT's efforts to connect teaching with social activism. They became interested in running for the Board of Governors of SALT because of our Action Campaign and related activities. We hope you will want to get involved, too, because there is much to be done.

The Action Campaign is organized into three task forces. The work of Task Forces I and II seeks to provide a message about diversity, equality and inclusion in legal education and the profession. Task Force III is engaged in disseminating our message. **Jane Dolkart** (SMU) and **Theresa Glennon** (Temple) co-chair Task Force I: Alternative Admissions (including critiquing the LSAT, providing consumer information and devising progressive admissions). **Joan Howarth** (Golden Gate) heads Task Force II: Social Justice Curriculum & Practice (including examining the bar exam and creating a social justice alternative to the MacCrate report). **Sumi Cho** (De Paul) and **Margaret Montoya** (New Mexico) lead Task Force III: Legal and Political Resistance (including organizing political action, providing litigation support and establishing multi-media materials). Contact the chairs to find out how you can help with the work and to offer your ideas. In short, we invite you to join us in the challenges ahead.

Please let us know what you, the members,

"...What is one small thing I can do in the coming semester to promote the ideals of SALT in my law school? What are my long term goals to ensure that diversity, equality and inclusion are fostered in legal education and the legal profession?"

think of SALT's work and tell us what you are doing in your own institutions. Ask yourself: "What is one small thing I can I do in the coming semester to promote the ideals of SALT in my law school? What are my long term goals to ensure that diversity, equality and inclusion are fostered in legal education and the legal profession?" Write us your answer: phaddon@vm.temple.edu and/or wildmans@usfca.edu.

We also encourage you to secure your reservation for the SALT Awards Dinner at the AALS annual meeting in New Orleans on Saturday, January 9, 1999. Consistent with our social activism theme, we will recognize the extraordinary contributions of **Dr. Jesse Stone** (Southern University Law Center), who will receive our 1999 Human Rights Award, and **Professor Anthony Amsterdam** (New York University Law School), who will receive SALT's 1999 Teaching Award. We look forward to seeing you in New Orleans. ■

continued from page 1

duces first-year students to a wide range of lawyering skills while incorporating the demands and constraints of thinking and performing in role. He has also trained many law teachers who have been able to share his ideas with their own law students.

"...[Tony Amsterdam] has long been one of the leading voices for clinical legal education."

In addition, Professor Amsterdam has developed upper-level simulation courses in Evidence, Litigation Planning and Criminal Litigation and helps direct the Lawyering Theory Colloquium. In all of these programs, he has succeeded in translating insights gained from experience into innovative clinical teaching methods. He views clinical legal education as a means of "deepening and broadening one of the classical aims of law school education: teaching students to think like a lawyer." He has won numerous awards for his teaching, including NYU's Distinguished Teaching Medal.

Tony Amsterdam has also devoted his extraordinary legal talent to a lifelong struggle against the death penalty. He argued *Furman v. Georgia* (1972) in the U.S. Supreme Court and then formulated and directed the litigation campaign against capital punishment that culminated in the invalidation of many death penalty statutes. Since the Supreme Court's later affirmation of the constitutionality of some forms of capital punishment in 1976, Amsterdam has been one of the chief architects of broad-based challenges to death penalty procedures, regularly assisting capital defendants' lawyers in cases nationwide. He has been described as the "lawyer who has

"...[Amsterdam] has thought more about death penalty advocacy and has affected the law in that field more than any other individual."

thought more about death penalty advocacy and has affected the law in that field more than any other individual." Professor Amsterdam has also litigated many important cases in civil rights and civil liberties, including school desegregation and First Amendment

cases.

Despite his rich and varied commitments, Tony Amsterdam is readily available to students. "I like to think of universities as continuing the medieval tradition in which the students hired the professors. My contract runs to the students. I don't belong in teaching if I'm not doing the kind of job for students that I should."

Dr. Jesse Nealand Stone, Jr., will receive the SALT Human Rights Award. Raised in the segregated society of northern Louisiana, Dr. Stone grew up never having met a lawyer, yet his parents had imbued in him an intense respect for education and community service. This first led Dr. Stone to major in Agriculture Education at Southern University. Once Dr. Stone learned that a law school would open at Southern, he swiftly changed his major to Political Science. He was a member of the first graduating class at Southern

"...[Dr. Stone] brought suit challenging the inherent unfairness of all-white juries and won the right for African Americans to participate in jury trials.

...he asserted the rights of protesters to demand equal access in public accommodations through sit-ins in restaurants, bus stations and other facilities."

University Law Center.

Upon opening his private law office, Dr. Stone became the first African American to practice law in Shreveport, La. in over fifty years. He repeatedly was forced to demand the right to sit behind the rail with other attorneys. He later became a cooperating attorney with the NAACP Legal Defense Inc. Fund and counsel for the Louisiana Education Association. Through his association with the NAACP Inc. Fund, Dr. Stone filed voter registration lawsuits in many parishes, enabling African Americans to vote in all political elections for the first time. He was also responsible for obtaining court orders to enforce the civil rights won in other courts, such as the U.S. Supreme Court's decision in *Brown v. Board of Education*.

As a practitioner, Dr. Stone considered himself primarily a criminal lawyer. He won his first five jury trials in capital cases with all-white juries. Nevertheless, he brought suit challenging the

inherent unfairness of all-white juries and won the right for African Americans to participate in jury trials. As a civil rights attorney, he asserted the rights of protesters to demand equal access in public accommodations through sit-ins in restaurants, bus stations and other facilities.

During the 1970s, Dr. Stone served as Dean and Professor of Law at Southern University Law Center and as President of the Southern University System, where he sought to create, in his words, "a people's" university. He later was appointed to the Louisiana State Supreme Court as an Associate Justice pro tempore. In addition, he has held numerous positions in state government, including Associate Director of the Louisiana Commission on Human Relations, Rights and Responsibilities; Chairperson of the Louisiana Advisory Committee on Education; and membership on the Louisiana Advisory Committee to the U.S. Commission on Civil Rights.

Dr. Stone returned to the law faculty and remained there until his retirement. Reflecting on his many years at the Law Center, Dr. Stone remarked, "It is invigorating to see the contribution that the law school has made in raising the legal aspirations of the people of this State and the justice that has been received through the judicial system. The Law Center has been a good thing for Louisiana and will continue to be. When you have practiced for forty-five years, and started in a period when . . . there were as few as two black practitioners in this State . . . and then look at the number of judges and lawyers we have today, and the

"...Dr. Stone served as Dean and Professor of Law at Southern University System, where he sought to create, in his words, "a people's" university."

access that the public has to legal advice, I would say that the Law Center has been most successful." The success of his vision is mirrored in the comment of one of his proteges: "Jesse Stone has been a mentor to virtually every Black lawyer in Louisiana."

SALT is especially pleased to honor two individuals whose lifelong commitment to teaching and mentoring and whose devotion to the causes of ending the death penalty and ensuring civil rights for all reflects the central mission of our

organization. We hope that you will be able to join us in this celebration.

The Annual Awards Dinner will be held in a charming and highly regarded French Quarter restaurant, Broussard's, founded in 1920 by "Papa Joe" Broussard. Because there is limited space and

"...Jesse Stone has been a mentor to virtually every Black lawyer in Louisiana.."

we expect the dinner to sell out soon, we encourage you to make your reservations immediately. (see page 11 herein). ■



SALT LAUNCHES MULTI-MEDIA RESOURCE GUIDE

— Paula C. Johnson
Syracuse University
College of Law

At the SALT Teaching Conference in Los Angeles, our Multimedia Subcommittee initiated a project to assist progressive law teachers in using various media in their teaching. While we discussed our interest in creating innovative media for teaching, we also thought that we should provide information about existing media resources to use in various educational settings, e.g., large classes, small classes, seminars, clinics and skills courses. We intend to provide a user-friendly guide to recommended resources. Raul Sanchez (St. Mary's) suggested that SALT members contribute to the guide by recommending the various films that they use, including short statements about the value of each film and experiences in using it, at what point in the course it is used, and descriptions of discussion points and accompanying exercises. Odeana Neal (Baltimore), added that audiotapes, too, can be used effectively in our teaching. Therefore, we invite SALT members to contribute some of their favorite multimedia teaching tools -- popular movies, documentaries, audiotapes, computer games, etc. -- toward the development of the SALT Multimedia Resource Guide. Forward your submissions to me by email at pcjohnso@law.syr.edu. Stay tuned! ■

SALT BOARD MEETS IN LOS ANGELES

— Joyce Saltalamachia
New York Law School

A large contingent of SALT Board members gathered on October 17, 1998 after the successful Teaching Conference in order to discuss SALT business and future activities. The SALT Board regularly meets three times a year, usually in conjunction with another conference.

The Board welcomed back Co-President **Phoebe Haddon**, who had returned from a sabbatical semester in Japan. Phoebe, in turn, welcomed Board members to the meeting and thanked all of the people who had been so instrumental in making the Los Angeles teaching conference such a success. She particularly thanked **Elvia Arriola, Sumi Cho, Karen Czapanskiy, Jane Dolkart, Lisa Ikemoto, Amy Kastely** and **Robert Westley** for their hard work. SALT Board members then took turns offering individual reflections on the conference and what it will mean for SALT's future work.

Concerning SALT's future plans, **Karen Czapanskiy** reported that the Program Committee was recommending that SALT begin to alternate

current academic year. This situation is relatively normal, and, based on past experience we can anticipate another \$5,000-10,000 in membership income. Norm promised a full financial report and prognosis at our upcoming Board meeting in January.

Paula Johnson and **Cynthia Bowman** reported that the Awards Committee is recommending Professor **Anthony Amsterdam** for SALT's annual Teaching Award and **Jesse Stone** for our Human Rights Award. These recommendations were enthusiastically approved by the Board (see page 1 herein).

"The Board also discussed having a conference just for new teachers and questioned whether law professors are more interested in issues of activism or issues of progressive teaching."

It was also agreed that the Committee will find an opportunity at the dinner to honor SALT members and friends who may have passed away during the previous year.

Paula Johnson reminded the Board that special SALT notecards had been designed and produced, and she encouraged Board members to use these cards to publicize SALT. It is hoped that the notecard project will eventually be self-sustaining. At the present time, notecards can be obtained from Paula (see page 20-21 herein); they will also be for sale at the AALS Annual Meeting and soon through our web site.

For the Nominations Committee, **Sylvia Law** reported that all current Board members whose terms are expiring are running again, except for **Nadine Taub** and **Leslie Espinoza**. **Nadine Taub** then thanked everyone on the Board for their help and comradeship during her many years of service. She was given a round of applause by appreciative Board members. It was noted that, because we are starting our election process later than we have done in past years, it will be difficult to finish the Board elections by November 15, as required by our by-laws. The Board then voted to suspend our rules in this regard, with the proviso that the elections would take place as soon as possible.

Ann Shalleck raised several membership questions on behalf of **David Chavkin**, who is in charge of our membership list. She questioned if

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"...Our paid membership stands at 360 with another 495 people in the SALT database who have not paid dues for the current academic year."

some sort of activism conference with each teaching conference in order to offer enhanced opportunities for SALT members. This would mean that an activism conference would take place in 1999 and a teaching conference in the year 2000, with the rotation continuing in future years. **Margaret Montoya** and **Sumi Cho** agreed to report at the January Board meeting on the possibility of a 1999 activism conference. Also in January, **Amy Kasteley**, **Jane Dolkart** and **Robert Westley** will report on the possibility of a teaching conference in 2000. It was noted that for future conferences, we should look to linking SALT with other related interest groups and try to reach people beyond those who are already attending our meetings.

Treasurer **Norm Stein** reported that SALT's current balance is \$96,490.57. Our paid membership stands at 360, with another 495 people in the SALT database who have not paid dues for the

SALT TEACHING CONFERENCE A HUGE SUCCESS!

FEEDING THE SPIRIT

Jane Dolkart
SMU School of Law

The SALT Teaching Conference, "Power, Pedagogy & Praxis: Moving The Classroom to Action," held on October 15 - 17, at Loyola Law School in Los Angeles was a resounding success. Over 120 attendees participated in two packed days of plenaries, demonstrations, small groups and action campaign work—so much to do and so little time in which to do it! The conference invited participants to address ways to integrate a political and action component into our courses that unites theoretical critique with political engagement.

This conference, as with so many SALT activities, fed the spirit as well as the mind. It underscored the need for those of us who are progressive teachers, scholars and activists within essentially conservative insti-



tutions to form communities and networks outside our institutions, to support each other in our work and to find ways to re-energize ourselves when evidence of an increasingly regressive culture appears everywhere.

The opening plenary focused on an examination of the ways the external structures of repression have impacted law schools and the academic environment, on what we as a legal community can do to counter the shift to the right. **Joel Handler** (UCLA) discussed present threats to progressive education, tracing these threats to three sources: the dominant capitalist ideology, the rise of the religious right and the uncertain message from the left. He sees the adoption by the left of post modernism, with its focus on individual resistance rather than community struggle, and the lack of a political economy of the left to counter the international triumph of financial capitalism, as hindering a strong progressive response to the right. Joel noted that in law

schools, the more conservative climate has been reflected in increased staffing of business courses and the popularity of law and economics. Joel ended on an optimistic note, pointing out that recent changes have also presented new opportunities. For instance, the move towards decentralization and community development provides a chance to work with grassroots organizations on commercial and economic development issues.

Joel was followed by **Kaaryn Gustafson** (UC Berkeley, student), who talked about her experience as a student at Boalt during the Prop 209 campaign and after 209's passage. She presented a thoughtful critique of the present law school environment, as well as an inspiring description of law students' organizing efforts to counter the effects of Prop 209, efforts substantially spearheaded by Kaaryn herself. The forces of regression detailed by Kaaryn included fewer people of color and progressives on the faculty and marginalization of these faculty members, a changed student body that last year included only one African American and sixteen

Hispanic students, and an increasingly visible and vocal group of right-wing students. Kaaryn reminded law professors of their obligation to bring social change into the classroom. Her critique of what is lacking in our classrooms included broader theoretical perspectives, greater discussion of political issues, lack of a critical mass of progressive student voices and any discussion of what lawyering entails or how it can be focused on political activism. Student negative response to increasingly conservative institutions has included withdrawal from the law school experience, abandonment of law completely and, perhaps, most damaging, a kind of spirit murder: demoralization, disempowerment and the abandonment of



the vision of law as a source of hope.

Nevertheless, in the face of an unsupportive and hostile environment, a group of Boalt law students found strength, commitment and opportunities to fight back. Students formed reading groups and distributed their own articles to go with first-year courses. To counter Prop 209, students wrote an extensive report justifying the use of affirmative action in legal and policy terms and detailing the negative effects 209 would have on diversity in the law school. They also wrote the Equal Education Opportunity Initiative in an effort to overturn 209 through another initiative. Although the students did not obtain the 700,000 signatures to get the initiative on the ballot, student organizing and financial commitments garnered 350,000 signatures.

The final speaker was **Catherine Wells** (Boston College) who talked about the big and little murders perpetrated primarily against women and persons of color in teaching. They earn less money, work at less prestigious law schools and teach less valued courses. Studies report a sense of isolation; all too often, persons of color and women are dispirited, depressed and bone-tired. It is the little murders, the micro aggressions which create these feelings and the pressure to be conventional and satisfied with the way things are. Having confronted the structures of subordination that can stifle our spirit, Catherine went on to suggest solutions, ways to survive and continue to struggle and engage in transformative teaching and activism. Noting that, unlike practice where lawyers get big and little successes to sustain themselves, academic rewards and feedback are more nebulous and require more intentionally-created support systems. Catherine's strategies include naming and validating our experiences, acknowledging our pain, processing the psychically violent experiences that happen every day (grief work), looking for or forming communities that sustain us and doing activist work in communities. She reminded us that we do not do this work to change the world, but because it taps into our best selves and our commitment to a better future.

After the plenary, participants met in breakout groups to further discuss repressive structures and incidents within their own schools and propose solutions to foster survival and a progressive learning environ-

ment. Each group reported back to the larger plenary. Among the problems raised were the absence of money to support students interested in public interest work, the difficulties of getting progressive students to speak up, the power of silence, the withdrawal of progressive professors from law school life, the resistance among students to discuss such issues as race and sexual orientation, the disabling effect of a culture of civility, and the increasing emphasis on LSAT scores and ranking. Among the suggestions made were faculty acknowledgment of the reality of what is going on, the importance of faculty coming out of their offices, the development of a list of supportive faculty.

Over box lunches, participants assigned themselves the six SALT Action Campaign Project subgroups to further the development and implementation of a proactive response to structural forces of regression within law schools. Hopefully, conference attendees will continue to support and work with SALT on the campaign.

Following lunch, participants reconvened for plenary II and presentations on ways to integrate social justice projects into traditional law school classes. **Elvia Arriola** (Texas) led off with a discussion of her successful and energizing experience with one such project, in the face of the despair felt after *Hopwood*, Lino Graglia's comments, and the daily pain of being an activist, scholar and teacher of color at UT. [See Elvia's article, page 14 herein].

Barbara Bezdek (Maryland) presented a second model for integrating teaching and social justice projects. She was hired by Maryland precisely to help create and teach a social justice course that would be integrated into the first-year curriculum. She and Mark Feldman invented the Legal Practice and Theory course (LPT), aimed at teaching students the value of devoting part of their legal careers to the legal needs of the poor. One of the premises on which the program was based was that legal education causes student detachment from issues such as equality and wealth distribution. To counter this, the course has in various years focused on legal issues of the homeless, battered women, death row inmates, and child exposure to lead paint. Barbara talked about the difficulties of engaging in this kind of work in an otherwise traditional law school environment. For instance, it takes an enormous time commitment to keep the projects going, at the expense of other contacts in and outside the institution and the imposition of a sense of isolation on the group of progressive teachers working in the program. Fostering dialogue with and keeping support in the internal law school community consumes enormous energy. Nevertheless, the LPT program provides an oasis and support for students interested in social justice and provides an alternative vision of lawyering.

Confirming the importance of the program to progressive students, we next heard from **Angela Liang**, a student and former participant in Barbara's LPT course in property. Angela chose to enroll in LPT because she wanted to work with real clients. She credits LPT with sustaining her and keeping her in law school. But one LPT course is not enough to overcome the isolation imposed by peers of being a student interested in public interest work. Angela pointed to the energy needed to sustain the constant debates on progressive issues and her eventual withdrawal from engagement with the law school community.



The final speaker was **Glen Omatsu** (UCLA, Asian American Studies) who presented a theoretical as well as political justification for integrating social justice into good learning and teaching. The ethnic studies movement has developed an educational model based on learning and teaching being linked to each other and connected to work in communities. He pointed out that knowledge needs to be shared and used to confront power and change communities. Thus, his teaching has been based on community work. Glen described one project in which urban renewal in Japantown was destroying the community. He had his class organize and participate in rallies and marches. The class then engaged in a project of investigative journalism, writing articles for a WEB page covering such issues as race relations. Another project involved an organizing effort at

the New Otani Hotel in which one of the outcomes was to teach students about interethnic alliances, here Asian students working with Latina/o workers trying to unionize.

Immediately following the plenary overview of weaving praxis with pedagogy, participants were free to attend one of nine concurrent, one-hour demonstration sessions, designed to share examples of social justice projects that have been integrated into substantive law areas and to discuss the benefits and challenges of using such an approach to law school classes. For example, **Marina Hsieh** (vis.U.C. Davis) and **Karen Czapanskiy** (Maryland) conducted a civil procedure class in which students who had been working on behalf of welfare recipients preparing administrative fair hearings where benefits were terminated, were asked to compare the discovery rules in Maryland fair hearings with discovery under the Federal Rules of Civil Procedure. In doing so, students began to recognize the values animating "neutral" procedural rules and to



examine how they affect the relative power of the parties. **Margalynne Armstrong** (Santa Clara) used landlord-tenant cases to teach about activist lawyering and impact case-making in a property law class. **Cynthia Bowman** (Northwestern) and **Eden Kusmiersky** (Northwestern alumnus) orchestrated a play in 6 acts, the scenes alternating between the teacher and her student, to illustrate how the preparation and argument of clemency petitions on behalf of four women incarcerated in Illinois prisons for having killed a spouse or boyfriend were integrated into a seminar on domestic violence.

After the teaching demonstrations, participants met in the first of three small group sessions organized by subject matter. Participants could choose from a wide variety of subjects, including, for example, constitutional law, employment discrimination, criminal law and torts. Each small group was facilitated by two teachers. The first meeting was devoted

to brainstorming ideas for activist projects feasible for the group's subject area. During the second day of the conference, each group then worked on choosing one such project, developing a course overview integrating the project with the rest of the course agenda and preparing a 5-10 minute introduction that a faculty member using the course overview would give during the first class of the semester. The introduction was designed to present both an overview of the course and an explanation of why the class is engaging in the activist project. During the third small group meeting over lunch on Saturday, each group met with one or two other small groups to present their activist curriculum and course introduction to each other.

Friday's hard work ended with a working buffet dinner in which participants reconvened in their Action Campaign Project groups to continue the lunch discussion and to articulate short-term goals and plan and make a division of labor for achieving these goals.

Everyone gathered again on Saturday morning to hear an inspiring presentation by **Eric Mann**, Director of the Labor/Community Strategy Center in L.A. Eric talked about the Center's successful organizing efforts around transportation issues in Los Angeles. They built an organization of dues-paying bus riders (The Bus Riders Union), "a factory on wheels," to protest the poor quality of a bus system serving predominantly persons of color, this in contrast to a partly completed commuter rail costing billions of dollars, some of it siphoned off the bus budget, and serving few people. When MTA chose to raise bus fare and eliminate the unlimited ride card in 1994, the Bus Riders Union, with the help of the NAACP LDEF, successfully sued for a temporary restraining order.

Eventually, L.A. entered into a consent decree, agreeing to reduce overcrowding. When the city failed to comply with the decree, the union began a campaign "No Seat, No Fare." Recently MTA agreed to buy 1200 new buses over the next three years. Eric expects that the transportation battles will continue. He provided some thoughts on the tensions and interactions inherent in trying to be an academic and an organizer and between politics and law. Eric warned that there are costs involved, that the activist scholar is likely to be

Join Us At
SALT's 1999 ANNUAL AWARDS DINNER

Saturday, January 9th • 6:00 P.M.

Broussard's Restaurant

819 Conti Street, New Orleans
(In the French Quarter)

honoring

Dr. Jesse N. Stone, Jr.
Southern University Law Center

and

Professor Tony Amsterdam
NYU School of Law

Cost: \$55 DINNER (\$58 WITH WINE)

Name _____ Number In Party _____

Address _____

Tele & Fax _____

E-Mail _____

Menu Choice: Baked Salmon _____ or Vegetarian Pasta _____
With Wine \$58 _____ or Without \$55 _____

Amount Paid _____

Make checks payable to SALT and forward to Prof. Norm Stein, University of Alabama
School of Law, Paul Bryant Drive East, Tuscaloosa, Alabama 35487
(Please keep a copy of this form as your receipt)

SOCIETY OF AMERICAN LAW TEACHERS

MEMBERSHIP APPLICATION (OR RENEWAL)

We're in the midst of our annual membership drive.

Please pay your dues and get one friend / colleague to join!

- ☐ Enroll/renew me as a Regular Member. I enclose \$50.00 (\$35.00 for those earning less than \$30,000 per year).
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Make check payable to: Society of American Law Teachers

SALT EVENTS AT THE ANNUAL AALS MEETING NEW ORLEANS



Thursday January 7, 1999 • 8:00-10:00 p.m.

Robert Cover Study Group

"Justice, Resistance and the Law: Law Schools and the Solomon Amendment"

Elmwood Room - 3rd Floor - Hilton



Friday, January 8, 1999 • 7:00-8:30 a.m..

SALT Board of Governors Meeting

Trafalgar Room - 3rd Floor - Hilton



Saturday, January 9, 1999 • 6:00-8:30 p.m.

SALT Awards Dinner

honoring

Dr. Jesse Stone and Professor Tony Amsterdam

Boussards' Restaurant

819 Conti Street (in the French Quarter)

Please make your reservations immediately - see reverse



Throughout the AALS Annual Meeting

"The SALT Suite"

*For your informal and spontaneous gatherings,
committee meetings or rest and relaxation*

*(For suite number, check registration for Nell Newton
or Karen Czapanskiy, probably at the Hilton)*

an outsider in her/his institution and to risk tenure denial. But, he emphasized, politics comes first, and career should be driven by it. Law is just one strategy in effective activism and political organizing. Suggestions for ways law professors can support activist projects and teach students about activism included affiliating with community groups, writing op ed and other media pieces and reconstructing literacy to include thinking as well as reading.

Following Eric's energizing discussion of a brilliant and successful organizing effort, participants returned to their small groups and spent the remainder of the morning and lunch developing their activist projects and presenting them to other small groups.

After lunch, the conference shifted focus in Plenary III to a presentation devoted to media training. The training was conducted by **Leila McDowell**, one of the founders of the minority and woman-owned public relations firm of McKinney & McDowell. The media training was designed as a first step in helping us frame media-friendly messages and deliver them effectively. Such skills are necessary if we are to have an impact on public discourse as law professors, activists and SALT Action Campaign participants. Leila outlined four strategies for message development and delivery: 1) keep it simple; 2) use anecdotes and personal stories; 3) define the debate, don't wait for the media to call you; and 4) stick to your message. We all endeavored to frame the right messages on affirmative action and on the use of the LSAT. Leila then conducted a number of role plays with participants on the subject of affirmative action. These were both useful and entertaining, highlighting the difficulties in following the four strategies in a simulated television interview or debate.

The day ended with **Andrea Guerrero** (U.C. Berkeley, law student), who reiterated Kaaryn Gustafson's comments about student activism at Boalt Hall, and closing remarks from SALT's co-president, Stephanie Wildman (vis. Santa Clara). Stephanie reflected on the ways in which the very topic of the conference, promoting meaningful discourse on activism and social justice and doing projects in the classroom, is a sign of SALT's growth. We feel the urgency to do this kind of work and are ready to tackle the daunting challenge it presents. These challenges include managing the logistics of doing class projects, building new coalitions and thinking critically in new ways about what we are doing as teachers. Stephanie stressed the importance of learning by doing and of learning from our students, a theme stressed in the conference through the integration of student participants as plenary speakers, demonstration presenters and more generally throughout the conference. She reminded us that the themes of hope and despair evident throughout the conference are not opposites, but exist on a continuum in which we can embrace both at the same time. Lastly, Stephanie invited participants to break out into three groups to discuss two questions she posed: 1) What would we do differently in our teaching to involve students in progressive work; and 2) What long range goals might you set in the next five years to involve students in progressive work, and what kind of support, including institutional change, would you need to effectuate those goals? The groups made brief reports of their discussions and, thoroughly exhausted but with minds racing, the conferees staggered homeward.



The members of the planning committee for the conference were **Elvia Arriola** (Texas), **Sumi Cho** (DePaul), **Karen Czapanskiy** (Maryland), **Jane Dolkart** (SMU), **Lisa Ikemoto** (Loyola L.A.), **Amy Kastely** (St. Mary's) and **Robert Westley** (Tulane). Together we would like to thank each person who contributed to the program for the high quality of their work and their commitment to the project.

The teaching demonstration presenters were **Fran Ansley** (Tennessee), **Margalynne Armstrong** (Santa Clara), **Frank Askin** (Rutgers, Newark), **Kristin Berg** (Iowa, student), **Cynthia Bowman** (Northwestern), **Raymond Brescia** (New York), **Enrique Carrasco** (Iowa), **Karen Czapanskiy** (Maryland), **Cecilia Espenosa** (St. Mary's), **Bryan Ford** (Santa Clara, student), **Grover Hankins** (Texas Southern), **Marina Hsieh** (vis. UC Davis), **Sherrilyn Ifill** (Maryland), **Eden Kusmiersky** (Northwestern, student) and

Chris Littleton (UCLA).

The small group facilitators were **Jody Armour** (USC), **Bob Benson** (Loyola, LA), **Bob Chang** (Loyola, LA), **Donna Coker** (Miami), **Eileen Gauna** (Southwestern), **Theresa Glennon** (Temple), **Dennis Greene** (Oregon), **Sharon Hom** (CUNY), **Joan Howarth** (Golden Gate), **Suzanne Jackson** (American), **Paula Johnson** (Syracuse), **Desirree Kennedy** (Tennessee), **Jane Larson** (Wisconsin), **Cynthia Lee** (San Diego), **Guadalupe Luna** (Northern Illinois), **Neil Gotanda** (Western State), **Bernida Reagan** (Berkeley Community Law Center), **Raul Sanchez** (St. Mary's), **Winona Tanaka** (Oklahoma) and **Eric Wright** (Santa Clara). ■



WHY ACTIVIST TEACHING AND SCHOLARSHIP?

Elvia R. Arriola

University of Texas School of Law

It keeps me alive even if I sometimes feels I am dying inside from sadness as I watch the nation's commitment to justice on civil rights issues crumble around me. Prop 209, *Hopwood*, the less than 1% enrollment of African-Americans and Latina/os at the University of Texas this year, yesterday's denial of tenure to another Latina on my faculty who played by the rules and was still not deemed good enough--these are the big and little murders that make on want to give up the battle for social justice.

As a member of the organizing committee which put together the Fall 1998 Teaching Conference, I hoped for an event which would raise our consciousness and our hopes because the changes we have been witnessing these past few years can leave us feeling helpless and angry. I know for myself, however, that when I'm feeling frustrated and angry that my institution will not take any responsibility for the blanchification of legal education, it's time to call a friend or colleague who understands my internal struggle. I saw the Conference as an opportunity to connect with some of those friends in academia who also share the feeling of despair, isolation and disconnectedness from those power brokers who have been turning back the pages of history on racial progress in America and are feeding the beast of apathy over the death of affirmative action.

But, because the shared pain can be sometimes sharp, a "downer" as speaker **Kaaryn Gustafson** noted in Plenary I, the comfort of friends and our renewed commitment to activism with others became so important. I have discovered that I cannot limit my definition of "activism" to simply pointing the finger of blame on those who don't care or don't identify with my cause. I need an activism that enlivens me and my work and that enlivens the minds and hearts and spirit of my students. Expending too much negative energy--the despair, the worry and the anger at institutional forces which I cannot control--is a waste of my time and my talents. And that is why I was happy to participate in Plenary II's discussion about the integration of praxis--critically-based practice--and pedagogy. There *are* things that I can do in my own domain as a teacher and a scholar. One day at a time, I can try to bring the best of my experience, my strength in critical analysis and my hope and vision for a more peaceful and caring world of differences into the work I do as a teacher and into fulfilling my responsibility as an educator.

In this spirit of hope, I presented some ideas about pedagogy and about praxis. As to pedagogy, I found myself discovering new colleagues like **Glenn Omatsu**, who, like me, believes that the best way to study a subject is to get students involved in a practical way. For Glenn, it has meant teaching grassroots community

movements by engaging his students in the theory and practice of creating an educational campaign on issues of inter-ethnic alliance between Latino and Asian groups caught up in the struggles of unionizing workers at a large Los Angeles hotel. For me, it was the development of a multi-tasked research project involving teams of students exploring whether or not the public schools in the city of Austin were in compliance with basic principles of equality articulated in school desegregation law. Although our projects differed in kind and substance, it was clear that Glenn and I shared some understanding based on experience of the value of a pedagogy which takes on the risk of engaging students in self-directed learning experience.

Is it difficult to come up with teaching models which can give students a sense that their theories will be informed by their experiences and that their practice will inform their theorizing? Yes, but not impossibly so. As one who has never been a clinical professor, I found the greatest challenge to be in the careful planning of structured support for the students, especially if one is faced with the seemingly daunting task of shaking the foundations of traditionalism in the large classroom. There is, after all, an element of trust and letting go that one must embrace the moment one decides to introduce a teaching technique designed to loosen the energies of large numbers of students. It means giving up the privilege of the authorial stance at the podium and becoming part of a community of experience with our students. It means giving up that illusion of absolute control.

As an experienced teacher on group projects, I can say yes, there can be scary moments when one unleashes the energies of students who may not know or like each other and then burdens them with the awesome new responsibility of working together and getting group grade. But note that I said moments, not hours. I can also say, that every time I have used group projects, the willingness of students to work together and to produce quality work has always exceeded my expectations. Without a lecture on civility, they are respectful towards each other. Without preachiness on the importance of respecting one's differences based on race, class, sex, ability and so on, differences emerge and are somehow resolved. Shy students break out of their shells, and arrogant ones are brought down a notch by the power of community. And the teacher develops meditating skills when the (very) occasional group needs to be reassigned because the members can't work through the differences.

All of these factors were at play in the Austin Schools Project as my students went out on their own with a set of guidelines on the kinds of information to search out beyond the Internet that would help them evaluate and write a report on how the Austin Independent School District (AISD) had dealt with the mandate to desegregate the schools pursuant to *Brown v. Board of Education*. They had to learn about the role of school closings and new constructions, the drawing of attendance zones, magnet schools, teacher salaries and experience, racial demographics, gifted and talented programs, students' performance on statewide achievement skills tests and the history of desegregation litigation in Austin. Then, all of these factors had to be evaluated in light of the standards for proving either discriminatory intent or impact under the civil rights laws and the Constitution. Although my students worked independently, they did have continuing feedback and guidance from me on how they could get the most out of their facts to make a credible, factually-based argument for or against compliance.

To this day, I have been rewarded by the results of the risks I have taken in developing this and other previous, experientially-based teaching projects. There is an excitement in the classroom when one's students are enlivened in the reading of the material by their need to understand the doctrine in order to complete the practical assignment. The questions are sharper, more sophisticated and more challenging for the professor who is in constant search for new ideas in scholarship. It is a charged teaching environment because the electricity in the air is that produced by powerful ideas, insights, connections and the process of true learning. Our students are not dependent personalities or children. If they act that way it's because we make them feel that way as we operate from assumptions that have them competing with each other rather than learning from and



with each other. It is a challenge to the assumptions of the traditional model of teaching which dictates, erroneously, that all learning about the law happens in the ivory tower. As Glenn has observed, "Knowledge is too important to stay within the classroom."

As I write, a year after the first version of the Austin Schools Project, I remind myself to make phone calls to those students who helped produce the final report of over two hundred pages of documentation, graphs and maps, suggesting strongly that the segregated Austin schools disfavor the educational needs of children living in the racially-identified sections of the city. I have been invited to share this data with a coalition



of community groups, educators, parents and principals who are concerned about pending changes in AISD policy which will effect the East Austin schools. Members of the growing coalition fear the worst that they will lose some schools and that their kids will be the first to be bused out of the community. I have the data to help them support their distrust and their plans to challenge the School Board at an upcoming hearing. We can link the current policies to a long, sordid history of non-compliance with the spirit of the law at the expense of the quality education of Black and Brown children in Austin's schools.

My students will be invited to come full circle in their educational process by participating in those

meetings with the East Austin community. They will see the continuing benefit of their work and feel proud that, as they learned, they produced tools and hope for the continuing battle against powerful foes. And I will get to enjoy the satisfaction of knowing that even if the world of social justice seems to be falling to pieces, I'm not.

RECONSTRUCTING MERIT IN LAW SCHOOL ADMISSIONS

Theresa Glennon
Syracuse University College of Law

The Admissions Task Force met at the October SALT Conference. Together, we developed an ambitious agenda for research, developing SALT position papers and advocacy on two important topics: 1) a critique of the LSAT and its uses and 2) the need for law schools to employ progressive admissions criteria to keep affirmative action goals in place. Our first task is to ground our criticisms and proposals in research and to synthesize that research into position papers. **Jane Dolkart** (SMU) will coordinate the gathering of research and writing of a SALT position paper on the LSAT, and I will coordinate research and a position paper on progressive admissions policies. We plan to use these position papers as the basis for advocacy with law schools to end their reliance on the LSAT and to put in place progressive admissions policies.

We also agreed to pursue several other avenues for supporting affirmative action in admissions. These endeavors include profiling "good" lawyers who performed poorly on the LSAT; 2) determining what role, if any, the LSAT plays in the ABA inspection process; and 3) developing a workshop on affirmative action in admissions for the AALS Annual Conference in the year 2000.

WE NEED HELP! As you can imagine, this ambitious plan requires many minds and hands. Please contact co-chairs **Jane Dolkart** (SMU), **Sorrell Brady** (Maryland) or me to volunteer to work on one of these projects.

continued from page 6

our mailing list should be given to all non-profit requesters and whether the mailing list should be on our web page. There was also a question about revising our current dues structure. These questions were discussed, but it was decided to hold over any final decision until the January meeting. Members who have thoughts on these questions are encouraged to bring them to any Board member. A related discussion then proceeded about ways to increase our membership. The Board discussed whether to tie membership to the conferences so that there would be a discount for joining at a conference. The Board also discussed having a conference just for new teachers and questioned whether law professors are more interested in issues of activism or issues of progressive teaching. There was also a suggestion to condense our teaching conferences into shorter time periods in order to attract more attendees.

It was decided to have a SALT suite at the AALS meeting in January to host committee meetings and to have a place for members to drop by during the day and the evening. **Nell Newton** and **Karen Czapanskiy** have agreed to occupy the suite and will arrange for members who need to use it.

Sharon Hom reported that the CUNY conference will be held April 9-10, 1998. This confer-

*"...the CUNY conference will be held
April 9-10, 1998.*

*...and will address ways to incorporate
the immigrant perspective into law
school curricula.."*

ence will be co-sponsored by SALT and will address ways to incorporate the immigrant perspective into law school curricula. It will feature specific curricula modules in order to help people design courses.

As chair of the Public Positions Committee, **Lisa Ikemoto** reported on possible activities around the Solomon Amendment. The Committee is working with the AALS Section on Gay and Lesbian Issues to address the need for an appropriate SALT response and will report back to the Board in January about its progress.

The Chairs of the three Action Campaign task forces reported that we will probably need to re-structure and re-define the task forces in order

to properly set priorities and allocate resources. In addition, the chairs felt that it may be necessary to come back to the Board in January for additional funding beyond the original \$10,000 appropriation made last year.

Joan Howarth reported for Task Force Two, the Bar Passage Committee. She stated that there had been an LSAC Bar Passage Study released this summer which basically supported race-based admissions in law schools, concluding that, with affirmative action, the bar passage rate was high among minorities. They reached this conclusion even though one-third of African Americans taking the bar exams have not passed the first time and a sizable number do not ever take the exam again. The Task Force Two Committee has examined the bar exam extensively, but their next question is what is to be done with the information received. One suggestion has been to put the knowledge we have in a specific program focusing on specific jurisdictions. The Committee will continue working on the project and report back in January.

Sumi Cho reported for Task Force Three that the Committee has been thinking about the role of the task forces and has focused on a time line for activism. She stated that the January 1999 AALS meeting would have some form of activist campaign and that the committee would be working on specifics of this campaign prior to the meeting. The Committee also envisions a Fall 1999 conference on activism with a meeting at the AALS in 2000 to feature an action conveying the message developed from the activism conference. Regarding the suggestion to have some action in New Orleans in January focusing on the threats and pressure put on the Tulane Environmental Law Clinic, it was recommended that the AALS Clinical Section be contacted to see if it is planning an event on behalf of the Tulane clinic which we might co-sponsor.

Anthony Farley reported that Task Force Two had originally been designed to work on an alternative to the McCrate report but had reconceived their activities to focus on kinds of questions that a progressive law applicant should ask before entering law school. This effort would eventually result in a guide for progressive law schools. It was suggested that this committee incorporate our current publication, Looking at Law Schools, into their current activities. Phoebe Haddon reported for Task Force One that there were currently four projects under way and that these would be reported on more fully at the January meeting. ■

SALT SALARY SURVEY

– Howard A. Glickstein
Touro College Law Center

Later this month, law school deans will be requested to provide salary data for the Annual SALT Salary Survey. The number of schools responding to our request for data has declined ever since the ABA stopped collecting salary data. Such data certainly continues to be maintained by each school. It is important that deans be encouraged to provide us with the data for our survey.

There follows a list of schools that either declined to provide us with data for our last survey or failed to respond at all to our request. We urge all SALT members to encourage your deans to respond to the survey. Even if your school has participated in the past, it is useful to reinforce with your dean the importance of the survey and to urge continued participation.

Alabama	Georgia	Pepperdine
American	Golden Gate	Quinnipiac
Arizona	Harvard	Roger Williams
Baylor	Hofstra	San Diego
Boston Univ.	Indiana-Bloom.	San Francisco
Brigham Young	JAG	South Carolina
Brooklyn	John Marshall	Southern Methodist
Cal Western	Kansas	Southwestern
Catholic (DC)	Lewis & Clark	St. John's
Catholic (PR)	Loyola (Chicago)	St. Louis
Chicago	Loyola (LA)	Stetson
Chicago-Kent	LSU	Suffolk
Cincinnati	Maine	Texas Wesleyan
Columbia	Maryland	Thomas Jefferson
Cornell	McGeorge	Tulane
Cumberland	Memphis State	UC Berkley
CUNY	Mercer	UCLA
Denver	Miami	USC
DePaul	Minnesota	Valaraiso
Detroit Univ.	Montana	Vanderbilt
Duke	New England	Vermont
Duquesne	New Mexico	Virginia
Emory	New York Law	Wake Forest
Florida	Northern Kentucky	Washington & Lee
Fordham	Northwestern	Washington (Seattle)
Franklin Pierce	Notre Dame	Washington (St. Louis)
George Mason	NYU	Whittier
George Washington	Oregon	Widener
Georgetown	Pennsylvania	Willamette
	Yale	

ENCOUNTERING MARC FELDMAN

– Susan Milner, student
University of Maryland
School of Law

"To encounter someone is to be engaged by him, to learn from him. One encountered Marc Feldman."

--Rabbi John Moscovitz, at the memorial gathering.

On Sept. 16, 1998, Professor Marc Feldman lost a courageous battle with cancer. On that same day, **Anne MacDonald** lost the man she loved, **Denise Wyatt** lost her favorite boss, many people scattered across the country lost a close friend and colleague, and many Maryland law students lost the chance to experience a one-of-a-kind learning experience with an extraordinary man.

Feldman was diagnosed with brain cancer at the end of the summer of 1997, at the end of his sabbatical. He had the first of two surgeries that fall and a second surgery after spring break. He died on Sept. 16, 1998, and was buried in Nashville, Tennessee. Professor Feldman would have turned 50 on Oct. 4.

It is easy to make an impressive list of Feldman's professional credentials - he had many. He obtained a law school education through apprenticing in Virginia, where it was still legal to do so. For two years he worked for a Charlottesville law firm, reading and participating in the law practice, filling in the gaps by auditing classes from the University of Virginia. He then worked for a judge for a year.

Feldman passed the bars in Virginia, Maryland and California and fought all the way to the Supreme Court for his right to take the bar in Washington D.C.. (The District only allows someone to sit for the bar if he or she has graduated from a ABA-accredited law school.)

He earned his Masters in Law from Harvard; he is the only person without a J.D. to have done so. Among his many articles, his last -- a powerful article about the history of legal services to the poor and the misallocation of resources appropriated to that use--appeared in the *Georgetown Law Journal* last year.

Truly a leader in public services, Feldman taught at Rutgers University, headed a Legal Services Program in Fresno, California and pioneered the Legal Practice and Theory (LPT) program here at Maryland.

Feldman took a sabbatical which began two years ago. He spent this time (unpaid) in East Harlem, studying ways to "save" education. Feldman believed that the process of education turns people into competent citizens. He loved

cities, parks and the merging of culture that comes with urban environments. He saw public education as the hope of our democracy.

Feldman didn't just make an impression on people -- he made an impact. He changed people's lives. **Professor Richard Boldt** first heard of Feldman in 1985 after reading one of his articles and taught LPT Torts with him virtually every spring thereafter, since 1991. In the late 1980's, the legislature appropriated money to start a new project: combining legal theory and legal practice. After a nationwide search, Feldman joined the faculty. Boldt credits Feldman with his decision to pick up his own life and move to Maryland from the City University of New York, a public interest law school.

Boldt described Feldman as thoughtful, ambitious, and someone who did not feel bound by mainstream traditional approaches. He was completely committed to education and to making his students' learning experiences optimal. Boldt recounted how Feldman would pay attention to the small details of classroom dynamics. For instance, he had read extensively about different learning responses in students; some students raise their hands immediately and think their answers through while talking, while others process slower and formulate an answer before raising their hands. Believing that calling on "first-hands-up students" favored one style over another, he would often wait for the latter group of students to feel ready to answer before he called on someone. Or he would frame questions one class period ahead of time so students could think about them and prepare for class.

At the Oct. 7 memorial service held in his honor, a crowd of 150 people attended. All thirteen speakers spoke about three basic aspects of Feldman: his intensity, his willingness to challenge, and his enormous achievements. He believed in the law as an instrument of justice and was able to use it.

Professor Jay Feinman and **Professor Robert Williams**, who taught with him at Rutgers, told of times he would stay up all night grading exams in order to get them back to his students promptly. Williams spoke of a man who was the godfather of his children, someone with an intense, intelligent approach to law--a "no excuses" kind of person with a deep commitment to teaching. "He was a great teacher, not just a great professor; someone with a broad range of interests, someone who made us better than we otherwise would have been," said Williams.

Dan Friedman ('98) and **Elizabeth Harris** ('98) described Feldman as someone who had

become a trusted advisor, mentor and friend. Harris remembered him as the person responsible for making the connection apparent to her between reading cases and having experiences in the law. She described Feldman as "someone who gave himself to life."

Professors **Alan Hornstein**, **Peter Quint** and **Sherrilyn Ifill** spoke of Feldman as someone who came to Maryland to invent a new kind of education, someone vital and exciting who helped merge this idea of legal doctrine with practical theory and context, especially for poor clients. Ifill spoke of how he helped her with her writing. "Marc had integrity. He was what you saw and heard," she said. **Denise Wyatt**, his administrative assistant, recalled how he never used his computer and how she just learned to leave a chair for him in her office, since he spent many hours a day working with her at her desk.

Anne MacDonald, who knew Feldman as the man she loved, spoke last. She shared a touching reminiscence of her time with him and said that Feldman described his status as an attorney as "a tool to do the things I need to do."

[Please note: A fund has been established in memory of Marc at the University of Maryland School of Law for the purpose of promoting careers in providing legal services to indigent clients. For more information, please contact Shelly Gitomer, 410/706-2070.] ■



"GUILD PRACTITIONER" SEEKS OUR CONTRIBUTIONS

— Marjorie Cohn
Thomas Jefferson
School of Law

The Guild Practitioner is a quarterly journal of progressive political legal theory and practice, dedicated, as the National Lawyers Guild constitution preamble states, "to the end that human rights shall be more sacred than property interests."

SALT members are encouraged to submit articles, book reviews, news of significant legal developments and letters commenting on the material we publish. We especially invite submissions of innovative briefs, creative legal arguments for the practice of progressive law and articles on the radical reconceptualization of the relationship between society and the law.

All article manuscripts and editorial correspondence should be sent to me in my capacity as editor-in-chief of *The Guild Practitioner*, P.O. Box 46205, Los Angeles, CA 90046. ■

SALT CARE MARCH NOTECARDS

...for the memories!for the hoidays!

On Thursday, January 8, 1998, SALT organized the SALT C.A.R.E. (Communities Affirming Real Equality) March, in which over 500 law professors, lawyers, law students and other supporters marched in the streets of San Francisco during the AALS Annual Meeting. Many marchers were resplendent in full academic regalia and took to the streets in support of diversity in legal education and in protest of Prop. 209 in California and the 5th Circuit's *Hopwood* decision in Texas. In addition to SALT leaders, speakers included the Mayor of San Francisco and the presidents of the American Bar Association, the Association of American Law Schools, and the Lawyers Committee for Civil Rights, among others.

SALT Board member Paula C. Johnson captured this historic event with her camera. Several of her images were used to create the SALT notecards. All proceeds from the sale of these notecards will support SALT's advocacy for diversity in legal education and the legal profession, as well as other SALT social justice programs.

There are two sets of notecards, one of black and white images, the other of color images. Each set consists of 15 cards and envelopes. There are 3 copies of 5 different images in each set. The cost for each set, black and white or color, is \$21.75.

This is a fun and useful way to support SALT's work. To order, contact Prof. Paula C. Johnson at Syracuse University College of Law, 315-443-3364 office, 315-443-4141 fax, or pcjohnso@law.syr.edu. You may also visit Paula's website at <http://www.calabash-visuals.com>, to order cards.

ORDER FORM FOR SALT NOTECARDS

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Address _____

Phone, Fax, E-mail _____

Description: B&W Set _____ x \$21.75 = \$ _____

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 Total Sets _____ x Total Due \$ _____

Make checks payable to "SALT" and forward payment with this form to:

Prof. Paula C. Johnson

Syracuse University College of Law, E.I. White Hall,
Syracuse, NY 13244.

SALT CARE MARCH NOTECARDS

Notecards are available depicting the SALT C.A.R.E. March. Each set contains fifteen notecards and envelopes--three copies of each photo.

THE COLOR SET:



THE BLACK & WHITE SET:



To order, contact Paula C. Johnson at pcjohnso@law.syr.edu or <http://www.calabash-visuals.com> or use form on page 11.

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