

IN PRACTICE

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CHANGING CONFLICT CULTURE: COLLABORATION CONTINUES IN INNOVATIVE SCHOOL CONFLICT RESOLUTION INITIATIVE

Entering its third year, the collaboration between the Maryland Mediation and Conflict Resolution Office (MACRO) a state agency funded through the judiciary, the Maryland State Department of Education (MSDE), and The Center for Dispute Resolution at the University of Maryland School of Law (C-DRUM) continues to support the growth of conflict resolution programs in public schools (pre-K through 12) throughout Maryland. Schools are encouraged to apply for grants of up to \$10,000 to develop innovative conflict resolution programs or to expand and enrich existing school programs. The grants, funded by MACRO and administered by C-DRUM, are made based upon overall merit of the application, creativity, sustainability, and commitment to continue the program after the grant expires. During the first year, 10 schools received grants ranging

in size from \$600—\$10,000. Last year 21 schools were funded, and this year up to 17 schools will receive awards. The range of programs includes initiating a peer mediation program, developing conflict resolution teaching materials, creating a school wide anti-bullying program, bringing a puppet show to teach creative conflict resolution, and performing a play dealing with conflict.

Each school awarded a grant is paired with a law student enrolled in the Law School's year-long Mediation Clinic. The law students act as liaisons between the grantee and C-DRUM, talk with the students about the court system and how mediation is used in the courts, assist in planning meetings and student training, and serve as role models for the students. For the law students it is also an opportunity to apply the skills they are learning in the clinic in the primary and secondary school context.

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FROM THE DIRECTOR...

A new academic year is in full swing and as summer gives way to autumn, children head back to school. As our law students begin a new year, many of our clinics will be examining the impact of different environments not only on elementary school children, but middle and high school students as well. In this issue of *In Practice*, we focus on our clinics that work directly with children and youth in a variety of settings. Some clinics are working within established schools, others are challenging the basic ideas of traditional learning.

Our youth are our most important asset, both in the classroom and beyond. By working within area schools and with youth populations of Maryland, we are hoping to make an impact on the cycle of violence that has claimed so many of Baltimore's young people.

Brenda Bratton Blom, JD, PhD
Director, Clinical Law Program

*A Newsletter of Programs Integrating
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at the University of Maryland
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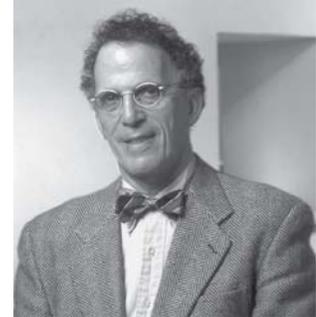
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forwarded to the above address.*

**Changing Conflict Culture
Cont. from p. 1**

During the year, the grantees attend a retreat to share information, discuss their grants, consider ways of enhancing the program, hear from innovators in the field, and create a growing network of persons committed to building conflict resolution programs within the public school system. Last year C-DRUM created a listserv for the grantees to communicate quickly with each other and as a vehicle for conveying information to the programs about resources, trainings, and to share creative ideas. The listserv, open to anyone interested in school-based conflict resolution, has participants from across the state and the country.

This year, the initiative emphasizes the development of comprehensive school programs. To further this goal each grantee will send four representatives (including an administrator) to a two-day summer training program, at which each will receive a large resource guide rich in age-appropriate lesson plans. The training, conducted by experts from Ohio's nationally recognized Commission on Dispute Resolution and Conflict Management, will provide a foundation in conflict resolution education and assist teams in developing a plan for implementing school-wide programs. The summer training will both broaden the number of faculty at each school trained in conflict resolution education and, hopefully, help insure sustainability of the programs after the grant expires.

This collaboration between the University of Maryland School of Law, the State Department of Education, and the State's Conflict Resolution Office is a beginning in changing the conflict culture of the public schools in Maryland.



Roger Wolf

Roger Wolf, JD, is a Law School Professor and Director, C-DRUM. Professor Wolf is the past Director of the Clinical Law Program and currently directs the mediation clinic and teaches courses in dispute resolution.

Toby Treem, JD, is a recent graduate of the University of Maryland School of Law and Deputy Director of C-DRUM. Ms. Treem also serves as the chairperson of the Mediator Excellence Council, a mediator quality assurance initiative in Maryland, and mediates in a variety of settings.

Barbara Sugarman Grochal is the Deputy Director of the Maryland Schools Conflict Resolution Grants Program at C-DRUM and a mediator in the Maryland District Courts and Maryland Commission on Human Relations. Her past experiences include education and management consulting in the corporate and government arenas.

COMMUNITY ADVOCACY: JUVENILE LAW AND COMMUNITY LAW IN ACTION

This year, the University of Maryland's Juvenile Law Clinic partnered with Community Law In Action (CLIA), a nonprofit youth advocacy organization, and the Baltimore Freedom Academy (BFA), a social justice themed high school, to provide law students with a unique opportunity. Students gained experience outside the traditional clinical environment and worked collaboratively with high school students and community members to advocate for solutions to law and public policy related issues.

Through a partnership with Baltimore City, the Clinic, in partnership with CLIA, operated Community Advocacy classes at several high schools. These classes taught students how to identify, research and advocate for solutions to important issues. CLIA trained a lead teacher at each school and provided them with a course curriculum and resource materials. The law students helped with outside research and logistics while providing classroom assistance throughout the semester.

Each class began the year by learning about advocacy and discussing issues facing their city. Then, they selected an issue and began researching and implementing advocacy projects. After a topic was selected, the law students would research substantive information to provide to the class and schedule guest speakers or field trips to provide additional expertise on the subject. They worked with the classes to weigh different strategies and to develop a specific course of action. One class studied pending legislation on school facilities and testified in favor of a bill at the state legislature. Ultimately, the state budgeted an additional \$11 million for city schools. In another case students met with the school board and transit authority officials to address concerns over the growing cost of student transportation. These students are currently working on a bill that

would provide an additional \$250 million dollars for this effort. The advocacy classes helped to show high school students the true power of their voice as advocates and allowed clinical law students the opportunity to develop their own advocacy skills.

A second group of clinic students taught a course entitled *Students and the Law* at Baltimore Freedom Academy (BFA), a small high school whose mission is "to develop informed problem solvers and effective advocates of positive social change." The course included a variety of topics (criminal law, the Bill of Rights) designed to teach students about the law and its impact on their lives. Law students researched and taught substantive legal information and used writing assignments, class debate, and other interactive activities to make the information compelling and relevant to teenagers. In addition to the substantive class work the students were given the opportunity to choose an issue and to develop their own advocacy projects. One group of students helped a community build a playground while studying community revitalization. Another organized a fundraiser at a local restaurant to raise awareness of the problems facing their athletic department. Finally, one group worked with a nearby elementary school to develop a mentoring/tutoring program.

Terry Hickey, JD, is Executive Director of CLIA and adjunct professor in the School of Law. He is a 1998 alumnus of the School of Law and received the Hoffberger Prize for outstanding clinical advocacy.

SPREADING THE WORD ABOUT COLLATERAL CONSEQUENCES: THE RE-ENTRY OF EX-OFFENDERS CLINIC

Several commentators and practitioners have observed that collateral consequences often impose harsher penalties than the actual criminal sentence. Indeed, many of these consequences long outlast the "direct" penalties, as they potentially impact all aspects of the person's life. In many instances, these consequences also affect families (particularly consequences related to housing, public benefits and employment restrictions) and communities (to the extent that these consequences converge to restrict an individual's ability to move past his or her criminal conviction and therefore increase the risk of recidivism). However, despite these effects, collateral consequences are not considered to be part of the criminal process. That is, defense attorneys, prosecutors and trial courts are not required to inform defendants of these consequences. As a result, defendants often plead guilty to crimes or are otherwise sentenced completely unaware of the catalog of collateral consequences that will then follow.

To help surface these issues in Maryland, the Re-Entry of Ex-Offenders Clinic has established the Collateral Consequences Project. The goals of this project are two-fold: 1) to educate community stakeholders about these consequences; and 2) to spark a dialog that will assess whether the blanket imposition of these consequences serve the best interests of individual defendants, their families and the greater Maryland community.

While clinic students working on this project have taken several steps to inform a cross-section of stakeholders about these issues, perhaps the most gratifying experiences for the students stem from their workshops at several high schools in

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Re-Entry of Ex-Offenders Clinic Cont. from p. 3

Baltimore City geared towards educating secondary school students about these consequences. In the fall 2004 semester, the clinic began a partnership with Community Law in Action, Inc. (CLIA), a youth development organization affiliated with the University of Maryland School of Law and run by Professor Terry Hickey. CLIA's chief mission is to assist emerging youth leaders to become self-empowered problem solving advocates for social and political change.

Through this collaboration, law students prepared a workshop that sought to inform high school students about collateral consequences relating to secondary and post-secondary education, employment, military service, housing and voting. The goals of these workshops were both to educate students about the myriad consequences of criminal convictions and to urge those students to pass the information along to their colleagues and communities.

The workshop was designed to be interactive, as it included skits and charts, and demanded active participation. To help prepare the law students' presentation, high school students from the Baltimore Youth Congress generously donated their time, came to the law school and held a mock presentation. They critiqued various aspects of the proposed presentation and offered numerous suggestions related to both form and content, which the law students incorporated.

The clinic then presented these workshops to high school students in Baltimore City. Prior to the presentations, the clinic distributed a list of true/false questions to gauge the extent to which the students were aware of the scope of consequences that could attach to both juvenile adjudications and criminal convictions. The clinic students then referenced these questions during the presentation. At the end of each presentation, the clinic students left ample time for students to ask questions about the presentation, law school and the legal profession. Also, the clinic students distributed evaluation forms for the students to fill-out. They then

incorporated various suggestions in subsequent presentations.

Students in the spring 2005 clinic continued these presentations at area high schools. While the focus on particular collateral consequences remained much the same, these students changed the substantive content and presentation style to fit their preferences. Also, Professor Hickey arranged for the students to make a presentation to a group of high school teachers addressing the benefits of incorporating materials pertaining to collateral consequences in their law-related curricula. As a result, the students spent countless hours preparing this latter presentation, which included developing written materials and presenting data on the extent to which juveniles from Baltimore City are disproportionately represented in Maryland's juvenile justice system.

Even though this aspect of the collateral consequences project is still in the developmental stages, the overall goal is to incorporate issues pertaining to collateral consequences into the curriculum and to develop materials so that high school students can train their colleagues on these critical issues.



Michael Pinard, JD, is an Assistant Professor of Law and instructor of the Re-Entry of Ex-Offenders Clinic. His scholarship and research interests focus on the criminal process, criminal defense lawyering and issues related to the connections between the reentry of individuals with criminal records and the collateral consequences of criminal convictions.

CLINIC WINS VICTORY FOR CLIENT IN COURT OF SPECIAL APPEAL

Ralph Edward Wilkins lived in Atlanta, Georgia from 1984 until 2001 as "Richard T. Edmonston." For nearly two decades, he maintained full time employment, enrolled in college courses, was an active member of a local church, and worked as a civic leader receiving commendations from political and community officials. However, in early 2001, Ralph Wilkins' life took a decided turn for the worse when a past he wanted to forget finally caught up with him.

Acting on a tip from a confidential source, police in Georgia arrested Ralph Wilkins on a 1984 interstate detainer. What "Richard T. Edmonston's" colleagues and friends didn't know was that, in 1972 when he was 20 years old, Mr. Wilkins had been sentenced to life imprisonment in the State of Maryland. He served just over ten years of this sentence and in 1982 was granted parole. However, in 1984, two years after being released, Mr. Wilkins was accused of the minor offense of vandalism. Though the charges in the vandalism case were ultimately dropped, a parole revocation warrant (on the life sentence) was issued and the sentence was reinstated in full. When the Georgia authorities picked Mr. Wilkins up in 2001, therefore, he again faced life behind bars. With nowhere else to turn, Mr. Wilkins contacted the University of Maryland Law Clinic looking for help. He found it.

Professors Renee Hutchins and Michael Millemann teach the Appellate and Post-Conviction Advocacy Clinic at the Law School, which represents clients in the post-trial phases of their criminal cases. Under the faculty supervision, law students Sajeed Popat ('06), Nedra Wise ('05) and Jonathan Minkove ('05) were assigned to work on Mr. Wilkins' case. In addition, a team of students from the School of Social Work, led by Adjunct Professor Rebecca Bowman-Rivas, joined the



Renee Hutchins, JD, is an Assistant Professor at the University of Maryland School of Law, where she teaches Appellate and Post-Conviction Advocacy. She is a graduate of Yale Law School and Spelman College.

legal team. The group devised a two-part strategy for Mr. Wilkins' case, involving a challenge to the legality of his life sentence and a full-scale sentencing investigation.

Mr. Popat assumed primary responsibility for the legal challenge. In a brief to the Court of Special Appeals, Mr. Popat argued that Mr. Wilkins' life sentence was illegal because the judge who imposed the sentence was unaware of his discretion to suspend all or part of the sentence imposed. In a persuasively drafted appellate brief, Mr. Popat argued that decisions from the State's highest court required that the sentence be vacated and re-sentencing be ordered under these circumstances. The Court of Special Appeals agreed.

Less than a month after hearing oral arguments, the court issued a forceful opinion, which found that it was "clear that the [sentencing] court . . . believed it had no discretion to suspend a portion of the sentence." Relying upon decisions from the Court of Appeals, the intermediate appellate court went on to find that "the [sentencing] court's failure to recognize its right to consider suspending a portion of the sentence renders the sentence illegal." Mr. Wilkins' life sentence was vacated and his case will be remanded to the circuit court for re-sentencing. The University of Maryland team will continue to represent him at the re-sentencing, which should take place later this year.

"CROSS-DISCIPLINARY, CROSS GENERATIONAL AND CROSS EVERYTHING ELSE": THE JUVENILE JUSTICE CLINIC AND THE BALTIMORE FREEDOM ACADEMY

A good education goes beyond test scores and academic production numbers. It is also about one generation passing lessons down to another. In small schools, every student is known by the teachers, administrators and the other students. "Relationships are cross-disciplinary, cross-generational and cross-everything else."¹ Baltimore Freedom Academy (BFA) was designed to reflect this paradigm, and since its inception, the Juvenile Justice Clinic has been a major part of BFA's mission of partnering with youth to create future community leaders.

Designed to teach law, leadership and social advocacy, BFA uses a problem-based methodology to help students address issues of social concern. Working with law students from the clinic, the high school students would work side-by-side to research causes of problems, the effects of the problems on their schools and communities, and propose possible solutions. BFA "provide[s] an environment from which young men and women will emerge dedicated to serving their families and their communities and prepared to be informed, problem-solving leaders and advocates for social change."² The school has a concentrated student/teacher ratio of 16:1, and the staff are accessible and dedicated to the students. BFA also takes a holistic approach to education, staffing a full time social worker and part-time psychologist to meet the needs of those students requiring such services.

In keeping with the school's mission, second and third year law students who are members of Susan Leviton's Juvenile Justice Clinic work at the school during the spring and fall semesters to teach the students about subjects that range from illegal searches and seizures to elements of criminal laws, as well as equal protection. At the end of each

semester, students at the BFA are able to describe the equal protection clause in detail, as well as present the letters they had written to the Board of Education addressing the needs of other schools and advocating for better services for their school. They can follow a city ordinance through its administrative process as well as relate ways they would improve the city if they were mayor. Not only are they being taught what the law states, but also how to put the law into action.

Attending BFA means that many students made the choice to leave their friends back at their other schools and venture into parts of the city they never dared visit before. Many students came to BFA because they wanted to get away from the negative peer influences they knew awaited them in their zoned schools. Others came because they wanted to be the first person in their family to graduate and they knew they could make it at BFA.

At the same time, the law students who arrive every week to instruct the students have also made a choice not to represent clients in the traditional clinical way; rather to pass on what they know about the law, make a positive impact on young people's lives and help them realize their fullest potential. By becoming experienced in breaking down complicated legal matters and explaining them in a way that a high school student can understand, it will be that much easier for the law student, once in practice, to explain to judges and juries the complicated facts and laws involved in their clients cases.

Law students come to school to learn about a noble profession that will lead them to courtrooms and state houses, yet some are lucky enough to grace the hallways of a small high school and stand in the shoes of a different noble profession. They accept this temporary assignment not because it was what they came to law school to do, but because they quickly learn that they have the rare opportunity to

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THE FUTURE IS NOW: THE STADIUM SCHOOL YOUTH DREAMERS AND THE ECONOMIC HOUSING AND COMMUNITY DEVELOPMENT CLINIC

In 2002, the Economic, Housing and Community Development (EHCD) Clinic began its representation of the Stadium School Youth Dreamers. This group of Baltimore City Middle School students quickly captured the hearts of both student attorneys and faculty, reminding them that the youth of Baltimore City are more than criminal justice statistics. They are compassionate, energetic planners with a vision for a world where young people



Youth Dreamer students preparing for 2004 Legislative Session

are a vital part of the solutions of the community in which they live.

The Stadium School is a community school in Baltimore City. It is a city school, (not a charter school), but was begun by a core group of community parents in one of Baltimore's most diverse neighborhoods, Waverly. These parents wanted to create a middle school where young people could learn, and become active members of the community. The Stadium School first met in Baltimore's abandoned Memorial Stadium. When the Stadium was demolished, they went from location to location, until this year, when they moved into permanent neighborhood quarters. They share a building with a local elementary school.

Part of the core curriculum of the School is a Wednesday program where small groups of students work with a faculty advisory to create a community service project. These range from the Algebra

Project, which works to dispel math and science phobias, tutor younger kids, and much more, to a Community Garden project, which educates kids on issues of food – its production and distribution, as well as promoting a better understanding of nutrition. They have a plot that they plant and tend year round.

After seeing the successes of their other projects, Stadium School students decided that what they needed was a youth-led community center, where they could provide after-school activities, anchor community service projects, and create a positive place for youth in the community during the summer. When they determined that no one could do that better than themselves, the Youth Dreamers project was born.

One of the first steps of the Youth Dreamers project was to identify and acquire a building to be able to anchor their dreams. With the guidance of the University of Maryland EHCD clinic, they have incorporated, secured tax-exempt status, and have acquired a vacant building one block from the school. They have an architect who has volunteered her time and expertise, and are working to identify a partner builder who will work with them to complete their dream building. In addition, this group of Baltimore City middle school students has raised over \$140,000.

None of this has been easy. To use the building that they had identified (after an exhaustive investigation), they needed a conditional use exception from the Baltimore City Zoning Board. During the summer of 2004, they canvassed the neighborhood, and got overwhelming support. But in the fall, when they went to the zoning board, neighborhood people, including the larger umbrella organization, were there to oppose the use as a youth-led neighborhood community center. The Zoning Board postponed the hearing. While the kids were heartbroken, they redoubled their efforts to prepare for the postponed hearing. In December 2004, they won



Youth Dreamer students and supporters after winning 2004 Legislative Hearing

their conditional use, allowing them to purchase the building. They began weekly "clean-ups" of the block, and this spring, the youth applied for and won a grant to do oral histories of the elderly people on the block this summer. By reaching out to those who opposed them, the youth hope to learn about their new neighbors: why they were so afraid to have young people on the block, where they have come from, and what their own dreams are for their community. While the youth center won't be open this summer, youth programming will happen anyway.

Student lawyers have done the corporate, zoning and contract work, as well as making sure that the transfer of the property was legally correct. But what makes the work stand out for the lawyers is the character of the Youth Dreamer kids and the dreams they are turning into reality. Check them out at www.youthdreamers.org.

Brenda Bratton Blom, JD, Ph.D., is Director of the Clinical Law Program and Associate Law Professor in the School of Law. Her teaching and research interests include community-oriented lawyering and the role of lawyers and legal policies in community and economic development.

ARVINGER DEFENSE TEAM RECEIVES CLEA AWARD

On May 1, 2005, the Arvinger Defense Team received the 2005 CLEA Award for Excellence in a Public Interest Case or Project at the 2005 Clinical Legal Educators' Workshop held in Chicago, Illinois. The CLEA Award for Excellence in a Public Interest Case or Project was established by the Clinical Legal Educators Association to honor and recognize a case or project that truly contributes to the public good.

When Professor Mike Millemann received Mr. Arvinger's one paragraph letter stating that he was innocent, and reviewed his transcript, it became apparent to him that this African American man, in fact, was innocent. Professor Millemann believed that Mr. Arvinger had been wrongfully convicted in 1968, in large part because he was indigent and had been unable to obtain effective legal assistance. There was, however, no educational program—specifically, no clinical law course—that

provided legal assistance to prisoners. Therefore, Professors Millemann and Steven Schwinn created two new courses to respond to Mr. Arvinger's request for help, and at the same time, to create new educational opportunities for students. These were an experimental Legal Analysis Writing and Research III ("LAWR III") course (in which students learned about appellate advocacy and brief-writing by working on Mr. Arvinger's case), and a Post-Conviction Clinic. The LAWR III course was in addition to the regular course load that Professors Schwinn and Millemann had been assigned to teach for the year (2003-2004). They volunteered to co-teach the new course both to help Mr. Arvinger and to demonstrate that actual legal work, rather than hypothetical problems, could be used effectively to teach introductory legal research and writing. The students made a similar pro bono commitment to Mr. Arvinger's case by well beyond the two credit hours apportioned to LAWR III to do

the fact investigation, historical recreation of the record, and creative legal research that was essential to success. When Professor Renee Hutchins joined the faculty, primarily to teach an appellate clinic, she agreed to add the Arvinger case to her workload as well.

Although the courses through which the LAWR III and Post-Conviction and Post-Trial Process clinical students did their work provided less than 15% (LAWR III) and 30% (clinic) of the credits they earned, many of the students regularly spent 30-40 hours of work a week on this case. This was a very important experience for the participating students. For some, it helped to persuade them, or it reinforced their decisions, to seek careers in public service. Others say it has motivated them to find ways to integrate pro bono and public interest work into their future practices.

For more information on the Arvinger case, please visit our website www.law.umaryland.edu.

LEADERS GATHER TO DISCUSS ALTERNATIVES TO INCARCERATION

In the summer of 2003, U.S. Supreme Court Justice Anthony M. Kennedy gave a presentation to the American Bar Association's Annual Conference in San Francisco highlighting "inadequacies – and the injustices – in our prison and correctional systems." In October 2003, American Bar Association President Dennis Archer formed the Justice Kennedy Commission to review and evaluate America's prison systems. After nearly a year of evaluations and hearings, the Commission concluded that the nation's criminal justice system relies too heavily on incarceration as the only punishment, and that other alternatives must be found. The Commission's recommendations include proposals to repeal mandatory minimum sentences, develop and implement policies and procedures to combat racial and ethnic profiling, and identify and remove unnecessary legal barriers that prevent released inmates from successfully reentering society.

As a part of its continuing mission of community involvement, the University of Maryland School of Law brought together some of these leaders for an afternoon of discussion and rebuttal entitled "Correcting the Correctional System: Evaluation and Implementation of the Justice Kennedy Commission's Recommendations on Alternatives to Incarceration" on April 14, 2005. In his introductory remarks, Stephen Salzburg, Professor of Law at the George Washington University Law School and chair of the Kennedy Commission, said that the main thing that Justice Kennedy was trying to convey in his speech was that "the system is ours; the people in it are our responsibility, and pretending that they are not a part of us is a mistake." He also said that this was the main idea that the Kennedy Commission worked under, and toward which it tailored its recommendations.

The first panel, moderated by Professor Michael Millemann, Jacob A. France

Professor of Public Interest Law at the University of Maryland School of Law, discussed the effects of incarceration on the community at large. Professor Renee Hutchins of the University of Maryland School of Law spoke about the destabilization of both the social and economic structure of communities. Associate Dean Richard Boldt of the University of Maryland School of Law spoke about the substance abuse issues that overhang the incarceration of most defendants. Margaret Colgate Love, Esq., who also served on the Kennedy Commission, spoke about the issues associated with mandatory sentencing, and the possibility of reinvigorating the pardon process.

The second panel, moderated by Michael Pinard, Assistant Professor of Law at the University of Maryland School of Law, discussed community justice programs across the nation. It examined the strengths and weaknesses

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“WALKING THE TIGHTROPE”: FACULTY EXAMINES ROLE OF INSTRUCTORS IN THE ACADEMY

Alternatives to Incarceration Cont. from p. 7

of the idea of “community justice” and the broad, multi-disciplinary approaches required by such programs. Speaking on these issues were Professor George Kelling, professor at the Rutgers-Newark School of Criminal Justice and a proponent of the “broken windows” theory of crime prevention, Aurora Vasquez, Staff Attorney at the Advancement Project, and Adam Mansky, Director of Operations, Center for Court Innovation in New York.

The third panel, moderated by Professor Brenda Bratton Blom, Director, Clinical Law Programs at the University of Maryland School of Law, discussed community justice programs in Maryland. It examined the elements and realistic goals of an effective community justice project. Joining Professor Blom was Anthony Savage, Community Coordinator for the Southern District for the Baltimore City State’s Attorneys Office, Mary Ann Saar, Secretary of the Department of Public Safety & Correctional Services for the State of Maryland, and Judge Charlotte M. Cooksey from the District Court of Baltimore City.

The event was sponsored by The University of Maryland Law Journal of Race, Religion, Gender and Class, the University of Maryland School of Law’s Clinical Law Program, the University Student Government Association, and the University of Maryland School of Law.

To watch any of these panels, please go to our website, www.law.umaryland.edu.

In April 2004, the University of Maryland School of Law celebrated the 30th anniversary of the establishment of its Clinical Law Program. During the dinner portion of the program, Stephen Wizner, Clinical Professor at Yale Law School and Jane Harris Aiken, Professor of Law at Washington University in St. Louis University presented a thought-provoking discussion on the issues faced by clinical instructors in today’s academy situations entitled “*Walking the Clinical Tightrope: Teaching and Doing.*” A year after the discussion, the arguments presented are still reverberating with clinic instructors at the School of Law and are the genesis of a series of articles in the 2004 edition of the UNIVERSITY OF MARYLAND LAW JOURNAL OF RACE, RELIGION, GENDER AND CLASS (Vol. 4, No. 2).

In fulfilling their desire to support each other’s goals by engaging each other, six clinical instructors have presented many different views of the ideas talked about in Professor Wizner’s and Professor Aiken’s original comments. In her article entitled *Finding Your Balance on the Tightrope: Reflections from a Clinical Life* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 273), Professor Brenda Bratton Blom reflects on the many challenges handled by clinical instructors in an effort to link their theory and practice in teaching while supporting the academy in the traditional law school model. Professor Ellen Weber comments on the process of “helping students uncover the full story” in her article *Teaching to Encourage More to Do* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 279). “Clinical education is as much about creating a passion for fighting for social justice as it is about helping a client solve a discrete problem. There is no better way for students to find that passion than by working with a client.”

In his article entitled *A Brief Recollection on the Multiple Identities and Roles of the Twenty-First Century Clinician* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 285), Professor Michael Pinard addresses the questions raised by Wizner and Aiken about a clinician’s identity and role, specifically “how should clinicians identify themselves in light of their experiences as lawyers ‘practicing’ in academia, and how should they identify their roles in light of the advances made in recent years regarding their increased status and inclusion within the academic structure.” Professor Deborah Weimer posits that law schools “should be moving towards more integration of clinical approaches in the curriculum” in her article, *Expanding Our Vision: Integrating Clinical Experience and Insights into the Larger Curriculum* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 293). Professor Barbara Bezdek suggests “ditching the useless dichotomy” and letting students know that “effective lawyering requires fluency in the law that comes with further experience and practice than law school clinics can offer – a deep and practical understanding of law as the language for speaking norms of justice, and a toolbox of customary rights for settling disputes, unsettling oppression and resolving social conflicts” in her article, *To Forge New Hammers of Justice: Deep-Six the Doing-Teaching Dichotomy and Embrace the Dialectic of “Doing Theory”* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 301). And Professor Renee McDonald Hutchins offers some insights of a newcomer to clinical programs in her article entitled *Coming Off the Bench: Observations of a Rookie Clinician* (4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 297).

FACULTY PUBLICATIONS AND PRESENTATIONS

BARBARA BEZDEK

“To Forge New Hammers of Justice: Deep-Six the Doing-Teaching Dichotomy and Embrace the Dialectic of ‘Doing Theory’,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 301 (2004)

“Gating Alleys,” Testimony before Baltimore City Planning Commission, City Council Bill #05-0034 (April 21 2005)

BRENDA BLOM

“Finding Your Balance on the Tightrope: Reflections from a Clinical Life,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 273 (2004)

“Doing Well While Doing Good: Building a Housing and Community with a Social Justice Perspective,” Moderator, Fair Housing Workshop for ABA Forum on Housing and Community Development Law, CLE, San Francisco, California (February 24-25, 2005)

“Solo and Small Firm Practitioners as Anchors for Social Movements,” Conference on Cause Lawyering and Social Movements, UCLA School of Law, Los Angeles, California (March 4-5, 2005)

KAREN CZAPANSKIY

“Welfare Reform in the United States: Impacts on Children,” 4th World Congress on Family Law and Children’s Rights, Cape Town, South Africa (March 21, 2005)

“Welfare Reform in Maryland and the United States,” Presentation to Graduate Class in Social Policy, University of Maryland Baltimore County, Baltimore, Maryland (March 14, 2005)

“Current Family Issues,” University of Maryland School of Law, Baltimore, Maryland (March 2, 2005)

Appointed, Precinct Official of the Year, Montgomery County Democratic Central Committee (2005)

RENEE HUTCHINS

“Coming Off the Bench: Observations of a Rookie Clinician,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 297 (2004)

SHERRILYN IFILL

“Racial Violence and Public Terror,” Center for Study of Law & Culture, Columbia University Law School, New York, New York (February 9, 2005)

“Placing Race in the Curriculum,” Race & Law Curriculum Workshop, Center for the Study of Race and Race Relations, University of Florida, Levin College of Law, Gainesville, Florida (February 25, 2005)

MICHAEL PINARD

“A Brief Reflection on the Multiple Identities and Roles of the Twenty-First Century Clinician,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 285 (2004)

“Defining Community Defense and Holistic Advocacy,” Facilitator, Community-Oriented Defender Network Meeting, Brennan Center for Justice, New York, New York (March 22, 2005)

ANDREW REESE

“Evaluating Maryland’s Response to Drug Exposed Babies: SB 512 Children In Need Of Assistance – Drug Addicted Babies,” 10 PSYCHOLOGY, PUBLIC POLICY & LAW 383 (2004)

RENA STEINZOR

THE NEW PROGRESSIVE AGENDA FOR PROTECTING PUBLIC HEALTH AND THE ENVIRONMENT (Christopher Schroeder and Rena Steinzor, eds.) (Carolina Academic Press, 2004) (in print November 19, 2004)

“The Salt Institute and the Data Quality Act: Shaking Up Judicial Review of Agency Rulemaking,”

Environmental Law Institute, Washington, DC (March 30, 2005)

“The Role of the Office of Management and Budget in Setting Environmental Policy,” Energy and Environmental Publishing Company Studio (Webcast), Washington, DC (February 23, 2005)

“The New Progressive Agenda for Public Health and the Environment,” Center for American Progress Roundtable, with John Podesta, President, Center for American Progress; Jon Hiatt, General Counsel, AFL-CIO; Frances Beinecke, Executive Director, Natural Resources Defense Council; and James Tierney, former Attorney General (State of Maine, February 4, 2005)

MAUREEN SWEENEY

“Immigration Consequences of Criminal Convictions”, Maryland Office of the Public Defender, New Defender Training, May 12, 2005

KATHERINE VAUGHNS

“Setting the Stage: Exploring the History, Litigation, and Legacy of Pennsylvania’s Barnes Foundation that Inspired CENTERSTAGE’s Production of Permanent Collection at Baltimore Museum of Art,” Panelist, Meyerhoff Auditorium, Baltimore, Maryland (March 5, 2005)

ELLEN WEBER

“Teaching to Encourage More to Do,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 279 (2004)

“Title II of the Americans with Disabilities Act,” Section 1983 Civil Rights Litigation Conference, Chicago-Kent College of Law, Chicago, Illinois (April 14-15, 2005)

DEBORAH WEIMER

“Expanding Our Vision: Integrating Clinical Experience and Insights Into the Larger Curriculum,” 4 UNIV. OF MD L.J. OF RACE, RELIGION, GENDER AND CLASS 293 (2004)

2005 CLINICAL LAW PROGRAM AWARD WINNERS

The **Hoffberger Clinical Law Prize**, established in 1986 by Leroy Hoffberger, is awarded annually to an outstanding member of the graduating class who has excelled as a student lawyer in the Clinical Law Program—

Brian David Furlong



Brian Furlong

The **Community Scholar Prize** is presented to a graduate who provided outstanding assistance to a Maryland community or neighborhood—

Lauren Michelle Lyon



Lauren Lyon

The **Ward, Kershaw Fund Award** is presented to a clinical student who has demonstrated outstanding skills of advocacy on behalf of a client—

Russell Eugene Bowman



Russell Bowman

The **Anne Barlow Gallagher Prize for Service to Children and Youth** is awarded annually by the clinical faculty to a graduating student who has performed outstanding work benefiting youth and children—

Julie Alyce Reddig



Julie Reddig

CLINICAL LAW PROGRAM WELCOMES NEW MANAGING DIRECTOR

The Clinical Law Program is pleased to welcome Kathleen S. Skullney, JD, as its new Managing Director. Prior to joining the Law School, Ms. Skullney worked as a staff attorney at St. Ambrose Legal Services litigating “flipping” and other housing fraud on behalf of low income homeowners and homebuyers, and she periodically represented St. Ambrose on the Flipping Task Force and the Maryland Consumer Rights Coalition Board of Directors. She previously practiced law as a partner in the law firms of Woodward & Skullney, LLC and Skullney, Gray & Dernoga.

Ms. Skullney also served as Executive Director for Common Cause/ Maryland, acting as principal spokesperson and lobbyist at the

General Assembly in Annapolis. She was primarily concerned with advocating the public’s right to accountability in state government through legislation that guarantees open and accessible government, clean and fair elections, and that protects the public trust through the establishment of public ethics requirements.

She has been active in statewide community planning and land use issues, participating in state legislative efforts for Baltimore County nuisance abatement, circuit court standing for community associations regarding local land use, the revision of rubble landfill and wood waste facilities regulations, and representational standing under the Environmental Article of the Maryland Annotated Code.

Ms. Skullney was registered to trade stocks, bonds, securities, and commodities,

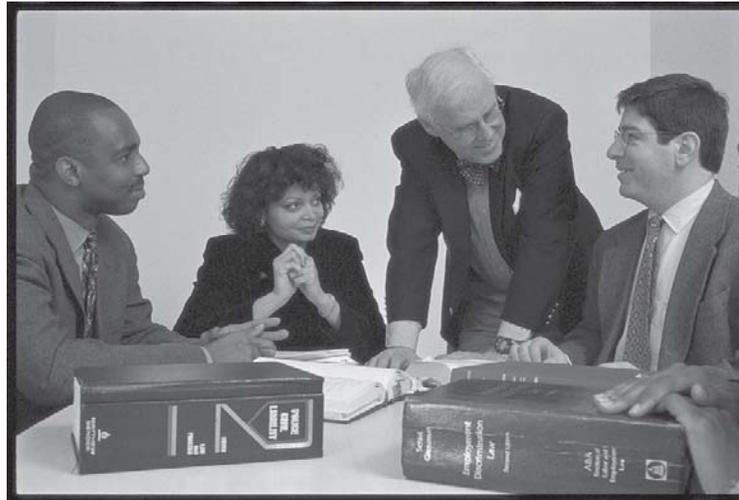
and held various banking and finance related positions before pursuing her career in the practice of law. She received her BA in 1991 from the University of Baltimore, and received her JD in 1993 from the University of Baltimore School of Law.

IN MEMORIAM – DENIS J. MURPHY, ESQ.

The Law School was shocked and saddened by the sudden death of Denis Murphy, Executive Director of Civil Justice, Inc. and adjunct instructor, on May 17, 2005. In his passing, Denis leaves a hole in a close-knit community that we will struggle to fill for a long time to come. In a law practice that spanned over four decades, Denis remained devoted to lawyers in solo and small firm practice, as well as to providing legal assistance to underrepresented populations. He served as a mentor to many graduates of the Law School as they took their first steps into the legal industry.

After graduating from Georgetown Law School and working in private practice, he co-founded the Columbus, Ohio, firm of Carlile, Patchen & Murphy in 1967. He was a member of the American Bar Association's House of Delegates for four years. He won the Ohio Bar Medal, the state association's highest award. He was a founding president of the Ohio Legal Assistance Foundation and raised millions of dollars to support civil legal services programs for poor and low-income clients. The Ohio Legal Assistance Foundation named its annual award to an outstanding legal aid lawyer after Denis.

Denis moved to Maryland in 1998 to assist the Clinical Law Program with the creation of a new clinic, one that would eventually grow into Civil Justice, Inc. This organization now supports solo and small firm practitioners who provide legal assistance to low- and moderate-income and unrepresented populations throughout the state of Maryland as part of their core



Denis Murphy (second from right) with clinic students

mission. Civil Justice was one of the four original models of the Law School Consortium Project (LSCP). Denis was very involved with the development of the LSCP, supporting law schools in expanding their educational and institutional mission beyond graduation of students by supporting future public interest lawyers. Denis and Civil Justice were the recipients of the American Bar Association's 2002 Louis M. Brown Award for Legal Access, and the Maryland State Bar Association's 2002 Pro Bono award. The LSCP was the recipient of the Brown Award in 2005.

"In terms of enriching the practice and profession in our state, he has had a deep and profound effect on the young lawyers who believe that you practice for justice, not commerce," said Brenda Bratton Blom, director of clinical programs at the School of . Lovely Aminder Dhillon,

director of the Law School Consortium Project, said "Denis was a good friend and mentor to so many of us, teaching us that one can use [his or] her law degree to do so much good in the world. And he has."

Denis was a member of St. Mary's Catholic Church in Annapolis. His hobbies included running, swimming, skiing and woodworking. He is survived by his wife, Maureen Hughes Murphy of Annapolis, four children, a brother, two sisters, and five grandchildren. Memorial donations may be made to the Denis J. Murphy Access to Justice Foundation, Clock Tower Place, 1410 Forest Dr., Suite 21, Annapolis, MD 21403, or to the University of Maryland, Baltimore Foundation, Inc., for the Denis J. Murphy Public Interest Fellowship at 500 West Baltimore Street, Baltimore, MD 21201.

**Cross Disciplinary
Cont. from p. 5**

get into the hearts and minds of young people and make a meaningful difference. Instead of representing young people once they get into trouble with the law, students hope to give the youth at Baltimore Freedom Academy the tools to be their own best advocate and become leaders in their community.

Footnotes

¹ Deborah Meier, *The Big Benefits of Smallness*, Educational Leadership Vol. 54, No. 1, September 1996. Found at www.ascd.org/readingroom/edlead/9609/meier.html.

² Baltimore Freedom Academy profile.

Susan Leviton, JD, is a Law School Professor, focusing her work on the needs of children and youth. She directs the Juvenile Law, Children's Advocacy and Legislative Advocacy Clinic.

**THE CLINICAL LAW PROGRAM
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