School of Law Annual Report 1986-1987

Follow this and additional works at: https://digitalrepository.unm.edu/law_admin_ar
University of New Mexico
UNM Digital Repository

Recommended Citation
During the past year, the Law School has seen some significant developments. Foremost, in the Dean's judgment, have been the following:

ADMISSIONS

The sifting of applications for admission is probably the single most time-consuming of the school's administrative functions.

Each fall, school representatives visit major New Mexico undergraduate institutions to present information about opportunities in the field of law. More than 600 applications are received each year, roughly half of them from out of state. As the state's only law school, UNM acknowledges a special obligation to provide access to the legal profession to New Mexico residents. It reserves 90% of the 100 available places for residents. Competition for the 10% for non-residents is therefore severe.

The admissions committee meets weekly from January through April evaluating applications. The members take into account not only undergraduate grades and LSAT scores, but non-quantifiable factors such as personal statement, letters of recommendation, employment history, extracurricular activities, type of college attended and course of study, as well as ethical, racial and cultural factors (the school has a strong affirmative action policy with respect to minorities). The school believes that people cannot be summarized by numbers, that applicants with similar statistics may have very different levels of potential and that it is the school's responsibility to pay close attention to the non-quantifiable factors that may signal these differences. The school believes that its handling of the admissions problem is as humane and rational as possible.

Not all of the New Mexico residents will have spent their whole lives in the state. Many may have lived or gone to school elsewhere. Of the 105 admitted in 1985, only 31 had been born in
New Mexico. Those classified as residents had lived in the state an average of 13 years. The strong preference given to state residents thus does not preclude having a diverse and cosmopolitan student body.

The school annually conducts a validity study to determine the correlation of LSAT scores and undergraduate grades with performance in the first year of law school. These studies show a reasonably good correlation; they also indicate that the best weighing of grades and scores is about 45% for grades and 55% for scores. A formula reflecting the 45% - 55% weighing is applied to the objective credentials presented by each applicant in order to obtain his/her prediction index.

Each year, approximately 25 matriculants have credentials that place them at high risk. They are therefore required satisfactorily to complete a summer program (the regional CLEO Institute, the American Indian Law Center's Special Scholarship Program, (suspended in 1986) or the school's own pre-law summer program), before starting the fall semester. With few exceptions, they then take an intensive support type course (Legal Analysis, described in the section on the Curriculum), in place of one regular first semester course. In the second semester, any student on probation is required to participate in a tutorial program.

Not only those in the high risk group but all students are offered some support during the first year. Upperclassmen are invited to volunteer to act as mentors; each mentor is assigned from four to six freshman, who may turn to him for advice, information and counseling. The arrangement is informal; the freshman may make as much or as little use of his mentor's help as he wishes. The program is run by the Student Bar Association. Most students regard it as a substantial help in getting through the first year.

THE STUDENTS

The students participate in the administration of the school, to a degree not found in most law schools. Standing faculty committees include student members, with full voting
rights. One exception is the faculty appointments committee, but all candidates for regular faculty positions meet with students while visiting the law school, and the students' evaluations are considered by the faculty committee.

Student appointments to faculty committees other than the admissions committee are by the SBA president. The student member of the admissions committee is elected by the student body, subject to approval of the dean; no elected student has ever been disapproved. Three students, elected by their respective classes, attend and have full voting rights at faculty committees. Student leaders also have influence through informal meetings with administration and members of the faculty.

The Student Bar Association is the official liaison between law students and the State Bar. Every student is a dues-paying SBA member.

The SBA coordinates the activities of other student organizations and assists them with their funding. It also sponsors a wide range of social and academic events and organizes a comprehensive orientation program for first year students. Its speakers committee brings in speakers from leading corporations, other universities, and lawyers and judges. The committee has arranged to have the N.M. Court of Appeals hear arguments on several cases at the school. The proceedings were shown on video in one of the large classrooms. Its placement committee, in cooperation with the Alumni/ae Association, presented a series of speakers talking about problems encountered in the practice of law.

SBA also administers the honor code and in 1985-86 began publishing the Bratton Hall Bulletin, which informs students, faculty and staff of school activities. The Bulletin is distributed at the school, to selected offices on the main campus, to the Supreme Court and other state courts, and to the Alumni/ae Board and Board of Visitors.

A student board of editors publishes the Senior Legislative Watch, which is issued regularly during the school year and circulated to some 2,500 readers, mainly officials and
"gatekeepers" to the elderly community. The project was started some years ago, as a writing program, by Professor Nathanson, who remains faculty advisor. Student editor-in-chief for 1986-87 is Richard Magruder.

Law students do operate under a heavy load of pressure, especially as examination time approaches, and the law school does try to help. Each semester, every student is sent a letter offering assistance or advice in helping with personal or academic problems. But unless the student's grades are drastically affected by drugs or alcohol, a faculty committee that reviews student performance does not intervene. If grades are affected, Dean Winograd discusses the problems with the student and refers him or her to other resources, such as marriage counseling or alcoholism groups.

UNM law students compete with students of other schools in a growing number of annual events. The National Moot Court Competition, the oldest of these, has already been mentioned. UNM won the regional competition nine years running, from 1976 through 1984. In the Client Counseling Competition, UNM won the national title the first time it competed, in 1973 (when Ted Parnall was the team's coach). Helene Simson was the team's coach for a number of years until her death in 1985, when she was succeeded by Dick Gonzales. The 1985 team placed second in the regional tournament. In 1987, a UNM team consisting of Beverly Ohline and Peter Pierotti lost in the final round of the regional to a team from Wyoming.

In the Mock Trial Competition, an annual event sponsored by the Texas Young Lawyers' Association, UNM has competed since 1985. A UNM team consisting of Sean Bersel, Judy Durzo and Louis Colon placed second nationally that year. In 1987, one of the two UNM teams won the regional and so went on to the national, where it did well, though not well enough to win. The team consisted of Penni Adrian, Jane Laflin and Kateleen Oakey, and was coached by Jose Martinez. The second UNM team, consisting of Mike Hart, Betsy Vencill and Sharon Walton, reached the quarter finals before being eliminated.
The Natural Resources Moot Court Competition is sponsored by the University of Denver and held in Denver. Oral arguments are presented, based on briefs submitted by counsel in actual cases pending before the U.S. Supreme Court, involving natural resources or environmental problems. In 1986, only one UNM student, Penni Adrian, competed; she tied for high score. In 1987, UNM sent four: Penni Adrian (again), Catherine Pope, Susan Geha, and Leonard Haan. The team came in second, and Catherine Pope had the second highest individual score.

The Philip C. Jessup International Moot Court Competition differs from other such competitions in that the subjects argued are always in the international law field, and the winner of the national goes on to an international meet. In 1987, 90 countries participated. UNM participated for the first time in 1986, when Harriet Zunno was declared the best oralist in the regional. Berta Esperanza Hernandez was the team coach.

UNM law students participate in a number of organizations. All are open to all students. Space limitations prevent doing more here than listing them. A statement of the purposes and activities of each was included in the UNM School of Law Self Study, 1986, pp. 52-57.

- Student Bar Association
- Law Student Division of ABA
- American Indian Law Students Association
- American Trial Lawyers Association
- New Mexico Trial Lawyers Association
- Black American Law Students Association
- Christian Law Students Association
- Delta Theta Phi
- Jewish Law Students Association
- Mexican American Law Students Association
- National Lawyers Guild/NM Lawyers Guild
- Women's Law Caucus

Placement upon graduation is helped by the annual publication of a placement brochure, containing the resumes, pictures, and job preferences of graduating seniors. The brochure is
prepared by the assistant to the dean and distributed to members of the bar. The Clinical Extern Program, which places law students in law offices for clinical experience, is also reported by students as serving as an informal vehicle for finding permanent employment.

CURRICULUM

The school has developed an innovative curriculum without abandoning those traditional elements of legal education that have proved successful.

Its most distinctive characteristics are an intensive first year program, the Clinical Program, and the strong emphasis placed on trial and appellate moot court work and skills training. The school is unusual in offering an opportunity to specialize in Natural Resources law.

Most recent and most novel are combined courses, taken by students together with practicing lawyers, the latter as part of the Continuing Legal Education program. These are discussed later in this chapter, under the heading, "Relations with Bench and Bar."

The curriculum also offers a variety of independent research opportunities, and encourages students to take courses in other divisions of the university. The school encourages and supports new course ideas and new teaching techniques. As of 1986-87, more than 100 courses are offered, as against 40 only a few years before.

The curriculum also includes special courses and individual tutoring for students with actual or predicted academic problems.

Strong emphasis is placed on teaching writing skills, starting in the first semester. An introductory course on the methodology and scope of law, entitled Law, includes writing assignments. The class is divided into six sections of some 20 students each, taught by six different instructors. An upper-class student tutor is also available. A Writers' Laboratory was set up in 1986, where students can meet with the director, Ms. Michele Minnis, or a student tutor, to discuss drafts of papers they are writing for the Law course. The Lab also reviews practice exams in other courses.
Much experimentation has gone on in the nature of the first year writing requirement. In 1983, the class was divided into small groups of only four or five students, each taught by a different faculty member. Every member of the faculty taught one group (in addition to his regular teaching load). Every student was required to write four or five legal memos. Instructors from the English department were brought in to make presentations. The reduction to six sections, of 20 each, taught by six instructors, was made in 1986.

In the first semester, some 25 members of the first year class with the lowest admission predictors (LSAT and UGPA) are assigned to a course called Legal Analysis Workshop, which they take in place of one of the regular courses - torts, for example. The course covers the same substantive material as the course it is substituted for (e.g., torts), but in the context of a legal methods course. The students are given special counseling, tutorials, practice exams. They are also given tutorial help in each of their other courses. Students assigned to this course may elect not to participate, and some not so assigned may elect to take it.

Although the students assigned to this Legal Analysis Workshop are academically the weakest in the class, they would probably have ranked in the upper half of the classes of a generation before. Today's students are brighter. Then quality control was largely by flunking out. Today, few fail; quality control is at the admission stage.

The second semester includes another innovative course, called Introduction to Advocacy. Here students manage a simulated case, from interviewing the client through to oral argument and brief writing. The course also serves as a vehicle for teaching legal research. Six groups of students, each working with its own faculty adviser and student assistant, are divided into three plaintiffs groups and three defendants groups. Members of the bar, third year students and other faculty members judge the final oral arguments in the last week of the semester.
This course requires six full-time faculty members; it is thus the most faculty intensive of all courses offered.

After the first year, the only requirements are a course in ethics, six hours of clinical experience, and a writing requirement (which can be fulfilled by intramural or national moot court competition, Law Review participation, or by completing specific courses designated by the faculty).

Common to all the electives offered in the second and third year is the emphasis on student performance in simulated problems. Videotaped critiques of student performances are used extensively in each of the trial practice offerings. Members of the bar are heavily used for demonstrations and as judges in mock trials. Diversity is offered to the second and third year students through moot court work, client counseling competition, independent research, the clinical program, and the natural resources program.

Alternative Disputes Resolution, for example, is a course offered in a number of law schools, especially now since alternatives such as mediation and negotiation have become more used. (In Albuquerque, for example, in all domestic relations cases in which child custody is in dispute, mediation is required, and the Metropolitan Court in 1987 began offering mediation in landlord-tenant cases, neighborhood and family disputes and in small claims court cases). But most courses consist merely of reading materials. The UNM course is a skills course. Students learn by conducting mediations and negotiations.

Other innovative courses that go beyond the traditional casebook method of instruction are Interviewing and Counseling, Legal and Economic Regulation of Industries, Retirement Planning, Federal Public Land and Resources Law, Business Planning, and Land Use Planning.

Between semesters, an intensive Trial Practice Course is offered. For two weeks, eight to ten hours a day, students perform such elements of trial work as direct and cross examination, exhibits and documentary evidence, opening and closing statements, and expert witnesses. Leading lawyers and judges
hear and critique their performance, and discuss trial strategies. The students each conduct a full jury trial. Both the trial and the jury deliberations are video-taped, and then seen and discussed with the professor. Michele Hermann, who conducts the course, has recently added an Advanced Trial Practice course, in which the students handle several trials. Theatre Arts faculty are brought in to help students who have trouble with voice control or body movement. Social psychologists are also presented, to offer advice on such matters as jury selection.

One-credit "mini" courses are offered for students who want to learn something about a certain substantive area, but who do not have time in their schedule for a full three or four hour course. Moot court work is extensively provided, not only as part of the first year Advocacy course, but through the intramural moot court competition. The school sponsors two moot court teams each year. One of the UNM teams almost always wins the regional competition, as already mentioned, and the other usually places second or third.

Client counseling skills are taught not only in the Introduction to Advocacy course but also in the clinical program and a course in interviewing, and in the intramural client counseling competition. The UNM team often wins the regional competition, and at least one year's team has won the national.

The program in natural resources policy is available for students wishing to specialize in natural resources and environmental studies. Participants are required to take a minimum of nine hours of related law courses and six hours of related non-law courses, and to do four hours of work on the Natural Resources Journal. Five faculty members cover the law courses; faculty members from the university departments of economics, biology, political science, geology and public administration have conducted the non-law courses.

Any law student may receive law school credit for up to six hours of graduate level courses taken in other schools of the university, and, with permission may enroll in any master's or
doctor's program and work toward both degrees concurrently. Specific joint programs have been arranged with the Business School and with the Sociology Department.

As this description of the curriculum shows, the school puts an enormous amount of resources into the educating of each individual student. It ranks ninth or tenth in the nation in terms of dollars spent per student. Its student-teacher ratio is the best in the nation - 12 to one.

Large classes are found only in the information-oriented courses. Courses designed to develop skills are taught in small classes.

To a large extent, as already said, faculty members develop their own materials, to supplement or to substitute for commercial casebooks. For informational courses, the cases make the materials real, not a matter merely of abstract rules. Studying cases makes the students attack the rules as they operate in real life situations. That is the primary value of the case method, as the UNM law faculty see it, and perhaps justifies its time-consuming quality.

But planning courses, such as estate planning or land use planning, cannot be taught by cases alone, so textual materials are used, including non-legal materials. In such a course as Securities, for example, the student must understand the whole system of capital markets before he can understand how the law does or can regulate the system. The same is true of medicine, architecture, and other subjects. The clinical experience, videotapes and written texts are used to give students the needed background.

Students wishing to research topics not covered in existing courses or seminars may be permitted to do independent research and write a substantial paper. Usually more than 20 second and third year students elect this option each year. A maximum of five hours of such independent research is permitted any semester.

The entire curriculum is thoroughly reviewed each year. The Curriculum Committee, consisting of five faculty and four
students, reviews the curriculum and offers a proposed curriculum for student comment and faculty approval. Usually, and especially in recent years, substantial changes have been made annually.

SCHOLARSHIPS AND OTHER FINANCIAL HELP

Because New Mexico is a poor state, and because it has a high percentage of ethnic minorities, the school's students have greater need for financial assistance than those at many other law schools.

This need is met in large measure by the public funding of the school, which allows a relatively low tuition rate. This, in a sense, may be viewed as undifferentiated financial assistance to all the students. But even this substantial subsidy does not meet the financial needs of some UNM students who without further help would find it difficult or impossible to attend law school.

The financial help available is of three kinds: (1) scholarships; (2) student loans; and (3) employment.

About 40% of the students are given scholarship assistance each year. In 1986-87, the school distributed some $130,000 in scholarships to law students. More than half of this amount came from the Bondurant Endowment. Other scholarships and fellowships, tuition remissions, and Alumni Grants accounted for the rest. The Mexican American Legal Defense Fund, on a sharing basis with the school, offers scholarships to students of Mexican American heritage.

The bulk of the scholarship assistance is given on the basis of financial need, but about 14% is awarded for superior academic performance or contributions to law school programs. Scholarships are not used to attract applicants.

Several funds and some annual contributions provide prizes which are awarded to outstanding third year students at the annual honors and awards banquet.

Student loans in 1986-87 amounted to some $825,000, mostly from the Federal Guaranteed Student Loan Program. A number of small restricted gifts are available for short term loans. And the school maintains a small emergency loan program, which
provides short-term, interest-free loans to students needing aid in meeting specific emergencies.

Through its student employment program, the school distributed some $180,000 in 1986-87. More than half of this amount came from the Bondurant income, the rest from the federal share of work-study and the school's instructional budget. Students are not permitted to work during their first semester; they may work 15 hours per week during their second semester and 20 hours thereafter.

THE FACULTY: CHANGES

Of the several newcomers added to the law faculty since Ted Parnall became dean, the most eminent is Tom Farer, ex-president of the university and a recognized authority on international law. Farer came to UNM as president on January 1, 1985, from Rutgers School of Law, where he was Distinguished Professor. But he quickly encountered difficulties in his relations with the university Regents. A year and a half later, he resigned, believing that the conduct of the Regents was incompatible with the proper administration of the university. Having called public attention to that fact, he relinquished the office and returned to the world of teaching and scholarship by joining the law faculty. (His original appointment had been not only as president but also as professor of law).

Since his graduation from the Woodrow Wilson School at Princeton, 1957, and Harvard Law School, 1961 (both magna cum laude), Farer had built a distinguished career in international affairs. He served as a member of the Inter-American Commission on Human Rights of the Organization of American States, 1976-83, and as its chairman, 1980-82; as Special Assistant to the Assistant Secretary of State for Inter-American Affairs, 1975; Special Assistant to the General Counsel of the Department of Defense, 1962-63; and other such agencies. He is the author or editor of some half dozen books, and no less than forty articles, monographs and book chapters. He has lectured at the Naval War College, Oxford University, the Hague, and elsewhere. He is a member of a score of organizations such as the Advisory Council
of the U.S. Institute of Human Rights, the Carnegie Endowment's Inter-American Research Group, the Commission on U.S.-Brazil Relations, and the Council on Foreign Relations.

During the 1986-87 academic year, Professor Farer taught a law school course called The Use of Force in Foreign Policy and a political science course entitled Contemporary American Foreign Policy. The Use of Force course was a combined course, attended by both students and practicing attorneys. During that year, he was also busy with speaking engagements. In October 1986, he gave one of the Cyril Foster Lectures at Oxford University. Later, he gave the keynote address at a conference on Terrorism at USC, and also at a conference in Costa Rica on Peace in Central America. He also spoke at a South Carolina conference and agreed to address a conference in Caracas, Venezuela.

Professor Farer is a prolific writer. A collection of his essays was recently published under the title, The Grand Strategy of the United States in the Western Hemisphere. He also published an article in the American Journal of International Law on the International Court of Justice decision in the suit of Nicaragua against the United States. Farer is an editor of that journal.

Three women also joined the UNM law faculty in 1986-87. All three came as visitors, but all were offered permanancy before the year was out. Maureen Sanders actually came in January, 1986, from the New Mexico Attorney General's Office, where she was director of the civil division. Before that, she had, for some two years, been general counsel for the state Corporation Commission. Early on, she had contemplated a career in guidance and counseling; after graduating from Benedictine College in Atchison, Kansas, she had earned a master's degree in that field from Southern Illinois University. But then she turned to law, graduating with a J.D. from UNM in 1979. She clerked for two years for Judge Edwin L. Mechem of the U.S. District Court, then spent two years in private practice before entering government service. At UNM she teaches the course labeled Law, as well as Business Associations, Criminal Law and Advocacy. Since October
1986, she has been a member of the State Board of Bar Commissioners. She was also on the Governor's blue ribbon task force investigating the adequacy of legal services by the Human Services Department, for foster and abused children. She was also on a similar task force for the federal courts.

Suedeen G. Kelly came as a visiting assistant professor in the fall of 1986, but as already said she was quickly offered a permanent position, and accepted. Her field of specialization is the economic regulation of business. She came to UNM after 3½ years on the New Mexico Public Service Commission, the last 1½ years as chairman. There she succeeded in getting jobs reclassified so as to enable the commission to hire professionals uniquely qualified for regulatory tasks. She has published a number of articles, monographs and book chapters, mainly on aspects of regulation of natural gas and other products.

She is a graduate of the University of Rochester, B.A. and Cornell Law School, J.D. After graduating, she practiced in Washington, D.C. for three years and then in Albuquerque from 1978 to 1983. She has served on the adjunct law faculty at UNM and for the Graduate School of Public Administration, and has been active in a number of civic organizations including the Advisory Council to the U.S. Consumer Products Safety Commission, the Steering Committee of the UNM Institute of Public Policy, the Southwest Maternity Center and the executive board of the Washington, D.C. Council of Lawyers.

Ms. Kelly teaches Economic Regulation of Business, Legislative and Administrative Process, Law, and Advocacy. As of 1987, she has been writing and speaking on the subject of de-regulation of natural gas pipelines, and researching the implications of a U.S. Supreme Court case on preemption of a state regulation of gas production by a federal statute phasing out regulation of gas pricing.

Sheryl S. Scheible came first as a visitor from Memphis State University, where she had been on the law faculty for four years. She is a graduate, both undergraduate and law school, of North Carolina University, and also holds a master's degree from
Yale Law School. She clerked for a year for the North Carolina Court of Appeals before embarking on her teaching career. She teaches property, estates, wills and trusts, conflict of law and land use planning, among other courses.

Professor Scheible has written extensively in the areas of family law and estates. Currently (1987), she is completing an article on the dischargeability in bankruptcy of divorce-related debts, and another on modification by bankruptcy courts of state court support orders, as well as a survey for the New Mexico Law Review of the subject of estates and trusts.

Another 1986-87 visitor was Douglas B.L. Endreson. His main research interest was the delivery of legal services in Indian communities, an interest he developed while a law student at Wisconsin. He remained there to earn an LL.M., with a thesis on Identification of Legal Problems in Indian Communities. For two years, 1981-83, he served as attorney for the Native American Rights Fund, in Boulder, Colorado, before going into private practice in Washington, D.C. At UNM, he taught Advocacy, Indian Law, and Clinical Training.

During the academic year 1986-87, the school recruited three additional members for the faculty, to start with the 1987 fall term. They were Barbara E. Bergman, Christian G. Fritz, and William S. Dixon.

Barbara Bergman comes from private practice in Washington, D.C., with a firm representing labor unions and individual employees. She had previously been with the Public Defender Service for five year (interrupted by a year's service (1979-80) as Associate Counsel to the President). At the same time, she taught a course on Juvenile Law at Catholic University. In 1986, she was co-chair of the Criminal Jury Instructions Committee for the Bar Association of D.C. Young Lawyers Section. Under her direction, that committee published a comprehensive edition of the D.C. Criminal Jury Instructions. She had also served as chair of the D.C. Bar's Committee on Legal Representation for Needy Civil Litigants.
Professor Bergman is a graduate of Stanford Law School, and of Bradley University in Illinois before that. Her areas of expertise include not only labor law and criminal law, but also juvenile law and trial advocacy.

Christian G. Fritz comes to New Mexico from California, with a strong interest in legal history. He majored in history while at Berkeley, and spent one undergraduate year at the University of Edinburgh. After graduating from Hastings College of Law in 1978, he served as historical law clerk for a federal District Court judge in California from 1979 to 1983, interrupted by teaching a history course at Berkeley and giving some lectures. He returned to Berkeley to earn a Ph.D. in U.S. Legal History in 1986, and has since been teaching a legal history course at Hastings. He is the author of a number of articles on California legal history, and has since 1982 been a member (and in 1984-85, chairman) of the California State Bar Advisory Board to the Committee on History of Law in California. Professor Fritz recently was awarded a Henry E. Huntington Library Post-Doctoral Fellowship, and in 1986 was appointed to the Board of Directors of the 9th Circuit Historical Society.

William S. Dixon does not come as a stranger. For 13 years he has been an adjunct professor, teaching a seminar entitled "First Amendment and the Public Forum." He has also acted as a judge for the moot court competition and for the trial practice courses, and as an invited speaker on civil procedure. His main job, however, has been as a private practitioner, with the firm of Rodey, Dickason, Sloan, Akin & Robb, where he has been since graduating from Yale Law School in 1968. His law practice has been largely in the areas of media law, anti-trust, securities and commercial litigation, libel and slander, and legal malpractice. He has been a frequent speaker at bar association and other meetings, and has participated in roundtable discussions on TV and radio, on various constitutional issues. He has taken leave of absence from his law firm to teach because, he says, the pressures of the lawyer's daily schedule make it impossible to develop in-depth the many ideas and theories generated in the
course of representing clients. "I am also interested in teaching as a way of communicating what I have learned in practice to students and to bring some of the more abstract of legal principles into a practical context."

While gaining three new members, the faculty lost two of its regulars for 1987-88. Leo Romero was invited to visit the George Washington University for the academic year as Professor of Trial Advocacy, and Joe Goldberg took a year's leave to go into private practice with the William H. Carpenter law office. Their colleagues hope that neither will be lured away more permanently.

Some years ago, the faculty voted to reserve one faculty position for inviting professors from other colleges of the university to visit at the law school. Financial stringencies have made it necessary to fund this position only for one semester each year. During the past few years, the position has been held by historians, psychologists and sociologists.

THE FACULTY: ACTIVITIES

Because the school recognized that its first responsibility lies in teaching, it has selected for its faculty persons who share a commitment to the teaching of law to a diverse student body. Hiring, retention and promotion decisions are heavily influenced by teaching evaluations, by faculty and by students. The large amount of time that faculty members have invested in developing innovative and experimental curricular changes evidences the faculty's commitment to teaching and training, and is worthwhile only in terms of improved teaching.

The large amount of individually prepared teaching materials, already referred to, is one specific indication of individual commitment to teaching. Preparing one's own teaching materials is an extremely time-consuming endeavor, which yields no reward other than the sense that one's teaching has in some degree been enhanced.

The UNM law faculty does not consider its teaching responsibilities to be discharged merely by classroom performance for a few hours each week. They do not keep limited office hours, but are generally available to students virtually all day long.
Devotion to teaching does not preclude serving the larger community as well. Faculty members serve on committees of the executive and judicial branches of state government, engage in contract work with state agencies, and lend their services to numerous civic organizations.

A number of them are active in national legal educational organizations such as the Association of American Law Schools, the American Bar Association, and the Law School Admissions Council, and have held important offices in those organizations. As of 1987, three have been recent trustees of the Law School Admissions Council (one has been president), one has been on the executive council of the Association of American Law Schools, and one was serving on the governing board of the Council on Legal Education Opportunity (CLEO). This is a far larger representation than is true of most others of the country's law schools. In addition, one UNM faculty member is an officer of the American Association on Mental Disability.

Faculty members actively participate in scholarly conferences, task forces and committees requiring extensive research, and are widely engaged in presenting lectures and papers before professional and lay groups, national and local. During the three years 1983-85, for example, 15 faculty members presented no less than 85 papers and speeches before national and international audiences, and an equal number presented 76 in-state. Pro bono representation of clients has provided an added mechanism for effective legal reform through development of new legal theory. In 1986-87, Jim Ellis, with Special Education professor Ruth Luckasson, testified before the U.S. Sentencing Commission on behalf of the American Association on Mental Deficiency and the Association for Retarded Citizens, urging special sentencing guidelines in cases involving retarded offenders or victims. Ellis is also law reporter for the ABA committee on Mental Health Criminal Justice, and is drafting standards on confessions and capital punishment, as well as an article on "privatization" of government services. In 1986 he published an article in Constitutional Commentary.
Suedeen Kelly in 1986 became a member of the Natural Resources Center and of the steering committee of the UNM Institute of Public Policy. She delivered talks on natural gas regulation at conferences and symposia in Chicago, Salt Lake City, Las Cruces and elsewhere and is finishing a book and an article on the subject. Together with Bill Ellis, she is completing a study of conflicts between state and federal laws on the production, transportation and sale of natural gas.

Ruth Kovnat, long interested in problems of the environment, continued to lecture at conferences and workshops on the subject. She was a member of Congressman Manuel Lujan's Task Force on Environmental Problems in the South Valley, and currently serves on the New Mexico Water Quality Commission. Bill MacPherson teaches an annual workshop to New Mexico Magistrate and Municipal Judges concerning driving while intoxicated laws. He has authored two books on the subject widely used by both prosecutors and defense attorneys. He also speaks regularly on the subject of Legal Ethics.

Ted Occhialino was Special Counsel to the Supreme Court's Uniform Jury Instructions Committee. With Marueen Sanders, he drafted the new Uniform Jury Instructions on Defamation Law, together with the Committee Notes and Comments, adopted in January, 1987. The N.M. Court of Appeals appointed him to serve on the Lawyer Panels, which have helped cut down the court's backlog of cases. Alfred Mathewson serves on the UNM NCAA Career Planning Task Force, which advises student athletes on professional sports careers. He also serves on the University's Task Force on Affirmative Action and the State Bar's Pro Bono Committee. Recently, he displayed an exhibit on video examinations at the AALS annual meeting. By means of these video exams, he creates a setting in which students perceive themselves as lawyers trying to solve a client's problems.

Al Utton's interest in natural resources law is currently focused on two projects concerning "transboundary" resources. One is the development of a draft treaty for international groundwater. The other seeks cooperative arrangements and
perhaps a treaty to develop transboundary oil and gas resources in the Gulf of Mexico. Utton's work with international resources takes him to many parts of the world—recently to Chile, Korea, Bangladesh and Egypt. Locally, he continues to be involved in issues confronting New Mexico and Southwest. He was been a part of a team studying groundwater law for the N.M. legislature and has worked on a conference on U.S.-Mexico relations organized by the Albuquerque Committee on Foreign Relations. He is chairman of the New Mexico Interstate Stream Commission, and also the Albuquerque Labor Relations Board.

Dick Gonzales teaches regularly at the National Institute for Trial Advocacy and the New Mexico Magistrates Judicial College. In 1986, he published an article in the New Mexico Trial Lawyer, of which he is an editor, and another in The Federal Litigator.

Fred Ragsdale in 1986 lectured at Scotland's University of Edinburgh School of Law and Jurisprudence on minorities in a pluralistic society. Later, he served on a panel concerning critical legal studies at Yeshiva University.

Antoinette Sedillo Lopez in the summer of 1987 was able to announce some preliminary findings of the survey of UNM law graduates of the classes of 1975 through 1985 that she and Lee Teitelbaum were conducting. Job satisfaction among these alumni, questionnaires revealed, correlated positively with (a) how their seniors and peers treated them; (b) their perception that their work schedules and hours were flexible and that they had opportunity to pursue personal interests; (c) opportunity to do civic and pro bono work; and (d) financial rewards; those making more money were, not surprisingly, more satisfied. Those who had entered the profession primarily to make more money were unhappy unless they were now in the higher income brackets, whereas those who entered primarily for personal growth were more satisfied even if they were not getting rich. Those who leave the profession do so not because of the way they think judges and seniors treat them, but mainly because they find law practice too stressful.
In addition to the questionnaires, Lopez and Teitelbaum intend to conduct personal interviews before publishing the final results of the survey.

Notwithstanding his decanal duties, Ted Parnall remains active in national, state and local affairs. He remains an arbitrator for several national and state groups, including the National Association of Security Dealers. Locally, he is a member of the Valley Improvement Association board of directors. Associate Dean Peter Winograd also finds time for activities beyond the Law School. He regularly chairs law school accreditation teams for the ABA, and is a member of the ABA Affirmative Action Committee. In 1986, he chaired a workshop for senior law administrators presented by the Association of American Law Schools. As of 1987, he is working on a project of the National Association for Law Placement, investigating possible methods of streamlining the placement process.

All this has not precluded scholarly publication. During the three years, 1983-85, for example, the 26 full-time faculty members published nine books, contributed to fifteen more, and published thirty-six articles, four monographs and ten book reviews. A survey of scholarly publication by senior faculty during 1980-82 showed the UNM Law School standing 14th in its cadre of 68 law schools. Most recently, Ted Occhialino has completed a revision of Jerrold Walden's Civil Procedure and has teamed with Mike Browde in a piece on the judicial rule-making authority. Rob Schwartz (together with three co-authors) has published Health Law: Cases, Materials, and Problems (West, 1987), and is working on another book and several interdisciplinary projects. Fred Hart published A Student Guide to Sales, Letters of Credit and Documents of Title, a companion piece to his A Student Guide to Commercial Transactions, published in 1985. He also continued to supplement his two major works on the Uniform Commercial Code.

Garrett Flickinger is nearing completion of his casebook on fiduciary administration, and Michele Hermann is working on a criminal constitutional law text. Emlen Hall is also writing a
book (on New Mexico history) and several articles. Antoinette Sedillo-Lopez is writing an article on the new reproductive technology.

Fred Ragsdale, an internationally recognized scholar on American Indian Law, is working on a book to be entitled The Paradox of Modern Indian Law. He also had three articles scheduled for publication late in 1987. Bob (Desi) Desiderio and Scott Taylor published volume 2 of Planning Tax Exempt Organizations, and Taylor then started work on a book entitled Tax Cases of the Rich and Famous, relating details of tax tussles of such celebrities as Bill Cosby, Groucho Marx, Jack Benny, Reverend Moon, Nelson Rockefeller and Irving Berlin.

Leo Romero in 1987 completed a draft of the Proposed New Mexico Criminal Code and Commentaries and went on to write two articles on criminal law topics. Much of the research was done while Leo was in Guadalajara in 1986, supervising the school's Mexican Legal Internship program. Sheryl Scheible in 1986-87 added to her growing list of writing in the areas of family law, trusts and estates with several articles and a chapter in a work entitled: Dying: Facing the Facts. Berta Hernandez and Paul Nathanson were others who published at least one article in 1986-87.

This is a significant body of scholarly work to come from a relatively small faculty, for whom funds for research grants have been minimal.

The monetary rewards for this creditable work record have been meager. UNM law faculty salaries have always been, and remain, relatively low. Out of 117 ABA accredited law schools reporting, UNM ranks near the bottom. Among the state law schools in its region, UNM salaries in 1984-85 were lowest - 7.25% below the average. Fringe benefits are also relatively unfavorable. In 1984-85, UNM fringe benefits were approximately 17%. For all principal state university law schools, the average was 20.8%. "The greatest need at the University of New Mexico," said a 1986 ABA evaluation team report, "is to improve law faculty salaries."
The ABA evaluation team also said that both the dean and associate dean were carrying work loads that far exceeded a standard of reasonableness and urged as one of the school's most pressing needs the addition of at least two senior administrators. One of these should have as his principal function the placement obligations and supervision. Associate Dean Winograd (whom the report called "without doubt the best associate dean in legal education today") might be required by future progress to undertake more in-house administrative duties, which would make it difficult for him to continue carrying the placement responsibilities to students.

Dean Parnall, however, says the school does not have the resources to do this. He does not agree that he and the Associate Dean Winograd are overworked, and he prefers to use such resources as are available for augmenting faculty salaries.

PRESIDENTIAL PROFESSORSHIPS AND LECTURESHP

In 1985, the Law School was awarded one presidential professorship and one presidential lectureship by the university. The professorship allows the school to add $5,000 per year to the salary of one full professor and to make available to him $2,500 for travel and expense money. The law school decided to use this professorship to attempt to attract a distinguished visiting professor when one of its permanent professors goes on leave. But for the year 1985-86, the professorship was awarded to Frederick Hart.

The lectureship allows the law school to supplement the salary of a junior faculty member by $2,000 and to make available to him $1,000 in travel and expense money. For 1985-86 Professor Scott Taylor was awarded the lectureship.

In January 1986, the law firm of Keleher and McLeod agreed to donate $67,500 over a three-year period to the university for the purpose of establishing a second presidential professorship for the law school. This was to be matched by an equal amount from state funds for the purpose. It was anticipated that this would be available for the 1987-88 academic year.
Every other year the law school has on its roster a distinguished visiting professor for at least one semester. This is the Carl Hatch distinguished professorship in law and public administration. During the alternate year, the visiting professor is available to the division of Public Administration. During the 1985-86 academic year, Professor Graham Hughes from NYU Law Center was Hatch professor.

The school periodically receives grants from government agencies. In 1985-86, it had a grant of $100,000 from the National Legal Services Corporation, which permitted hiring a staff attorney to assist the clinical faculty in developing and supervising an elderly law clinical program. It also had a $32,400 grant from the U.S. Department of Education, which paid one half the salary of a distinguished professor for the clinical program.

THE LIBRARY

The primary purpose of the law school library is, of course, to serve the study, reference and research needs of the student body and faculty. But the UNM law library has become much more than that. It is, to a degree perhaps unique in the United States, a public law library, the place to go for anyone who has a legal question. This because of a confluence of several forces and factors: (a) it is the only law school library and the largest law library in the state, 40% larger than the only comparable other, the Supreme Court Library in Santa Fe; (b) because there is no bar library in the state, it has become the primary resource for legal reference and research for members of the bar, a large proportion of whom are located in Albuquerque; lawyers are peculiarly dependent upon law libraries in their daily work; (c) not only lawyers, but members of the public use the library for study, for reference, and for research, and the library encourages citizens to use its facilities and services. Students from other university departments and from high schools doing law related research use the law library.

The library's Reference Center provides reference and other services statewide. Resort to the center by the general public
has been increasing each year, as have requests for materials from other libraries within the state. Staff members almost daily encounter persons who want to take the law into their own inexperienced hands - mainly to avoid paying attorney fees. The five staff members do everything lawfully possible to help these people help themselves, directing them to appropriate reference materials and often assisting them in their search. Staff members are not permitted to give legal advice or interpretation, which is ultimately what many people who contact the center want. The staff is frank in telling applicants the limits of its service; callers appreciate this honesty.

Of all the reference works available, the one that has seen the most use is "Defense of Drunk Driving Cases." The library has had to keep four copies of this multi-volume set to meet the demand.

The public areas of the library occupy some 40,000 square feet and provide seating for 330, with 33,000 linear feet of shelving, about 60% of which is presently filled. The upper floor contains the library's microform collection, facilities for typing and copying, a rare book room and rooms for use of Lexis and Westlaw.

The volume count as of 1986 was about 260,000, including the equivalent of more than 75,000 volumes in microform. The library also has a strong collection of practice-oriented materials, in keeping with the school's objective of serving the bench and bar. As a Selective Depository Library, it has all the regulations and reports of federal agencies.

The library has developed a special collection intended to provide basic materials in Mexican Latin American Law. Strong scholarly interests in UNM coupled with the close proximity to Mexico and Latin America suggest that this area has strong potential for further development. Similarly, the library already has a nationally recognized special collection of legal materials in American Indian law. The American Indian Law Center occupies part of the same building as the library. Because of the interest in Indian affairs in this region, the law library
collection could one day become one of the larger collections of American Indian legal materials in the country.

The library has kept up with the trend toward automation. It has on-line information retrieval and bibliographic services, and an automated circulation/inventory system at its circulation desk. Faculty members have access to library holdings through DEC Rainbow terminals located in each faculty office. The school itself has a central processing unit; all computers in the building are linked to a network and that network is linked to the main campus computing center.

A law school Self Study of 1979 reported that "Perhaps no component of the law school has received more praise than the law library," and declared that the praise was deserved. And in 1980-81, in an evaluation of the UNM law library by Professor Julius J. Marke, law librarian of the NYU School of Law, he said that for scholarly research in law and law-related subjects, the law library of the University of New Mexico can be likened to a cultural oasis, with nothing comparable in a geographic area radiating 500 miles from it in all directions. "It is ripe for becoming a unique regional research resource for the southwest."

But realizing this potential would call for funding not now available. Budgets for books and serials and for supplies are inadequate, and are sensitive to inflationary pressures. Efforts to reduce expenditures for serial services by cutting back on marginal serial services have met with only limited success. The great concern, as the 1986 ABA visitation report stated, is whether the state is able to financially support the program the library has built. "If it cannot, the library, and the school itself, will be forced to turn to the private sector for support, and the planning for such contingencies must begin soon."

Over the first forty years of its existence, the law library has had only two head librarians: Arie Poldervaart, 1947-63, and Myron Fink, 1963-87. Professor Fink retired as of September, 1987. An exhaustive search for a successor, led by a committee headed by Bill MacPherson, resulted in the selection of Anita Morse, then Director of the Law Library and Professor of Law at
the University of Wisconsin-Madison. Mrs. Morse takes up her new duties at the end of the year 1987, as this history ends. In the interim, MacPherson took over as acting librarian. Myron Fink remains on the faculty, as part-time student counselor.

THE CLINICAL PROGRAM

The clinical program, generally regarded as one of the strengths of the school's curriculum, grew from a one-man operation in 1971-72, involving only a few students, into a six-hour program required for graduation in 1986-87, staffed by six full-time faculty members, two full-time lecturers, and two full-time staff attorneys.

Clinical Courses are of three types:

1. Skill courses prepare students to master skills and to understand subjects useful in the actual clinic program. Interviewing and counseling, pretrial practice, trial practice, professional responsibility, lawyering theory, and a seminar focusing on the criminal justice system in Bernalillo County are examples. These skills courses do not go to satisfy the six-hour clinical requirement.

2. In-house clinics provide actual experience in representing clients in civil and criminal cases, under the active supervision of a regular full-time faculty member. The clients served are university students and staff, who must prove financial need. The civil cases largely concern domestic disputes, tort claims, wills, adoptions and workmen's compensation claims. The student-lawyer is prepared to take the case to court if necessary.

Through simulated student/client conferences and video-taped live conferences, the clinical faculty coaches the students through every step in pursuing a case: interviewing a client, diagnosing his legal problems, gathering and weighing the facts of the case, analyzing the facts to applicable law, planning strategy, drafting legal instruments, and writing briefs. Students and faculty also work together preparing negotiation conferences, conducting trials, and, where necessary, composing appellate briefs and arguing appeals. Faculty-student relation-
ships developed through working on clients' problems are closely collaborative, modeled on the relationship of partner to associate in a law firm.

3. Extern programs place students in law offices outside the law school, such as the Bernalillo County Legal Aid Society, the state Public Defender's Office, the Albuquerque City Attorney's office, the U.S. Attorney's office, the U.S. Department of Agriculture Solicitor's Office, or the state Attorney General's office. Or a student may arrange to extern in a private law firm selected by him and approved by the clinical director after the firm completes a questionnaire and agrees to follow certain guidelines.

The criminal misdemeanor defense program and the felony criminal practice clinic are devoted to criminal defense practice. The D.A. program permits students to prosecute criminal misdemeanor cases under the active supervision of a full-time faculty member who is appointed as an assistant D.A. for the time that the course is offered.

The Judicial Extern program, although not considered a part of the clinical program, offers students another way to obtain training and experience outside the classroom. Students are assigned each to work with a trial or appellate judge, doing research, observing court proceedings and taking notes, discussing with the judge how he arrived at his decision, which factual and legal considerations weighed most heavily, and what impressed the judge most favorably or unfavorably about the attorneys' performance, assisting in management and organization of the case load, and learning how the judge's secretary keeps track of the massive docket. The students receive bi-weekly faculty supervision, and they and their judges attend a faculty-taught bi-weekly seminar.

Extern programs are popular with the students, lawyers and judges who participate. Law firms and lawyers who have participated tend to continue to volunteer to do so. On a survey conducted by the school, 60% of the lawyers who responded said they would be interested in accepting a student for clinical training.
A state Supreme Court rule permits students enrolled in the clinical program to practice law under the direct supervision of a practicing attorney. The rule is broad enough to encompass student practice in both the in-house clinics and extern programs.

The program calls on students to devote much time and the school to allot substantial resources to teaching the practical side of the law, which otherwise must be learned in the school of experience. Students engaged in the program during the regular academic year invariably are obliged to miss some classes. The regular faculty generally doesn't complain about this, realizing that scheduling of client counseling and court appearances may occasionally necessitate missing classes.

The clinical program is housed in spacious, well equipped and well staffed headquarters offering the latest in law office management technology. Case records, student work and all other office data are stored on computer files which are immediately accessible for updating and review. Each student is assigned a carrel desk equipped with a telephone and dictating equipment. Learning to use modern law office management tools is considered an important part of the students' training. Hence they are required to use their carrel equipment as well as the clinic's wordprocessors and computer assistant Lexis and Westlaw legal research program. They are also given hands-on experience in using computers to manage office caseloads, prepare legal documents and acquire other time saving skills.

Purchase of much of the clinic's equipment and furnishing was made possible by a $100,000 grant from the Council on Legal Education for Professional Responsibility. The Legal Services Corporation has provided another $100,000 grant to fund student work with legal problems of the elderly. The U.S. Department of Education also has recognized the clinic's exemplary standing by awarding it seven grants in seven years. These grants, for which the law school had to compete with many other schools, have supported various projects to enhance and expand the clinic's capability.
"Few law schools," said a 1986 ABA report, "approach the University of New Mexico in its investment in clinical training. With good reason, the University of New Mexico is widely regarded as having the country's finest program in practical lawyering."

THE ALUMNI

The UNM Law School Alumni/ae association was established in 1966. It activities have increased significantly over the years so that at present it provides a wide range of services and opportunities for the Law School community. These include:

A scholarship program, which awards two full-tuition scholarships annually to students selected by the law school.

Dinner and luncheon meetings, including the Association's annual dinner, an annual luncheon where students, faculty and alumni/ae can meet, a breakfast for alumni at the State Bar annual meeting, and a reception during Homecoming.

Luncheon seminars for law students, where alumni speak on practical aspects of law practice.

A writing competition, awarding cash prizes to three students annually for best articles or papers judged by a special law school committee.

An annual fundraising drive, which for some years has been providing money for faculty research, student scholarships, student and faculty travel, and support of student organizations. The amount raised came to $40,000 in 1985-86, then jumped to $150,000 coming from more than 400 contributors, in the first year of Dean Parnall's administration. This financial aid has been most timely, in view of restrictions in the moneys allocated by the University.

An alumni directory, listing all law alumni. This was published for the first time in 1986.

A newsletter, now to be published semi-annually, containing news of the school and its alumni.

Alumni/ae have served on the Board of Visitors, along with other distinguished members of the State Bar. President of the Board, as of 1987, is Justice Vern Payne, former Chief Justice of the New Mexico Supreme Court. The Board has been of significant
help to the school, especially through its committees, which concern themselves with such matters as the bar examination, the school's academic and clinical programs, and its relationship with the bar and the state.

A large share of the credit for making the Alumni/ae Association the active and effective organization that it is must go to its current (1987) president, Brad Zeikus, who has held the office since 1984, together with Haskell Roseborough, Vice-President, and Kenneth Leach, Treasurer.

The class of 1966 held a 20th anniversary reunion on August 23, 1986. Arranged by a committee consisting of Bill MacPherson, Marc Prelo, Brad Zeikus and Pete McDevitt, the class enjoyed a cocktail party at Marc Prelo's home, followed by a dinner dance at the Four Hills Country Club. Some 80% of the class turned out. Two of their former teachers were also on hand, Carl Selinger and Henry Weihofen. Selinger had taught at UNM from 1963 to 1969, but had moved on to become a dean, currently at West Virginia University. A good time w.h.b.a.

INSTITUTIONAL RESEARCH AND SERVICE

In addition to research and service by individual faculty members, the school has undertaken an institutional commitment to scholarship and public service through the establishment of the Institute of Public Law, the American Indian Law Center, and the Natural Resources Center.

THE INSTITUTE OF PUBLIC LAW AND SERVICES

Since its founding in 1971, the Institute has built an expanding service network linking the law school with the state's governmental agencies and its citizens. From a one-man operation in 1971, it has grown to an organization having a staff of five lawyers, a program coordinator, five editorial assistants, three clerical workers, and several law students working part time as research assistants. Its annual budget in recent years has averaged more than $500,000.

Staff members work with employees in all three branches of government - judicial, legislative and executive. They offer training courses for magistrates, municipal judges and other
officials, and courses for law students in state and local
government law. The Institute staffs legislative committees and
provides staff support to the New Mexico Supreme Court rules
committees.

It compiles the New Mexico Statutes Annotated and supervises
compilation of the annual supplement. It has published a number
of manuals and handbooks for prosecutors, probation officers and
judges. It publishes a column in the Sunday edition of the
Albuquerque Journal, under the "Action Line" heading, answering
legal questions of readers. And it conducts a monthly Public
Legal Education Session, at which legal specialists are invited
to speak on timely legal subjects.

In 1985, the Institute established a fellowship in public
law, awarded annually to a recent law graduate who has shown
commitment to public law. The objective is to develop a pool of
well-training professionals available for public service.

Recently, the Institute has been focusing its energies less
on purely legal questions than on broad-based issues of social
policy. Specifically, it has been putting emphasis on health and
aging policy issues. To that end, it has founded the Center for
Aging Policy. The center has researched and prepared curriculum
materials for use in secondary and higher education regarding
issues affecting the aging population, especially intergenera­
tional policy questions, such as allocation of health care,
social security, and family and governmental responsibility
vis-a-vis the elderly.

Institute Director Paul Nathanson has been promoting the
holding of town meetings types of discussions on aging policy.
Such events have already been held in four high schools over the
state, and the Villars Foundation has provided a grant to finance
exploring the possibility of staging such events in a number of
other states. Nathanson would like to interest members of
Congress in promoting such events in their respective states.

He is also working to obtain foundation grants to finance
exploring other proposals, including providing "treatment
guardians" for persons who have become incompetent to manage
their own medical treatment needs, legalizing a Durable Power of Attorney for Health Care, and creating a no-fault system for handling medical malpractice cases.

Professor Nathanson was recently recognized by the New Mexico Bar Association for his outstanding contribution in designing and implementing the state bar's elderly law program.

The Institute uses "Legi-Slate," a Washington Post computer search service that gives up-to-the-minute information on the status of federal bills and regulations, and so can convey such information to any agency in New Mexico that might be affected thereby. Students are employed to read pertinent publications and make daily reports on the impact of legislation and regulations on an agency's work. The Governor's Office and state agencies are provided a continuum of services enabling them to monitor the impact on New Mexico of federal activity. These services include a weekly information bulletin on federal budget activity, dissemination of federal budget documents, and analysis of the impact on New Mexico of various budget options.

Research and technical services have been provided for the state Traffic Safety Bureau, the Water Law Study Committee, the Consumer Protection Division, the Health and Environment and the Human Services Departments, and other state agencies.

Under contract with the American Association of Retired Persons, the Institute prepared a 400-page analysis on medical malpractice and the elderly. The document was used by AARP to determine its national policy agency concerning this issue, and the Institute has become the AARP national resource on liability and tort reform.

Statutory and regulatory drafting and codifying is a major part of the Institute's work. On behalf of the state's Compilation Commission, it compiles and supervises publication of the legislation signed into law each year. During 1985-86, staff attorneys drafted a major revision of the New Mexico Criminal Code. The statutes affecting transportation were revised and recodified for the Transportation Department. Rules of practice and procedure were drafted or revised for the Corporation Commis-
sion and the Public Service Commission.

Under contract with the New Mexico Supreme Court, the Institute serves as staff to the court's committees. Staff attorneys and student assistants research, draft and revise court rules and instructions, and present their work to the committees and to the court.

The Institute is largely self-supporting. It receives some operating funds from the university, some from sales of its publications, but a large part comes from contracts with numerous state agencies to perform certain services.

THE AMERICAN INDIAN LAW CENTER

The American Indian Law Center is an independent institute devoted to strengthening Indian tribal governments in a number of ways. It is housed in Bratton Hall because the Law School provides valuable resources for tribal assistance. Its main connection with the school has been the summer pre-law program for Indians who want to enter the legal profession. That program for 20 years encouraged Indian students to study law, gave them an introduction to substantive law, and then gave them scholarships and counseling support through their three years in law school. Numerous of its graduates came to hold leadership positions, both locally and nationally.

In 1986, however, the Bureau of Indian Affairs consolidated the program with its more general scholarship program and the UNM summer program was suspended. It is hoped that federal funding will again be made available so as to allow the program to resume in 1988.

But the center's activities are not limited to helping Indians enter the legal profession. It serves as a forum where Indians can express their views. Through vigorous advocacy efforts, it increases public awareness of the challenges facing American Indians.

By researching issues affecting Indians, the center has been instrumental in forming state and federal policies. As of 1987, it is providing the staff support for the Commission on State and Tribal Relations. It helps tribes administer programs and
interpret legislation. One of its notable achievements is the drafting of a Model Children's Code, which offers tribes a framework for developing tribal children's codes.

The AILC also trains tribal court judges, clerks, advocates, prosecutors, and paralegal personnel, and assists tribal governments with training in governmental functions.

Alaskan natives have been given assistance in determining shareholder rights under the Alaskan Claims Settlement Act and in conducting seminars on legal and land management problems. The center has also trained Alaskan state judges on the Indian Child Welfare Act. In cases involving issues of vital concern to tribes, the AILC files amicus curiae briefs in state and federal courts. It has audio-visual materials on Indian law which it makes available to tribes, and it publishes the bi-monthly American Indian Law Newsletter. Already mentioned have been AILC efforts to ease longstanding tensions between tribes and states and working out agreements about hunting and fishing rights and other subjects of common concern.

As an independent, Indian-controlled, non-profit organization, the AILC receives no money from the university or the state (other than temporary loans). It finances itself entirely through grants and contracts from the federal government, state governments, and private foundations.

THE NATURAL RESOURCES CENTER

Recognizing that the growing scarcity of natural resources makes the rational management of natural resources increasingly important, and that lawyers play a significant role in the formation of resources policy, the law school has long had a special interest in natural resources law. This interest goes back to the tenure at UNM of Professor Robert Emmet Clark (1948-64), who become a recognized authority in the field, and the start of publication of the Natural Resources Journal in 1961.

The Natural Resources Center was established in 1978, at the Law School, But its focus is not restricted to law-related aspects of resources management. It is a network of interdisciplinary teaching, research and public service efforts ad-
dressed to resources problems and policies, which offers a program of study that fulfills advanced degree requirements not only in law but also in the Department of Economics and the Division of Public Administration.

Law students in the program are required to take at least nine hours of work in such courses as Environmental Law, Land Use Planning, Oil and Gas, and seminars in Mining and Water Law. Also required are at least six hours in non-law courses such as Biology, Economics, Engineering and Political Science, and four hours of work on the Natural Resources Journal.

Through the Journal, the center provides students with laboratory experience in research and publishing on topics of current concern in resources law. Students edit and produce the Journal, under supervision of Professor Albert Utton, who has been editor-in-chief since the first issue. Student staff members take special courses to develop writing, editing, research and publication skills needed to turn out the Journal.

For more than two decades, Helen Rucker served as administrative editor of the Journal. She died on February 19, 1987. Her responsibility was to oversee the finished product of each issue. Trained at the University of Chicago, she was a vigorous editor, who demanded that every participle and gerund be in its proper place. Helen was also book review editor, selecting and reviewing new books for each issue of the Journal.

The Natural Law Center also sponsors conferences and seminars, and Helen Rucker helped organize many such affairs, in both the United States and Mexico. These were bi-lingual and bi-national, and often far from one's photocopy machine, but she carried them off with precision.

The center also carries out an impressive amount of research. Studies published include an analysis of federal and state water laws affecting energy development in the energy-producing states, Spanish land grants in the Southwest. U.S.-Mexico resources needs to the year 2000, pueblo water law scenarios and their economic impacts, and an analysis of conditions and considerations affecting the administration of
water resources in the Albuquerque greater urban area.

Most recently, Utton, Charles DuMars and research associate Ann Rogers have been members of a state Appropriation of Groundwater Study Group, which recommended legislation to allow the Interstate Streams Commission to assist in the development of regional water plans. The New Mexico legislature in 1987 enacted the recommended provisions.

The Natural Resources Committee of the State Bar has, since 1986, been publishing a journal, which the center co-sponsors. Student editors assist the editor-in-chief, Attorney Larry Ausherman, to assemble the materials.

Co-directors of the center are Charles DuMars of the law faculty and F. Lee Brown, professor of economics. The staff also includes some 20 faculty associates, about half of them UNM law professors and the other half representing the other academic disciplines, at UNM or at other universities, all of whom have made significant contributions in their respective fields. The associates design and teach resource courses, collaborate in research, publications, and other scholarly work on resource problems, and present papers and lectures at professional as well as community resource conferences. They are often retained as consultants by public agencies, business corporations, interest groups and other entities with a stake in resource controversies. UNM law professors who are among the center's faculty associates are Willis Ellis, G. Emlen Hall, Suedeen G. Kelly, Ruth Kovnat, Antoinette Sedillo Lopez, Dean Ted Parnall, Fred Ragsdale and Albert Utton.

The center was first funded by the university in 1986-87. Most of its operations, however, are financed by contracts and grants.

RELATIONS WITH BENCH AND BAR: CONTINUING LEGAL EDUCATION

The Law School has long been interested in fostering continuing legal education (CLE), but the start of the mandatory CLE program on January 1, 1987, focused attention on the need for career legal education for lawyers and on the law school's obligation and opportunity to provide it.
Dean Parnall promptly appointed a CLE Committee, consisting of himself, Bill MacPherson and Scott Taylor. The State Bar has also set up such a committee, of which Parnall is a member. These committees have the task of devising a long range CLE plan for members of the practicing bar. Their primary function is seen as building awareness of the program on the part of the lawyers, and keeping them abreast of current developments. (A likely side effect for the law school is some income in the form of fees for teaching courses).

CLE courses in such subjects as Managing the Law Practice, Municipal Finance, Advanced Legal Research and Advanced Problems in Securities Regulation were offered in 1986-87. Each course ran for seven two-hour sessions, meeting once a week. Advanced CLEO courses were also offered, each running 15 weeks. Subjects included Intellectual Property, Federal Procurement Contracting, Real Estate Planning and Problems in Advanced Civil Procedure.

The most innovative experiment that Dean Parnall started was opening regular courses and seminars to practicing lawyers. These combined courses have typically been offered in the late afternoons. Professor Occhialino's seminar in Advanced Problems in Civil Procedure, for example, had eight students, eight lawyers, and one judge. The students unanimously agreed that their education was enhanced by the practical insights and real life experiences that the lawyers and the judge furnished, as a counterpoint to the theoretical discussions. The lawyers appreciated the opportunity to stand apart from the particular problems of their daily practice and consider the long range ramifications of the issues they confront in practice. More such combined courses are planned for the coming years.

A 1979 Self Study report recommended that greater use should be made of adjunct faculty. Core courses, it was agreed, should continue to be taught by regular faculty. These, comprising the bulk of the first and second year schedule, are courses characterized by an analytical and conceptual approach to subject matters with which most lawyers in general practice must have some familiarity. So also, in-house clinical programs should be
offered only by full-time faculty, because they require close and frequent contact between students and professors and consultations that cannot be scheduled in advance.

But adjunct faculty are uniquely qualified to teach courses the primary function of which is to permit students to develop practical lawyering skills in subjects in which they have already received conceptual and analytical training in core courses. The adjunct faculty in such courses, said the report, in effect play the role of a senior partner supervising the work of an inexperienced young attorney. Competent, carefully chosen adjunct faculty can provide such training at least as well as most full time faculty members.

This recommendation has been acted upon. As of 1987, more than fifty members of the bar have taught one or more CLE and other courses. An equal number volunteer their time each year to lecture, give demonstrations, or serve as trial or appellate judges for student mock trials and arguments.

INTO THE FUTURE

1986-87 represents a critical point in legal education. Law schools for years - decades - have been criticized for the narrowness of their interest and the stodginess of their teaching method. Derek C. Bok, president of Harvard University and former dean of Harvard Law School, some years ago charged that the law schools had done surprisingly little to improve the operation of the American system of justice. Indeed, by training students "more for conflict than for the gentler arts of reconciliation and accommodation," they had helped make our legal system "the most expensive and inefficient in the world."

Law schools with dynamic leadership have in recent year been responding to such criticisms. The foregoing pages chronicle how well the UNM School of Law has done so. It certainly does not restrict itself to teaching abstract law through the case method. Its students do not merely learn the substantive rules, but actively participate in learning the lawyering process, acting out the role of lawyers: counseling, interviewing, negotiating,
planning, and litigating. They are trained not only for conflict, but also for mediation and arbitration.

During 1986-87 the law school has seen some significant developments. Foremost have been the following:

1. A private fundraising campaign that netted $150,000, triple the amount raised the year before.

This 40th Anniversary Fund Drive was chaired by the Honorable Joe W. Wood, '50; John R. Cooney, '65; Leonard G. Espinosa, '71; and Mary Lebeck Johnson, '82. The response included especially generous gifts from Professor Robert Emmet Clark and his wife, Ann Simms Clark, and from Margo J. McCormick.

2. Inaugurating an innovative continuing education program for the bar.

3. Recruiting a new librarian with outstanding qualifications, and additional faculty members, including an eminent ex-president of the university and several most promising younger members.

Law is a central factor in the health of our economy, and the law school should play a central role in the analyzing and monitoring of our legal system to keep it responsive to the needs of the business community. Courses in Business Planning, Consumer Law, Real Estate Planning, Private International Law and Securities law expose students to the impact of economic and commercial considerations on legal analysis. Courses and seminars such as Environmental Law, Rights of Children, Legal Problems of the Elderly, Poverty Law and Indian Child Welfare make them aware of social, political and psychological implications.

The school is expanding its course offerings dealing with U.S. - Latin American issues and strengthening contacts with Mexican legal, judicial and business entities.

The School is expanding the Continuing Legal Education program and adding to the number of CLE courses the school offers, including combined courses attended by practitioners and students together. "We enjoy," says the Dean, "the interchange and professional development that take place in well-developed
CLE programs." Especially enjoyable is the opportunity these courses afford for contracts with the school's alumni.

The school's role in the New Mexico and national communities can be summarized as serving three functions:

1. To provide training for public and private sectors of law-related professions.

2. To provide a law-related law center for New Mexico, which necessarily entails testing its research capacity in the national community.

3. To provide legal and law-related services to the bar, to the judiciary, and to state and national governments.

In performing each of these functions, the school should reflect the plurality of our society. "Our role," according to the dean "is to provide a plural voice, a plural conception of law, for a plural society, and to assure that no single voice can stridently proclaim itself a source of the law.

"Our system of justice has been enriched by over 200 years of ideas coming from all areas of society ... It is in presenting an ultimate shared belief in an order welded from widely diverse points of view as to what is just and what is unjust, that the Law School has value."

A commonly shared vision of the kind of law school needed as we head into the next century is essential if the school is to be successful in its pursuit of excellence.