This academic year Washington University School of Law has taken significant steps to ensure that its students receive the best legal education available. "Our ambition is to be an even more student-centered law school, where the education and future of each student is among our proudest achievements," said Dean Joel Seligman.

Three-Year Scholarship Commitment

1999 marked the adoption of a three-year commitment for merit-based scholarships. Beginning with the class entering in the fall of 2000, the law school will offer scholarships with a three-year commitment, dependent only on the student's remaining in good academic standing. Previously, the law school adhered to a practice common among most law schools that required scholarship recipients to remain in the top half of their class, or better, in order to retain their scholarships in their second and third years.

"Through our new three-year commitment, we hope to alleviate any anxieties entering students may feel about their financial future." - Janet Bolin

"Our former methodology for renewing scholarships seemed counterintuitive to maintaining the strong sense of collegiality and cooperation found among our students," said Janet Bolin, assistant dean of admissions and financial aid. "Through our new three-year commitment, we hope to alleviate any anxieties entering students may feel about their financial future."
"Everyone comes to law school wanting to do well, but law school is so different from any other educational experience that you just don't know where you'll end up academically," said Clare Priest, a first-year student. "The three-year scholarship commitment takes a lot of stress off students. Entering students will have the security of knowing that they will continue to receive their scholarship regardless of whether they are in the top half of their class or not."

Scholarships make legal education a reality for many students at Washington University. Approximately 50 percent of the law students receive merit-based scholarships in amounts ranging from $1,000 to $20,000 annually.

**Small Class Sections**

Beginning in fall of 2000, the School's roughly 200 first-year students will enroll in small sections of about 35 students for one-half of their courses, compared to the 70 to 75 students per class in previous years. "Washington University is offering first-year class sizes that are among the smallest of the top 40 law schools," said Professor Peter Wiedenbeck, chair of the curriculum committee.

The ability to identify closely with a small group fosters a sense of community for students and reduces the feelings of anxiety so common in the first year. "Small classes provide a great opportunity to develop a close relationship with the professor and other students," said Mercy Davison, a second-year student. "The atmosphere is completely different from that of a larger class. It's easier to ask questions and make comments." "The School of Law has expended tremendous resources in order to implement small class sections because of their immeasurable benefit to students," said Dean Seligman. "In addition to fostering a supportive and intellectually exciting atmosphere for students, small sections will enhance our tradition of teaching excellence and faculty accessibility."

Smaller class sizes permit professors to use teaching methods that are not feasible in larger groups, including role-playing, small-group discussions, and writing assignments. In lieu of a final examination, which is standard in courses with larger enrollments, student performance may be evaluated in different ways and at a variety of points throughout the semester. "Alternative teaching methods often are better adapted to the learning styles of many students than the traditional lecture or Socratic dialogue," said Professor Katherine Goldwasser, associate dean for student affairs.
Small class sections will further enhance the sense of collegiality and cooperation that exists among the School of Law's students.

Small sections encourage greater interaction between students and faculty, both inside the classroom and out. With fewer students in class, faculty can really get to know—and be known by—the students in their class. "Analytic skills are the core of legal education, and these skills are best learned through interactive experience," said David Becker, the Joseph H. Zumbalen Professor of Law of Property. "In this respect, numbers really do matter. Small sections promote frequent dialogue, first in the classroom and then beyond it. For both student and teacher, the out-of-class conversations are their ultimate reward in terms of learning experience and opportunity for lasting friendship."

"ANALYTIC SKILLS ARE THE CORE OF LEGAL EDUCATION, AND THESE SKILLS ARE BEST LEARNED THROUGH INTERACTIVE EXPERIENCE. IN THIS RESPECT, NUMBERS REALLY DO MATTER. SMALL SECTIONS PROMOTE FREQUENT DIALOGUE, FIRST IN THE CLASSROOM AND THEN BEYOND IT."-David Becker

The faculty also revised the first-year curriculum. First-year students study only four courses, including Legal Research and Writing, each semester rather than the five courses typically required at other law schools. "Our approach allows students to explore more thoroughly each subject covered and results in students having only three final exams each semester," said Susan Appleton, associate dean and professor of law. The six doctrinal courses in the first-year curriculum are Contracts, Property, Torts, Civil Procedure, Constitutional Law, and Criminal Law.
Clinical Guarantee

Celebrating more than 25 years of providing hands-on educational experiences, the law school is building on its award-winning clinical program by guaranteeing every student the opportunity to participate in at least one of seven clinics during the second or third year. The guarantee will not affect the average teaching ratio of 1:8 that clinical students currently enjoy.

"THROUGH LEGAL INTERNSHIPS, STUDENTS CONFRONT THE TENSIONS AND UNCERTAINTIES OF REAL CASES AND DISCOVER FIRSTHAND THE DIRECT IMPACT LAWYERS HAVE ON PEOPLE'S LIVES." -Karen Tokarz

"Our clinical guarantee puts Washington University at the forefront of clinical legal education," said Professor Karen Tokarz, director of clinical education. "Clinical coursework serves a crucial role in the education of future practitioners, allowing them to earn professional skills and values under the close guidance of expert faculty mentors while providing vital legal services to underrepresented communities. Through legal internships, students confront the tensions and uncertainties of real cases and discover firsthand the direct impact lawyers have on people's lives."

This ambitious clinical initiative is possible due to the law school's ability to attract outstanding clinical faculty. Almost all of the faculty who teach clinical courses are tenured or tenure-track, full-time faculty—a unique strength that few other law schools in the country can claim. "Our clinical faculty are nationally recognized experts and scholars in substantive areas such as evidence; professional responsibility; legal history; mediation; litigation; and environmental, employment, and death penalty law. They also teach other courses throughout the curriculum," said Tokarz.
Clinical Opportunities at Washington University School of Law

- Capital Punishment Clinic
- Civil Justice Clinic
- Congressional and Administrative Law Clinic
- Criminal Justice Clinic
- Employment Law Clinic
- Interdisciplinary Environmental Clinic
- Judicial Clerkship Clinic

Washington University School of Law is ranked as one of the law schools most supportive of women's success in Linda Hirshman's new book, *A Woman's Guide to Law School*, published by Penguin Books. Ranked 9th out of the 158 schools evaluated, the School of Law achieved high scores for the percentage of tenure or tenure-track women on the faculty, the academic success of women students, and the number of women students enrolled.

Washington University is the only law school outside the D.C. area with the ability to offer students the opportunity to work as full-time interns on Capitol Hill. Through the nationally acclaimed Congressional and Administrative Law Clinic, founded in 1977, third-year students can spend their final semester in Washington, D.C., working for a member of Congress, a Congressional committee, or a federal administrative agency.

"Many of our clinical courses emphasize legal ethics," said Professor Kathleen Clark. "In D.C., clinic students take a course on government and legal ethics, where they hear from lawyers, government officials, and activists about the ethics of policymaking, the professional rules, and other regulations specific to government lawyers and lobbyists. In addition, students in my legal ethics seminar serve as ethics consultants to our in-house clinics, providing advice to the lawyers and students working in those clinics about the legal ethics issues that they face."

Clark, a former Senate Judiciary Committee staff member, travels to D.C. every other week throughout the semester. Meanwhile, Susan Kaplan, adjunct professor and another former Senate staffer, is
in residence in Washington, D.C., and directs the clinic.

"The Congressional and Administrative Law Clinic is a wonderful opportunity for a law student to learn about government legal practice and public policymaking and to make great networking connections while in D.C.," said Cheryl Rose, JD '94. "Participating in the clinic provided me with valuable federal government work experience and helped me to get my current position at the Environmental Protection Agency. Several of my classmates who also took advantage of the clinic now have careers in government and public-interest law organizations. Others are using the knowledge they gained in the clinic to provide better counsel to their private-sector clients who need government expertise."

Clinical education at Washington University made a global leap this academic year through the initiation of international clinical student exchanges. In a pilot project, Washington University law students spent the 1999 fall semester studying at Australia's highly touted Monash University Law School, while this spring law students from Monash are learning in Washington University's clinical program. Clinical student exchanges with the National Law School of India and the Inns of Court School of Law in London also are planned.

**Interdisciplinary Learning**

The School of Law is taking full advantage of being part of Washington University by enhancing its curriculum with pertinent courses from other disciplines taught by world-class faculty. Students can take interdisciplinary courses such as Social Scientific Research for Lawyers, exposing students to techniques for conducting and evaluating empirical studies, taught by a political science professor; Theory of Property Rights, examining the effects of law on economic growth, co-taught by a Nobel Prize-winning economist; and many others. The new in-house Interdisciplinary Environmental Clinic teams law students with University engineering and environmental studies students to collaborate on environmental cases in the community.

"In order to be a successful attorney in today's rapidly changing, complex world, I don't think studying cases and statutes is enough," said Erik Ojala, a third-year student. "You have to understand how the law interacts with other disciplines and the impact other subjects can have on legal thought. There's an old saying that the law doesn't exist in a vacuum, and these interdisciplinary courses illustrate to us students just how true that statement is."

"There's an old saying that law doesn't exist in a vacuum, and these interdisciplinary courses illustrate to us students just how true that statement is." - Erik Ojala

Students who participate in one of eight joint-degree programs also benefit from the strengths and expertise of other Washington University faculty. "We offer one of the few JD/MA East Asian studies programs in the country and also a JD/MSW program with the nation's top-ranked social work school," said Michele Shoresman, director of graduate and joint-degree programs. Students who decide not to enroll in a joint-degree program often decide to enroll in a course from another graduate division, which, with faculty approval, can apply toward their graduation requirements.

A newly established Center for Interdisciplinary Studies, located within the School of Law, promises to expose law students to great scholars from around the world who will share their multidisciplinary perspectives on cutting-edge legal issues. "We have the potential to make a real difference in legal education through interdisciplinary education," said Robert Thompson, the George Alexander Madill Professor of Law
and executive director of the Center. "The idea is to draw experts from various disciplines to jointly focus on a single issue, rather than thinking of each area as separate and specialized."

The foundation for the innovative approach already exists. Several law school faculty members hold joint appointments with other Washington University schools, in areas such as medicine, engineering, and philosophy; others co-teach with colleagues from other disciplines, including economics, social work, and history. "Our aim is to forge new connections and produce work that will be widely recognized beyond Washington University," said Professor John Drobak, chair of the Center.

The Center's 2000-01 program will explore the interrelationship between the law and social, cultural, religious, and economic norms. To foster student participation, each year the law school curriculum will feature a course seminar reflecting the Center's chosen topic for that year.

The seminar for fall 2000 will be Norms and the Law. Enrolled students will read selected works written by the political scientists, economists, and law professors who will visit the law school as part of the 2000-01 program. When the distinguished scholars visit campus, the students will meet with them to discuss their work. "The seminar will provide an exciting opportunity to become familiar with a body of innovative interdisciplinary research and to be able to learn firsthand from the authors themselves," said Matthew Bresette, a second-year student.

Global Legal Studies


"Our goal is to challenge students to think in broader, global terms, by exposing them-in a more concerted way-to international perspectives."-Stephen Legomsky

"The immense expertise of our faculty in the laws of other countries is evident in the composition of upperclass electives," said Associate Dean and Professor Daniel Keating. "Because many of our faculty have considerable experience practicing, researching, or teaching overseas, they have strong international contacts throughout the world."

Professor Leila Nadya Sadat is admitted to practice before the French Supreme Court and was instrumental in the establishment of the International Criminal Court. Professor Stephen Legomsky has consulted with the governments of Russia, Ukraine, Belarus, Azerbaijan, and Tajikistan on proposed migration, refugee, and citizenship laws. Professor Peter Mutharika is a member of the executive committee and international representative of the United Party of Malawi. Professor John Drobak marked his eighth summer of teaching in Prague. Other faculty members have lectured throughout Asia, Europe, and South America.

The School of Law's new Institute for Global Legal Studies is expected to evolve into one of the world's premier international law institutes. The Institute will assemble the world's most accomplished and innovative thinkers to contribute to the solutions of vexing international problems. "Our goal is to challenge students to think in broader, global terms, by exposing them-in a more concerted way-to international
perspectives," said Stephen Legomsky, the Charles F. Nagel Professor of International and Comparative Law and director of the Institute.

The Institute's grand inaugural event in fall of 2000 will feature "The Future of the United Nations," followed by a series of conferences focusing on themes of contemporary global importance. The first conference of the series, "Constitutional Courts," will be held in the fall of 2001. The Institute will also bring a steady stream of international speakers to the law school every year.

Career Services

With placement statistics nine months after graduation stable at 95%, the School of Law has expanded the Career Services Office to four full-time professionals, each with a JD and significant professional experience in the legal field, and two full-time staff members. Collectively the Career Services team possesses a broad-based knowledge of private law firms, judicial clerkships, government positions, and nontraditional career paths, both in large cities and smaller communities. "Our ambition is not simply to help our graduates find jobs, but rather, careers that really fit them. And that involves a lot of personal interaction," said Mark Smith, associate dean for student services. "Previously, the office did not have the staff to do everything we wanted, including providing individualized counseling, presentation programming, and reaching out to prospective employers. We can now do them all. With six full-time personnel, our Career Services Office is one of the largest in the country for a student body our size."

"OUR AMBITION IS NOT SIMPLY TO HELP OUR GRADUATES FIND JOBS, BUT RATHER, CAREERS THAT REALLY FIT THEM."-Mark Smith

Career Services now assigns one of its four professionals to each entering student to act as his or her career counselor. "Having the same core of students to advise each year allows me to really get to know them and help them to explore career options best suited to meet their individual interests and ambitions," said Tomea Mayer, director of career services.

Career Services is expanding its series of informative programs focusing on different types of practice and geographic areas for students to consider, as well as creating more networking opportunities for students to meet potential employers. In the first six weeks of the fall semester, Career Services presented 20 programs on 11 different topics, including composing informational interview cover letters and résumés. The programs often give rise to subsequent individualized meetings with students. There is also particular momentum to develop more comprehensive programs for students seeking judicial clerkships, for students interested in public-interest work, and for students pursuing a joint degree.

All these initiatives—from the three-year scholarship commitment to expanded career services—share one common purpose: meeting the needs of the School's law students.
Like any new dean of students, Katherine Goldwasser has had her share of challenging and rewarding experiences. What makes Goldwasser's situation different from that of most deans of students at other law schools is that she is also a tenured faculty member. "The past 18 months have been a true learning experience," said Goldwasser. "After more than 16 years of teaching, I find myself dealing with administrative and student issues that I hadn't really faced as a faculty member."

The decision to select a faculty member as dean of students stems from the importance that the School of Law places on students and student issues. "Kathy's appointment was a way of letting students know that faculty are concerned about..."
their well-being, not just in an academic sense, but outside the classroom as well," said Associate Dean Daniel Keating, who appointed Goldwasser to her administrative position. "It encourages positive student-faculty relationships by reducing some of the barriers that may make students initially hesitant to approach professors outside of class."

Many of the issues that Goldwasser deals with have implications, not just for students, but for faculty as well. "As a faculty member, I am able to connect with colleagues, understand and appreciate the faculty perspective on issues, and use that commonality to try to fashion solutions that will both satisfy students and garner faculty support," said Goldwasser.

"Kathy puts a high priority on creating a community responsive to the needs of students," said Professor Jane Aiken. "And being a tenured faculty member provides her with a measure of protection and, with it, the freedom to advocate zealously on students' behalf."

One of Goldwasser's first initiatives was the implementation of a new advising program in which faculty members, administrators, and upperclass students serve on "advising teams" to mentor entering students. Advising teams meet with their students in a group setting from time to time during the first year. "The program gives you additional resources to draw upon for advice and support beyond just your fellow 1Ls and your own teachers," said Shereen Ali, a second-year student. "Meeting as a group allows you to hear different perspectives about study techniques, course selection, and other law school concerns."

Goldwasser believes that an integral part of legal education is fostering the professional development of students. To help students bridge the gap between law school and the profession, Goldwasser created a new orientation exercise, "Building a Statement of Professional Commitment," for entering students. The idea is to encourage new law students to reflect on and discuss the core values and obligations of the profession they are entering, and then use what they come up with to craft a class statement of professional commitment. Goldwasser is also working with local alumni to establish a student-alumni mentoring program.

Along with her administrative responsibilities, Goldwasser continues to teach Criminal Procedure, Evidence, and Trial Practice. "I love teaching," said Goldwasser. "It also helps me in my new role by keeping me involved with the main mission of the law school and providing me with an additional way to get to know students and give them encouragement and support."

Prior to entering academia, Professor Goldwasser clerked for a federal judge and served as a federal prosecutor in the U.S. Attorney's Office in Chicago.
STATEMENT OF PROFESSIONAL COMMITMENT

As a representative of my profession, with its inherent privileges and duties, and as a member of my community, I commit to constantly challenging, developing, and refining my sense of ethical responsibility. I will act with humility, integrity, compassion, and courage.

As an advocate and counselor, I acknowledge my personal and professional responsibility to my clients. I will represent them with competence, honesty, respect, passion, and impartiality within the bounds of the law.

Acting in accordance with the spirit of the law and the high standards of my profession, I dedicate myself to excellence. I will advance the profession and strive to effect positive change in the law. I commit myself to respect others in the legal community.

I recognize my obligation to public service, and will pursue and promote liberty, equality, unity, and justice.

- CLASS OF 2002 -
WASHINGTON UNIVERSITY SCHOOL OF LAW