

**Transcription of the Oral History Interview with  
Ann Juergens  
October 13, 2006**

Ogilvy: This is an oral history interview with Ann Juergens. I'm Sandy Ogilvy, and we're here at Notre Dame in Indiana for this interview, and it is October 13th, 2006. Welcome, and thank you very much for sitting for this interview.

Juergens: Thanks for asking me.

Ogilvy: I'm going to start with the question that I always start with all the people we've interviewed, and that is: What was your first exposure to clinical legal education?

Juergens: Well, in law school. I started law school at the University of Minnesota, and participated in the Legal Assistance to Minnesota Prisoners program, called LAMP; went to the prisons as a second-year student, did some great case work; didn't have much supervision -- they really cut us loose. And in fact, that summer, after my second year, I worked on a case that had been referred to a private practitioner out of that clinic experience. Then I transferred to UC Berkeley, Boalt Hall, took my third year there, and took an employment law clinic, again where I was placed at the Employment Law Center. We had a weekly seminar, but it was more like what I would call an externship, but they used me really -- they'd give me a problem and say, "Solve it." "Answer this

question." A lot of it was more memo writing. I didn't get my hands on many clients, but I got to see how the Employment Law Center in downtown San Francisco operated. And it looked really -- that's the kind of law I wanted to do. So that was my first exposure.

Ogilvy: I want to talk a little bit about the second year clinic that you did as well. Who was running that at the time, do you recall?

Juergens: Mel Goldberg and Jim Cullen somebody at the University of Minnesota. I can see him, a small dark guy. They had been criminal defense attorneys, but had moved into prisoners' rights types of litigation. Mel Goldberg was my colleague at William Mitchell until he passed away six years ago or so, and he was really a founder of the Legal Assistance to Minnesota Prisoners.

And, in true Minnesota fashion, this was a program that was funded by the legislature to give civil legal aid to prisoners who didn't have access to private attorneys or to the traditional federally funded legal aid. So the public defender's office in Minnesota identified the need, said we are helping them with their criminal matters, but there's a real need for divorces and name changes and debt defense. And the law schools stepped up to the plate, in part through C. Paul Jones who was the state public defender at the time. He had real -- his offices were literally in the law schools. And they started this program using law

students to give civil legal assistance. And they had many attorneys. The public defender just three years ago said, "Can't fund LAMP any more; it's not a mandated service. The legislature keeps adding mandates, for example, community notification of sex predators placement -- they've added so much to our responsibilities we can't do civil legal stuff. That's optional." And William Mitchell was the only of the three law schools that had LAMP offices that said, "Okay, we're going to continue funding this." It's such an important and sort of historic program and commitment, and nobody else is helping those people. So it continues to exist.

Ogilvy: What year was that, that you were in that clinic?

Juergens: I graduated law school in 1976, so I was in that clinic, my second year would have been '74-75.

Ogilvy: And then on to Berkeley. And after you graduated, what did you do?

Juergens: I was a VISTA volunteer at San Mateo County Legal Assistance, just over the Bay Bridge, when that used to be a half hour drive from Berkeley to San Mateo County -- with some excellent attorneys, Tom and Carol Golubock and Susan -- their last names are escaping me. But what I found there was they didn't really like clients very much. They wanted to do impact litigation. That was back

when legal aid jobs, 1976 -- this was the height of -- that was a very hard job to get, and a very good job. And they really wanted to be doing appellate litigation, and they minimized their time with clients. And this kind of confused me. And I also was very close to the Hispanic secretaries -- it was in a Spanish-speaking neighborhood in Daly City, California. And I didn't like the interoffice relationships very well. The secretaries were always feeling demeaned, ignored. And I was closer to them than to the attorneys, frankly.

So after two years there I found -- there were a lot of justice issues going on in Berkeley, and I was involved in the community. And there was a house on Telegraph Avenue on the Berkeley-Oakland border, Telegraph and Alcatraz, and there was -- Oliver Jones was the Western regional counsel of the NAACP. He was an African American graduate of Boalt who was serving the black community in Oakland and Berkeley. And he was partnered with Jim Chanin, who was a very savvy attorney who had gone to USF, and they were doing a lot of police brutality cases. But the black community was beating a path to their door, and they figured they needed a woman to handle some of the stuff they didn't want to handle -- housing, family law. They wanted big cases; also, though, they did plenty of other stuff-- personal injury. They were wonderful attorneys. Oliver's sister, Suane Thompson, was the office manager/paralegal. She later went to law school. And then we had an old guy in the back doing SSI disability, Social Security disability, Hank Schroerlucke. So we had the old guy,

the black guy, the Jewish guy and the woman in a little practice. And next door was another house full of lawyers. And we never became partners, but we shared everything. And they did some big impact police brutality litigation.

And I did a lot of tenant work, because maybe 80 percent of the residents at Berkeley were tenants, and a lot, a high percentage of the residents in Oakland were tenants. And that was in the days when Prop 13 rolled back the property taxes. They sold it to the tenants and to the populace in part by saying this will lower your rents. Well, of course, that didn't happen; the rents kept going up. And so Berkeley passed a law that said landlords have to share their property tax windfall savings with their tenants. And then the landlords resisted that. They actually organized and called themselves the Berkeley Tea Party. They knew how to organize, too. The people in Berkeley knew how to organize -- the landlords were among them -- and to do civil disobedience. We're not going to follow the law. So we started doing some litigation on that. And eventually Berkeley passed a rent control ordinance, which also galvanized the landlords to organize against it, and they weren't going to pay their registration fees, et cetera. And I decided I need to help set up this rent board, I need to be involved, because it impacts so much what I'm doing in my practice. And Jim Chanin, God bless him, said -- well, I said, "But I don't want to give up my private practice -- I love private practice." The day I started working -- I mean, after two weeks I said, "I love this." Legal Aid, other people were running the office and I kept

disagreeing with their management decisions, as it were. But I could make my own decisions in my own practice, and I never borrowed -- once I borrowed \$500 from my sister when I was low, you know--but it was in an old house, there were no oriental rugs. It was all used furniture. I literally had my door, you know, the refinished door as my desk. I made my own curtains. And we had tons of work right away. And I lived really cheaply. I had been a VISTA volunteer. My parents said you have to have health insurance, a litany that continues to this day. You know, "Why? My friends will have a benefit if anything happens to me." "Annie, get health insurance. We don't want to lose our house if something happens to you."

But I loved private practice, and they were hiring attorneys at the City of Berkeley to implement the new rent control ordinance. The city attorney was going to be enforcing it, and they knew there was going to be a little bit of work, that they were going to have to do enforcement, because there was organized resistance.

Jim Chanin said, "Well, apply for the job and tell them you'll do it half-time, and then you can stay here half-time and work at the city half-time." This had never occurred to me. It was great advice. They hired me, half-time.

Ogilvy: What year was that?

Juergens: I started my practice in '78. I bet it was '80, maybe '81, in that little period. And they two -- they had only -- and I use this sometimes in advising my students -- I said, "Well, you want a half-time job, you want a part-time job, find a job that suits you and tell them you'll only do it half-time." Well, the other guy they hired was Jim Grow of the National Housing Law Project, which was a legal aid backup center in Berkeley. And he had done the same thing: "I've got to be in on the ground floor of this." I had known him at Boalt -- I had no idea he was applying -- and he'd said, "But I'm committed to the National Housing Law Project, but I can cut back there and work half-time." So Jim Grow and I shared a job for two years, writing the regulations, helping implement the new rent control under Zona Sage, who was hired as the director of the rent control board. And that was really fun, a lot of work, taught me a lot about city governance and I liked municipal issues and to be on the city attorney side was -- and we were writing the rules.

But what it also taught me was the limits of, even when you can write all the rules, how they can be coopted. And after two years I left and went back to my private practice full-time, because I was discouraged at the possibilities, at how landlords were learning how to get their rent increases, get them approved, and how the injustices were almost muted by getting the official rent board approval. And the poor people and the people of color, often the same group, were still being pushed out. Berkeley was gentrifying and rent control wasn't helping that

much. I think we delayed things by maybe 10 years. You know, we put brakes on gentrification. But we didn't know how to stop it. Meanwhile, Berkeley was becoming so crowded, because it was becoming the food destination and the Cheeseboard Collective and everything. And I'm riding my bike everywhere, which is one of the pleasures of California life. But I'm also in a rented house that is in the hundreds of thousands of dollars to try to buy. I mean, a little bungalow with two bedrooms, no basement, no garage. This is the early '80s. And I'm saying, "I don't want to -- how can I sink in some roots?" And I had grown up in Minnesota, my grandparents were getting old. My grampa broke his hip back in Minnesota. And I remember skiing in Yosemite in the wintertime with Jim Grow, a group of great friends. It was gorgeous in Yosemite. And I was saying to myself, "There's no chipmunks, there's no birds, there's no squirrels, there's no critters," because winter in the High Sierra the snow is 8-10 feet deep. All the life is under the snow. And You'll see an occasional raven, but deer can't run on snow. The Minnesota winters, if you go skiing out in the woods, you've got porcupines and ducks and all kinds of birds -- I like birds -- and all kinds of life around you. So I was experiencing the High Sierra as very sterile and missing the life that I would see at Christmas time when I'd go home to Minnesota; that I remember that trip and my grampa had broken his hip, and I was missing Minnesota. And I think it was that winter I decided, you know, I think I'm going to go back to Minnesota. So that was in the winter of '83-'84. And what else was happening was there was a drought in California, and I thought



there were going to be water wars, and I wanted to be where there was a lot of fresh water -- not literally water wars, but I'm in my 30s, where do I want to sink down roots? Where there's water. I need water.

Secondly, it was so polarized. Our office had been broken into and ransacked -- we believe by cops. Let me say our office manager's husband was an African American police officer. So there were a lot of cops around, but the black cops were also suing the department on discrimination and lack of promotion. But it wasn't an anti-cop atmosphere at all. It was police need to learn not to shoot black men in the back in their bedroom curled up in the fetal position when their families call, saying there's a problem here. So it was really good work people were doing. But I had my secretary serve a landlord some papers on his way home one day, and he called the police and said she had assaulted him. Florence Pilavin, a Jewish grandmother. She was so upset by this, you know, she had maybe touched his hand with the papers when he had come to the door. But it was like everyone was -- it was very hostile. There was so much money to be made in real estate, and I was doing this tenant stuff. And I think what really tipped the balance, in addition, you know, to Grampa and sisters have babies and things like that back in Minnesota, is I did a big fire case. A building burned down in Berkeley, and I had gotten sick of defending tenants from landlords. I was suing landlords, you know, you kind of go through that progression. Why be in the defensive crouch? Let's be more proactive here. And some of the

Berkeley ordinances allowed me to do that.

But when a building burns down, people are very traumatized, and I had 30-some tenants that I represented. A man had died, their neighbor had died. But, as I tell my PR students, it would have been a conflict of interests to take the wrongful death case and the property damage cases. So it killed me to give away the wrongful death case, but I worked with the living survivors of this fire, one of whom had lost his Ph.D. thesis back in the days before everything was on hard drives. He -- it was on paper, and he had an office at CAL (University of California, Berkeley), but had brought his second copy home the weekend before the fire. So a six-year work project had gone up in smoke. People lost their pets, their vinyl collections, you know. I mean, it was just a fascinating case, very traumatic. Traumatized people. And it was wonderful work, but the landlords were so adversarial. I just wanted a new climate. Actually these people chose me, because I said we've got to get the city to change their polices. And no other lawyer they would talk to would -- they would just say, "We're going to maximize your recovery." They came to me. I said, "I don't have a big pile of capital. We're going to get your security deposits back, and use that to help fund the litigation." Nobody else told them that. Nobody else even talked about getting their security deposits back. But I could see here was a little lump of money we could use to help fund the litigation. But I also said, "There are all these notices from the fire department in Berkeley to the landlords, citing "serious and

life-threatening” fire code violations. They did nothing. There was no follow-up. Let's get the city to be more rigorous when they find serious and life-threatening violations. They were right, this guy died. What do you want to do about that?” And this was Berkeley in the '70s (or this was the early '80s) though I think people in many places would be like that. They said, "We're not going not go with these lawyers on Montgomery Street who tell us how they won't need a dime for us and they're going to get us thousands. We want to make sure this doesn't happen again." So my little law office with no Persian rugs, no mahogany -- some nice old oak -- had this very potentially lucrative case, and we did get the City of Berkeley to change their policies, fire code violation or after a certain number of notices. We had a written settlement with them with respect to their policies. And that was a very satisfying piece of litigation, also. I learned a lot from it. But that also helped drive me back to Minnesota, where sort of family and the -- I got a lot -- I had a lot of love waiting for me back in Minnesota. I wasn't feeling a lot of love in Berkeley. And it's just at a certain stage in your life being where there are people who love you began to make more sense. And having established my own voice outside of the strong family, "What are you doing earning VISTA wages when you have this very excellent education?" That didn't bother me anymore. And my parents also -- my family trusted me. I mean, I was an adult. I was 33. So I wanted to move back to Minnesota for all these reasons, and I was going to start my own private practice. I loved practice.

Then I saw this half-time clinical teaching job advertisement at William Mitchell. Clinical teaching had made sense to me -- I'd had two clinical courses. And I was taking the train back to Minnesota for a summer foray, and I called or I wrote, and they said, "Yes" -- oh, I got off the train, and my mom said, "This guy Bernie Becker wants to see if you can come in for an interview, and they want to see you like on Monday." And this was Saturday. And I'm like -- I wasn't planning on it, but okay.

Monday was very hot. I had a cousin's wedding the weekend, so I had a nice celebratory weekend. Monday was about 100 degrees. And I remember saying, "Okay, I'm not sure I want a job." I had a nice little pot of money from cases, and I didn't need to work immediately. I wanted to look around. But I need to go talk to these people, and it would be a nice gig. How am I going to dress? I mean, this sounds -- again, this is partly as a woman I'm thinking this was dress for success days, you know -- there's no way I'm going to put on nylons. But how do you go to a job interview without nylons? I'm not going to wear a suit.

I put on a really comfortable cotton dress. It was nice, it was clean. It was -- I still have it. And I wore sandals and no hose -- short-sleeves, dress, modest, you know, but -- and I walked into that interview, and Bernie Becker and Eric Janus, who is still my colleague -- Bernie passed away 10 years ago. We had a

fabulous conversation. Eric actually found the notes of that interview when he was cleaning out his office several years ago and gave them to me. And I think we talked about listening to clients, my critique of the practice I had seen.

Because in my summers I had worked for a big law firm. I worked for a very prominent personal injury firm in Boston. I had done a -- I had worked for the city, I had worked for Legal Aid. And I think my theme was teaching students to really take their lead from the clients -- or that's what I saw lacking in law

practice. I think that my class was also only 10 percent women in law school.

At Berkeley it was more like a third, which was one of the reasons I transferred.

But -- so I thought there was maybe this was a more womanly way to practice

law, but I'm not sure that's the case. But the command and control style of

lawyering I was actively critiquing. And Bernie and Eric both appreciated that.

Plus, I had run a small law office on my own, and they needed someone to run a

small law office in a law school. So they hired me as a half-time clinical

instructor. We had soft money. And that was in the fall of -- the summer of

'84, August. And I said, "Well, I can't start until October, because I've got to go

back." I knew I was moving, but I had come back to find a place to live and do a

few things, and I was going to go back and shut down.

And when they started talking to me at the interview about how it would work,

when I could come, I thought, Oh, this is a good sign. So they offered me the

job. I went back to Minnesota -- I mean, back to California, did the final

shutdown of my practice, sent all all my stuff and put it in storage in Minnesota -- I didn't leave anything behind really. I mean, I left plenty of friendships and plants and things behind. Had a big party and drove across country by myself, and arrived on October 14th, was sworn into the Minnesota Bar on the 15th, and started working right away.

Ogilvy: What was the structure of the clinical program at William Mitchell at that time?

Juergens: It had gone through evolution. Mitchell clinic started in '73 with Rosalie Wahl and Roger Haydock. Actually Bob Oliphant had come and visited from the University of Minnesota, and he later came full-time to Mitchell and had done an experimental program in the spring of '73, and then Rosalie and Roger, it was in the curriculum in the fall of '73.

By '84 -- I'm talking the fall of '84 when I started -- it had gotten a little -- they had continued to add clinics. There were a lot of different programs, there were a lot of adjuncts. And it needed to be kind of pulled together and rethought, and "What are we doing here?" And it's wildly successful. How do we do quality control? Who should we be hiring to do it? So the structure was I was hired to do the civil -- what we then called the Civil Litigation Clinic. We have since changed its name to the Civil Advocacy Clinic. Nina Tarr, who is now director at University of Illinois, and I were basically not sharing a job, but we were each

hired half-time. Again, I think it might have been one of those -- I didn't want a full-time job. I wanted a half-time job, so I could begin to explore private practice on the side. Nina Tarr had two babies, and she didn't want a full-time job. So I have to ask Eric whether their original idea was two half-timers, or was the idea was we need one person, and the two best people they talked to each wanted it part-time. I don't remember that detail. The structure was mostly adjunct-run. We ran the seminar, Nina and I, for the Civil Litigation Clinic. Then several other faculty members would also supervise individual case work. Paul Marino, Roger Haydock -- they wouldn't come to the seminar necessarily, and we were sort of the organizational people.

Eric Janus was the director, and he also supervised students. He also got us computerized, Eric did, and we put the first electronic case management system in place in the fall of '84. It had all been paper before then. Eric's a little bit of a computer -- well, not a computer geek, he was a math major in college and he was reading code, you know, and he could actually write the program for our initial case management system.

Ogilvy: Is it a proprietary home-built --

Juergens: Yeah, in '84. And the clinicians had the first computers on their desks of all the faculty. You know, the secretaries had some, but most faculty weren't using

computers in 1984. But because Eric, our director, was very computer savvy, he knew that we needed it. And he chose Word over WordPerfect. And other faculty were still using -- as they added people, there was no sort of central function or central organizing person or theory for adding technology. Each faculty member would sort of do it on his or her own, and we were always the Word outliers, but now of course Word is taking over the world, including in our law school.

So, we were doing civil, but there was a misdemeanor clinic that still exists with an adjunct who was placing people in county attorney's offices. There was a bankruptcy clinic, there was a family law clinic. There were a bunch -- a bunch of clinics.

And we were soft money funded. And in the next several years we wrote some more grants. But here's the grant that made me kick my addiction to grants, or kick the school's addiction to grants. We got a grant for a farmer debtor-creditor clinic. Farmers in Minnesota were going bankrupt. Their land was being taken. It was very clear they needed credit counseling or debt counseling. And we hired a wonderful guy, Christopher Kelley who is now at the University of Arkansas, and is a farm law expert, to come run that clinic. And it was a three-year grant, and I don't remember where the money came from, but you know national sources. It took him two years to get the farmers to trust him to



come into the city to talk to a lawyer. I mean, he worked hard and did some very good work, including some sort of policy and impact work. But a lot of it too was working with students on helping farmers save their land. Well, then the grant ran out, and we dropped them. And I remember a discussion with Chris where we were saying, "Would it have been better if we had never started this? Have we hurt trust in that community so much we fulfilled their prediction, their worst prediction?" And I didn't ever want to do that again.

By this time Nina and I were on hard money. Nina left after two years, because she knew enough to say, "I need a tenure job, a tenure-track job" -- and this was clinical instructor. I didn't know. I just wanted to be in Minnesota. I hadn't intended to become a teacher. So I wasn't moving. But she understood the academic hierarchy far better than I did.

But we haven't had soft money since then because I . . . it wasn't just me. I mean, all these great people I work with make the argument it needs to be part of the core of the curriculum here. That's our tradition. We can't just keep asking for money. We did another grant, and then the reporting for it took so much time away. You know, all the paperwork seemed like not productive time.

The parallel thing that was happening was I was working with Eric on the tenure track -- because he was hired onto the tenure track. I was not. I was half-time

clinical instructor. By this time we have four half-time clinical instructors, including Chris Kelley with the soft money Farmer Debtor-Creditor Clinic, a family law clinic -- personnel changed a little bit. Nina left. Steve Jamar who is now at Howard University was a half-time clinical instructor.

And I had learned how much more the regular faculty were making, and I was sick of not having a vote. And my goal was to transform legal education, and you can't do that from outside the voting room, you know? So with -- Eric Janus got David Prince and Neil Hamilton, other colleagues, they formed a study on small-group education. These were all tenured and tenure-track faculty.

Because one of the arguments we were making is that clinical education deserved to be at the center of our project -- that, again, that was the Mitchell tradition -- and that it was not that much more expensive than other seminars, than the law review, and it was very valuable, and didn't we want small-group education at the law school? And who should teach small-group education? Law professors.

And Eric wrote a paper called "On Contextual Integration." His little math language sometimes. But he argued based on education theory that this is some of the most important work law schools do, is teach students how they can take their book learning and integrate it with legal problems in context, and that that's what clinics do. And how could we have second-class citizens, lesser credentialed people -- that's one of the other kind of themes that would come in,

What kind of credentials do we need to teach our students this very important stuff? -- wonderful strategy. But the William Mitchell faculty also values practice. When we talked about contextual integration, they got it. They said, "Yes, it is important to take the book learning and teach them how to put it into application in a way that's thoughtful and reflective. And, gee, the studies show you can develop professional judgment best in context, in a contextually integrated setting? Okay, I guess we better do what's best." And they convinced the Board of Trustees to add two tenured lines, and they commenced to hire -- we're going to do a national search for adding two faculty members for having responsibility for clinical program contextual education. People like Roger Haydock, who were still in place, Paul Marino, who had taught in the clinic earlier -- Roger had moved into simulation-based stuff largely, and had written -- Roger is such a creative guy, was bringing videocameras into the classroom and simulated exercises I think as early as anybody. So he had moved off in that direction, and he had tenure. He was a big supporter of this, but there wasn't anybody left on the faculty who wanted to be the clinical expert and nurturer -- the holder of the clinical flame.

So they put the four half-time clinical instructors on notice there was going to be national search, and that we were welcome to apply for our jobs.

Ogilvy: Had you anticipated that as part of the strategy?

Juergens: I think I probably saw some foreshadowings, but I hadn't really thought it through. I remember thinking and talking to my husband -- I had gotten married and had a baby in all this time, too -- no, I hadn't had the baby yet, because when I was interviewing for my job I was pregnant, and I thought, "Oh, man, this is bad timing." I hadn't seen anyone at the law school ever show up pregnant, and to be applying for a job pregnant didn't seem like the best strategy. But of course these decisions aren't strategic, thank goodness.

So I think that I wasn't shocked. I was pretty disappointed, because I will tell you to the shame of the Mitchell faculty at the time, the first decision was not to interview any of us for the full-time job. And this is in the days of, you know, Oh, we've got to be more concerned about scholarship and credentials. And they were figuring out what kind of people do we want to fill this slightly different role than what we're used to. And Roger Haydock got a bunch of other faculty to say, "This is an outrage -- you're not going to interview the people who have been doing this job for four or five years? You better." And so it was the Appointments Committee that decided that, and the Appointments Committee backed off and interviewed all of us. Of the four half-time clinical instructors, I'm the only one who survived the national search.

And I know what I was going to say -- I remember talking with my husband,

saying, "You know, I'm willing to lose this job. I don't want to stay here. I don't want in 10 years to be in the same position. I'll be too resentful."

Resentment -- I like the saying it's poison you drink yourself. This isn't a place for me unless I can get inside the door so I can really affect the curricular choices we're making, so that my program will get the resources and respect it needs.

And I don't want to be next to some guy who was in college with me making three times as much. It pisses me off. I'm as smart and as skilled as they are, and I'm not going to be in a place that doesn't recognize that. So it was partly about pay.

And I won the battle, you know. They hired me full-time. So beginning -- tenure track fall of '89. And Peter Knapp, my beloved colleague, who didn't really know the history. He was hired as the Harvard College, Harvard Law School, Oppenheimer law firm -- he looks -- you know, he wears hats. He seems very regular, had represented corporations, done some antitrust. He had been in charge of teaching the new associates at Oppenheimer. I mean, he had really good skills. But he was probably supposed to balance me out. Because one of the things that stayed was they knew my voting on faculty matters would be to the left of center -- "they" being the people who were worried about adding these militant social justice people to the faculty, though there were plenty of them around. I mean, there were a lot of legal aid and public defender types on the faculty. But the vocal strong activist group at the time included some very conservative: "They'll take legal education in the direction we don't think it

should go. William Mitchell needs to increase its prestige and its status with the powers that be." It was very clear I wasn't interested in doing that.

But I had been to -- my undergraduate was at an Ivy League place, so they couldn't say that I brought down the educational standards. And I had finished at Boalt, I had gone East, came back and went. I had litigated in the California Supreme Court. They didn't know how to value that, because I hadn't clerked at a big firm, except summers. I hadn't done a judicial clerkship. I had done a bunch of jury trials. So I think they convinced them that my set of experiences was better than if I had been summarizing depositions. Plus, it helped me that I wasn't an angry person; that I handled that year when they did the national search. You know, they had hundreds and hundreds of applications, that I still maintained relationships that I know that somebody mentioned that to me. When they found out -- I remember a man who came, a teacher who came in to talk to me in my little clinic office, and said, "Ann, I just want to tell you I'm not going to vote for you because I'm worried you don't have the interest and energy for this job" -- which I thought was--by this time I was visibly pregnant. It wasn't a secret. And I couldn't -- I had been doing the job with a lot of interest and energy for four or five years -- four years. I think it was a reference -- I think he couldn't imagine someone with a little kid or pregnancy, whatever, being as fully engaged as or reach the lofty ideals he had. So it was kind of interesting and often painful. My husband was mad. And I was just -- actually, it was probably great that I

was pregnant during this whole time. I had a lot of wonderful things happening in my life. I have healthy -- you know, you can feel very powerful when you're pregnant in this other way. So I was able to maintain my even keel through it all. And I know that that helped people, because they put us -- helped my candidacy, because it was very difficult in many ways.

But then I was on the tenure track. And let me say this: I had a little office. I hadn't had the librarians coming asking me what they could do for me. Nina and I had literally shared a phone line. She had a separate office, and there was a toggle switch that I could see when she was on the line. She'd hang up, I'd quick -- when I needed to make a phone call -- pick it up. She could see I was on the line. We'd take messages for each other, you know pink slips for whoever answered first. I think by 1989, when I was hired onto the tenure track I had a separate phone line and a computer, but it started out like literally one phone line for two of us. And my world expanded so much. They moved me into an office that was more than twice as big. The librarians said, "What do you want us to bring you on a regular basis? What do you want circulated?" I was offered a research assistant. People listened to me differently. They asked me different questions. And I was floored. I didn't know -- I knew that tenure meant, or tenure track meant that I could vote, that I'd be involved in some conversations, that I would earn more money. But I didn't realize how deep it went into the bones of my daily life at the law school. I didn't realize how

hierarchical these structures really are, and how much I had been on the other side. And it wasn't all a mix. I mean, there was part of it that said this isn't quite right. Yes, I mean I can be queen for a day, like anybody, but you know the care and feeding of the faculty seemed a little excessive at a certain point compared to where I had been.

And I think that's an issue still worth thinking about. I've always worked more closely with staff. I think in a clinic you have to have secretaries and administrative people who are your right-hand persons, who catch things before they fall, and that many full-time faculty don't have the same relationship -- I mean, I'm not saying at every institution -- but our staff saved my license on a daily basis, you know. And most of my faculty, their professional reputation is affected by the work of their staff but not their license, which is what I need to do my job. So I really think we need to pay our staff more, but now you can hear my old Berkeley stuff in me.

Ogilvy: What changes then in the clinic or in your life, other than what you've mentioned, occurred then after the two permanent people were brought in on tenure track?

Juergens: We started, I think, infusing clinical methods and ideas into the rest of the curriculum, and we saw that as part of our job. We rewrote the trial advocacy course. We -- Peter Knapp and I, working with our wonderful colleagues,



particularly Roger Haydock, John Sonsteng, Eric Janus, Deborah Schmedemann, the research and writing first-year people -- have done a lot of work creating a required skills sequence that leads to clinics. So -- and leads into paths in the rest of the curriculum as well, the doctrinal curriculum. I am a little bit militant about, a little bit of a crank not calling it "substantive" -- "doctrinal."

"Doctrinal" and "skills" is a better balance than "substantive" and "skills" because of the connotations.

My faculty now talks that way. They talk about doctrinal classrooms, and I think that we've integrated the idea that the process and methods of practice are an important part of what we're teaching, and that our contracts colleagues should be doing contract negotiation. You know, let's put negotiation in other places in the curriculum. Drafting has always been a piece, but I think that one of the changes I've seen is much more integration of skills methods throughout the rest of the curriculum and more rational thought about the progression of the curriculum. And this is a process that never ends, because we need -- I think now we need more negotiation into our curriculum. What do we do with the fact that more disputes are going to ADR or alternative negotiated ends and less courtroom? Our clinics I think are -- you know, it's more computerized. We've expanded our spaces. We've worked on our classroom components, worked with adjuncts. We have quite a few adjunct-taught clinics, but they are dedicated adjuncts, and we help them with their classroom component.

I work a lot on trying to make our clinic administration as a sort of ethical model -- Peter Joy wrote a really nice piece on clinic law offices as a model ethical law office. And I think that states it well. What are we modeling in terms of conflicts checking, confidentiality, integrity of files, case retention, destruction policies? -- all those kinds of things. So we're just further down the line on that.

And a lot of -- and I think my colleagues understand clinical education better. I mean, I do too. My colleagues have been incredibly supportive about it. But my other clinical colleagues have been too, and this kind of leads to the, you know, we started the Midwest Clinical Teachers Conference in 1986. Nina Tarr and I had just been hired. We started talking to, you know, What do you think the other women -- and we're only women teaching in the clinics at the time at Hamline, and at the University of Minnesota. Not only women. Beverly Balos at Minnesota had Maury Landsman who became a colleague shortly after. But the ones who really felt the need to talk to each other were really Bev Balos from the University of Minnesota, Angela McCaffrey and a woman named Pat Siuta, who is no longer in clinical education at Hamline University, Nina Tarr and I started having meetings right after we were hired, probably the winter of '84 or the spring of '85. We'd go to a place called the Chocolate Moose and have dessert, or we'd go to the Dakota and have wine, or we'd go to -- I can remember sitting in Angie's backyard in St. Paul with tomatoes in the fall and drinking wine

and eating some luscious stuff and talking about our work. Because while I have wonderful colleagues, in '84 and '85 people really didn't understand the clinical project, and we were still evolving what -- trying to articulate to ourselves what it meant.

This was important I think also in terms of my arguments to my faculty was getting support from other clinicians in the Midwest. And in the fall of '85 -- so we had barely been meeting a year, nine months or so, we said, "Well, why don't we have a conference?" I don't know whether it was Beverly or Nina -- I know it was not me who had that idea, because it had never occurred to me. I hadn't come from academia, you know. I had been in practice and you had meetings and stuff. But one of the women who knew a little bit more about academia said, "yeah, we should have a conference." So we decided to put on a conference. We did not at that time know that there had been a Midwest Conference in 1980 in Chicago. So we sort of said, "Let's have a Midwest -- let's talk to other clinicians, see how they're dealing with these issues" -- because we knew they existed. And we sent a letter out. We got the list of the clinical section membership of the AALS from Sue Bryant, you know on paper, sent. This is before the Internet -- it's kind of funny to remember. And we decided what states would be in the Midwest, you know, Kansas, Ohio, how far do you go? How far south? And we sent everybody a letter who was a member of the AALS Clinical Section, and said we're going to have a conference. We picked

out the dates in March of '86. And Beverly said we could have it at the University, which I didn't even know who to ask to have it at William Mitchell. We figured out what it would cost, you know. I mean, I have notes on the costs. We priced cheese trays from different places. You know, literally we were doing everything ourselves. You know, find a hotel, what is the registration fee? Do we charge people? If they don't have travel budgets, they're going to be driving here on their own -- how does this work? And we added up everything we felt we had to provide -- coffee, a cheese tray, a wine reception or something, copying costs, postage -- and we divided it by the number of people we hoped to get -- like 40 or something. And then we kind of eyeballed it. It was like \$35 or \$40 apiece. That was going to be the registration fee, purely for our expenses. And that included at least one lunch and reception. It didn't include dinner, because we made reservations at Grandma's Saloon near the University of Minnesota Law School, and I had the notes of how many people were going to be coming and making reservations. I can't believe the amount of sort of detail. It was like having a party, but then you had to have content. And we were all -- we divided up work of finding people to lead plenaries and small groups. And we wanted to talk about fundraising and how do you fund clinics. And we had Daniel Power from Iowa, who had the Congressman Neil Smith talk about fundraising through your congressman. We had Mark Kadish come talk about his for-profit clinics. We talked about status issues, which were beginning to -- I was one of the people talking about those. What does it mean? What should

we do about status? We talked about supervision. And we divided up. Okay, you find somebody to talk on this. And it was on a Saturday and then a Sunday morning.

And people came. And we met all these great people. And we decided at the end, before we parted, "Okay, should we do this again?" Yes. Let's go to Chicago. That's a nice place. So DePaul, I think, Barbara Bressler and Howie Rubin -- he's still there -- said, okay, we'll do it at DePaul. And that started the tradition of the Midwest. And before we leave someone volunteers and we decide where we're going the next year.

So we met again, the four women, the five women who put this together, we then met on Monday after the conference and debriefed everything. And we're a little stumped by, in my memory, you know, we did this, we put on a conference -- I didn't even think to tell my dean very much about it. You know, it was in the days before everything was a marketing opportunity for yourself or your school. We didn't have a brochure. We just wrote lots and lots of letters back in the days when -- and we had letters in the file that were on Hamline stationery, on William Mitchell stationery, on University stationery. They're all signed by the five of us. So we -- you know, it was a very collaborative venture, and no one would send anything out without everybody's sort of approval. I mean, it wasn't that we literally go sign it. It was like, "I'm sending this letter out, and this is what

it's going to say." "Sure, fine."

And our dean must have known, because for Hamline anyway it was on the Office of the Dean stationery. Ours was William Mitchell Law Clinic stationery. I don't think we even asked permission. Well, I wasn't used to asking permission.

And so we started this tradition of getting together, and it turned into a fall event, which was easier – that's a good time for everybody. And we've done it every year.

Ogilvy: These urban myths that always come out of it. And one of the urban myths I always had about the Midwest was it was a reaction to the increasing size of the AALS clinical conferences and workshops. But it sounds to me like it had nothing to do with that at all, and that you may not even have attended any of those.

Juergens: None of us had been to one of those, I believe, at the time we started it. We were new to clinical education. We wanted to talk to other clinicians. We didn't have travel budgets, necessarily. Nina and I went to a Berkeley NITA training, National Institute of Trial Advocacy. But I don't think it was. I think that helped perpetuate it, because what began it and what kept it going aren't exactly

the same things. It wasn't a reaction though to the size. It was a reaction to the conditions we were working under. We needed a union. It was a union organizing effort. And what kept it going was relationships, having some fun, and talking about issues in a very nurturing atmosphere.

The national conferences are a little more wearing for Midwesterners, because the status consciousness exists even at clinical conferences. And even at -- so the national AALS, where everyone's eyes flicker on your badge, and then they decide whether they're going to talk to you or not in the elevator, I don't know if it's true or not, but there's a feeling that in the Midwest people are friendlier -- and Wisconsin may be way up, and Chicago may be way up on the status ladder, but in fact the clinicians were not up the status ladder at those institutions. So at the Midwest conferences there was a lot of equality in the school status stuff, which has only been exacerbated by U.S. News rankings. It didn't exist then. And I think it did affect the feeling from the very beginning of the clinical conferences a little bit.

Ogilvy: One thing I wanted to ask, you mentioned that you had planned to have small group meetings. Having not attended other clinical conferences, was that just something that naturally occurred to you?

Juergens: Well, how do you format a full day of talking about things in clinical education

you care about? And I don't have a specific memory, but I know that we did use the word "plenary" and "small group." So where that came from, I can't tell you. Though I am confident -- I mean, maybe we'd been to NITA training or some other conference. But I think it's a pretty organic kind of format. If you know that you just don't do talking heads all day, and you want to build in time for people to talk to each other, you figure out a few talking heads, and then let's have leaders of the smaller discussions. So it's part organic, but it must have come from somewhere in a certain way.

But we weren't self-consciously patterning ourselves on much of anything. We wanted to offer substance, and we wanted to get what we needed. And we went out to dinner, had a great time. And then I remember the idea of Chicago was a little more, more to do and let's have, maybe if we're going to travel that far -- though people had traveled to Minneapolis -- I think some of the feedback was you could have an evening activity. People come, and we didn't really -- we kind of had informal come over for drinks, I think the first one in Minnesota, or an informal -- I think we might have gone to one of our houses, Nina's house, if you come in early. But we didn't really know people yet.

In Chicago we knew people, and we found a bar to go hear music at. Hey, we're in Chicago, there's live music -- let's go hear some music. So a kind of core went to a bar, and I don't remember which one it was. There was a great band



playing, and we all danced and drank, and took cabs home in the middle of the night.

So then the next year -- and I can't tell you -- I have my list of where they were, but we would go to Chicago every other year for about the first 10 years. We'd alternate a smaller town with Chicago. And we would go -- I remember Kansas, and we went to the Bluebird I think. We found a bar there, David Gottlieb had thought about it ahead of time, you know, Okay, where's the music going to be? Who's playing that weekend? Where can you dance? And a core of people would go out dancing after the banquet or the dinner that was part of the Saturday night session—which would usually have dinner involved--which we had done the first time, but then we didn't have any plans for afterwards. So we started making kind of informal plans for after the dinner. We were pretty young. We were in our 30s, on the loose, away from our home responsibilities, and exhilarated by what we were talking about. So we started dancing. And Nina and I were definitely -- more than Beverly or Angie, I'll tell you that, loved to dance. And the University of Chicago folks, Mark Heyrman, Randy Schmidt, then David Gottlieb, everybody. There was a good core of people who really liked to dance.

I also remember then at the Bloomington national AALS conference, in Bloomington, Indiana, and I don't know what year that was, but it was pretty early

-- it was in the '80s -- we all stayed in dorms at national clinical conferences on the Bloomington campus. And that was where David Gottlieb brought his guitar. I always liked to sing. And we were singing on the campus. It was a warm May, and we were outside, and people were singing. And then we started putting words from the conference to just songs that we knew. And I think Bloomington might have been the first time that we wrote a song for the conference, or that I remember singing a lot at Bloomington -- partly because David brought his guitar. And after that then we had an early conference -- it was at Kansas, at KU -- and again we sang and wrote songs. I mean, so you sing, you're not just going to sing rock 'n' roll songs. You need to inject a little bit more into it. So we would write songs from the theme of the conference and play them at the banquet.

At a certain point, instead of finding bars, I remember at Michigan they hired a great band, you know, sort of the critical mass was getting too big to find a bar dance floor that would fit 40 or 50 people. I mean, you know the Midwest has varied from 40 to 100 people, depending on the year and where it is. You know, Chicago there would always be a few more; Topeka maybe a few less. How hard is it to get to, et cetera? And there aren't good dancing bars everywhere you go. But people really enjoyed the dancing part. And we did it at a couple national clinical conferences too. I can remember dancing going on with some -- I remember Minna Kotkin cutting up the rug. Though we always have had

Easterners and Westerners come to the Midwest on occasion, whether because they had Margaret Barry come to Minnesota -- did she go to the University of Minnesota I think perhaps to law school? So she could come visit and do clinical stuff. I mean, and they also perpetuated because of the size. I think that 50 to 100, 50 to 90 size is a really good size for having real exchange, where you get a turn to talk, you're not just listening. And then the bonding that goes on with the music and the dancing was also part of what would continue on. And I don't have enough chances for dancing in my life. The clinical conference would always offer that.

And it wasn't anything I was finding anywhere in academia -- not at the national conference, not at the AALS national conference, which once I was on the tenure track I was offered-- I had a travel budget once I was on tenure track. But even at the clinical conferences, sometimes you had to create your own party other than the reception talk party. So it's kind of turned into this tradition of always dancing. And whether that will continue as we age -- (laughter) -- as staying out late. I mean, we'd come home at 1:00 and get up and go to a conference on Sunday morning. And I don't do that as easily as I used to.

Ogilvy: You brought some of the songs with you. Would you mind sharing a couple?

Juergens: Well, I don't think I'm going to sing them for you, but the ones that in Madison, in

1999 -- oh, here's one from Michigan in 1997 -- boy, they had a really good band, but at the banquets. "Peer Evaluation," sung to the tune of "Locomotion":

"Everyone is doing a brand new dance now, come on, teachers, Peer Evaluation (singing)." Oh, I can't sing this. "A growing, enriching intimidation,. come on, teachers, call it collaboration. You can do it with ground rules, do it with ease. If it's a senior colleague, do it to please. But, come on, come on, do evaluation of me." We would just put these things together.

Ogilvy: How were they put together?

Juergens: Before the banquet there would usually be a break, you know, conference all day on Saturday, sometimes on Friday afternoon, meet in the bar -- meet in the bar for songwriting at 5:00, 4:30, or whatever -- get your run in or whatever you're going to do, meet at 5:00. And we would have a table of people drinking, having a beer, and writing a song with a hook. You'd start with a hook from what the theme had been. Nineteen ninety -- I don't have where we were, but it's on Binder and Price, sung to "Under my Thumb" -- usually the meaning of the song, the original song, would have some resonance to the theme of the changed words. "Binder and Price, changed a guy who ran everything. Since Binder and Price, he's sensitive, the client's the king. It's empathy, the way he talks, the way he's spoken to. Empathy, he talks so nice since Binder and Price. With Binder and Price, we interview effectively. With Binder and Price, we listen so actively.

It's actively, the way I say the same thing twice -- actively, we say it twice, since Binder and Price." (Laughter.)

We were also blowing off steam. Because we were so earnest and really trying to understand this. But then sometimes, you know, there's that tension between the legal aid public defender street fighter and -- because there's some real battles still being fought about justice, more than ever before, frankly. But then we were in academia, trying to put what we did into structures that were academically respectable, that people would listen to, that would be influential. We needed, the need to articulate what you are doing instead of just doing it -- sometimes led us to silliness in excess, articulating it. And I think these songs capture, skewer a little bit some of the excess academicizing -- that's not the right word.

So here's one from Madison in 1990, called "Midwest Style," sung to the tune of "California Girls." "Well East Coast teachers are hip, they're into non-directed scene. They always see that gender bias, they never intervene." I can't remember the tune well enough to sing it. "They see gender bias, they never intervene." Okay, that's the East Coast. "The West Coast schools they're right and simulate with laid-back pace. They never have to see a client, never try a case. I wish they all could have the Midwest style" -- that was the refrain. "At Midwest schools, we win our cases, we make them do it right. We tell them first step, second, third, fourth, model us with all your might. If they do it wrong, we

tell them. If they're right we cheer. On Monday we may scold them, but on Friday we buy them beer. I wish they all could have the Midwest style."

Now, that's an exaggeration of two poles, you know, the hip, nondirective, laid-back, never touching a client or trying a case. We felt like we were doing it at a little -- we didn't have time to ask a student, you know, to do all the nondirected supervision all the time. But we believed in it, we were learning about it, and these songs had helped us process what's going on here.

So that's -- when I look at these songs, I'm so glad I saved them. And I wish I had saved more. Madison, 1990, "What a Wonderful World it Would Be."  
"Don't know legal anthropology, don't know law and society, don't know Seurat or Judith Levi, can't define epistemology. But I do know, but I do do my job okay, so if that's enough for you to let me stay, what a wonderful world it would be." There's a little self-deprecation here. "Will I ever get time to write? Is this the way to while away the night? Do a narrative, or should I quote? Is the text longer than the footnote? But if I can't find the creative spark, maybe I can work with Gary and Mark, and what a wonderful world it would be." Here's the chorus: "Well, I ain't trying to be a great scholar, that's plain to see. But if I were a great scholar, baby, Clark would have some respect for me." Clark Cunningham.

Again, we're skewering each other -- he was part of the Midwest -- as well as this new world we're in. How are we integrating the two worlds? And when I read these songs I see that that's what we were working out in part in a safe place, because we're in an academic environment where, yes, you need the footnote to be as long as the text. But we're action oriented -- you know, how do you put those two paradigms together. And that's why I love these songs.

"I'm Grading," another one to the tune of "Runaway." "As I sit here bored, I wonder why, dear Lord, did I choose to give out grades. Students won't speak to me. They think I'm the enemy. This ain't worth the money I am paid." That's a whole litany of the pain of grading.

So I have a bunch of these. And "The House of the Clinician" from the University of Kansas in 1994, sung to "The House of the Rising Sun." "There is a place in my law school, where clinic teaching is done. And it's been the home of many a good soul, by God I know I'm one. The director he's worked at LSC, he told me I could teach. He said a job in his clinic, it wasn't out of reach. But the only thing they'll let me do, is help clients and supervise. No vote, low pay, no tenure, is my fate now I realize. And the faculty doesn't know me. They don't care about my fate. They've never seen a client, they've never read MacCrate. So, clinicians, teach your children, not to do what I have done. Spend your life on soft money, with a contract about to run."

Ogilvy: That's great.

Juergens: Yeah. So the singing the songs -- we put some work into them, you know. Those were good sessions, and some had more work than others. Some were actually typed, and I can remember some of them go from the bar to the law school, because the other thing the Midwest did -- and I'm not sure whether it's unique to the Midwest -- we always had the conference at the law school that was sponsoring it. The meetings were at the law school, usually a reception was at the law school. You know, sometimes the dance was at the law school, not infrequently. And you'd learn so much from the physical space that different clinics had. I can remember the locked doors on some clinics -- you know, security -- just how they arranged all that stuff, what the teaching spaces looked like, filled you with ideas, made you think, What were they thinking? Helped you see -- we were often adapting spaces, you know, that were otherwise available. And I think that's very useful for people. The national conference, the national AALS anyway, was never at a school. And I remember the national conference for clinical teachers being at Bloomington, on the campus at Indiana University, but I don't think they ever did that after that.

Ogilvy: There was one at Duke, but Duke didn't have a clinic.



Juergens: And they had a national clinical workshop at Duke?

Ogilvy: Yeah.

Juergens: So we still continue that tradition. Here we are in Notre Dame. We're going to be at the -- see the clinical space before the weekend is done. And that's another piece -- I mean it's economical, but it was always an essential part of the learning too. So the ones that are typed here was because we were right near the clinic building, and whoever was -- you know, it was us typing them ourselves and printing them off on the word processor rather than going to the hotel, whatever. So it served a real useful purpose, the Midwest. I hope it continues to serve a useful purpose. And for fun, mostly for comradeship and for articulation of the clinical project.

I remember us formulating it in the '80s, Beverly and Nina and Angie and me saying, "Well, we want to transform legal education. We can't do that unless we're at the table." They encouraged me to instigate the process at my law school to be tenure track. I mean, not overtly -- they weren't saying, "Ann, you need to do this" -- because at Hamline and at the University of Minnesota they are not on the same tenure track. But my place -- it was a possibility. And I risked my job. But it's so much for the greater good of the institution. It's certainly been for my greater good. And talking to other clinicians helped me figure that

out. I think I never would have been able to make the arguments to my faculty or to be able to even articulate what I thought we were about in clinical education, without the support and the intellectual exchange of the Midwest clinical conference. I think the national conference I also gained a lot from.

I do think the Midwestern voice is more muffled on the national stage. I went to Radcliffe. I was a Minnesota hick. The world is still somewhat East Coast-oriented, the academic world, I think. I have sons applying to college, and the sense on the national -- you know, the old institutions have more prestige generally. Well, the Midwest isn't as old as on the East Coast -- and I love the East Coast. My husband is from Philadelphia, and we go back there all the time -- have family. But I think that one of the functions that the Midwest has served is being between the East Coast style and the West Coast style. There's a slightly different Midwest style, and I don't think it's an accident was part -- seems to have come from the Midwest a little bit more. We are very smart and intellectual on the one hand, but there isn't the daily acceptance of intellectual -- the expectations for the level of dialogue are a little bit different in the Midwest. They are not as much in their heads I would say. I don't mean this disrespectfully at all, I think, and kind of -- and California, where I lived for 10 years, well, I can't talk about the clinicians. I mean, the California style of lawyering is also different than in the Midwest. It's sort of a continuum. But we won't go into that here. I loved California. I learned a lot from the East

Coast. I'm kind of a Midwesterner, and am happy that I'm back there. I'm pretty planted there now, although I like going overseas and I think I gained a lot from seeing other parts of the country. I think about being a Midwesterner a little bit differently now. I know Kate Kruse's group, the Rocky Mountain Regional, is talking about the Western region and what it means for our region. Well, Kate is a loyal Midwesterner from Wisconsin, from Madison, and a wonderful, thoughtful person who had to leave to get a tenure-track job. But I think the Midwest is sort of searching for its identity a little bit, and these conferences -- within the national scene, you know, we're flyover land to many people. But most of us who have stuck here think it's pretty special in other ways.

So what is it that's special about the Midwest? I hope it's more than just that we dance and have fun and write songs. But music isn't a bad metaphor for part of what I think might be special about it. There's a lot of music here in what -- in how we think about what we're doing.

Ogilvy: I want to talk a little bit before we end about the work that you are doing overseas. And is there anything else about the conference or anything up to that point that we should speak about?

Juergens: I can't really think. I think the collaborative nature of it has made it really

special, too. And we've had it in Minnesota three times -- once at the university, twice at Mitchell. And the last time was a celebration of 30 years of Mitchell clinics. So it was more of a Mitchell project. But the others were very collaborative between the three law schools. And I think the other thing that in Minnesota the clinicians -- the clinical teachers talk to each other more than any other -- anybody else in the law schools. Except the deans talk to each other and the clinicians. But my colleagues who teach civil procedure or tax or immigration or whatever -- property, you know -- they don't have close friends at the other law schools. So the odd point is I would usually know what's going on at the other law schools than anyone at my school except the dean. Well, that's a nice thing as well, the collaborative effort. In Minnesota, our Justice Foundation on pro bono is a multi-law school effort that grows partly out of the clinics, and my colleague Peter Knapp has been instrumental in growing that group. The default mode is collaboration, and I think that's a model for other teachers. You know, we should do more of that.

I'm sorry, what was the next question?

Ogilvy: You mentioned you had learned more by doing some work overseas as well. I want you to talk a little bit about when you got started and what you've been doing and what the future is there?

Juergens: In February of 2005, or in the fall before, a nonprofit group approached my dean and said we'd like someone to go teach critical thinking and American methods of teaching law in Moldova. And a group of Moldovan legal educators had come to Minnesota in '04-05, and visited the different law schools. I was on sabbatical that year and didn't actually have lunch with them, or whatever. They had lunch at Mitchell, and they had liked the Mitchell folks, and said, "Can you get someone at Mitchell to come back in exchange?" from it was funded by the USAID, Agency for International Development, through the State Department and this nonprofit, US-Russia Connect, which was an old peacemaking organization when it was the USSR. It used to be the US-USSR Connect, was still doing exchanges with countries of the former Soviet Union. That's the group that got it started, and a wonderful woman named Susan Hartman. So we said -- so Dean Janus, Eric Janus, asked me, because he couldn't go -- he really wanted to. He's been to Turkey quite a few times, and I said great. But they wanted two law teachers, and they couldn't -- there was no one else at the Mitchell faculty who could go during this time. So I asked my great pal Angela McCaffrey from Hamline, who was thrilled. So we did a clinical teaching gig in Moldova for two weeks in February of 2005. The Moldovans just came back again, funded on another grant, to deal with corruption and bribery in their legal system, which is very endemic and embedded. And they came and did a day at William Mitchell, where they came and visited my PR class, and we had various discussions with students and the faculty about how -- whether law schools are effective at training

non-corruptible lawyers.

So what I realized is that our legal teaching methods are in demand all over the world. And I want to go back to Moldova, which is the poorest country in Europe. And I think that might be possible if they don't collapse economically. So that's -- my particular connection has been with Moldova for some circumstances, and I've learned a lot from it, because when they talk about bribery -- well, my first reaction is I have not had bribery rise as an issue. But there's plenty of cheating and corruption. If they're struggling in Moldova to learn how to train lawyers who don't take bribes and to deal with bribery in the system, there are certainly lessons we can learn from that same project as we address that same project.

Sandy, I'm leading a workshop at 11:00, so I think I need to leave.

Ogilvy: Okay, thank you very much.

Juergens: Thank you.