



THE CHALLENGE

The newsletter of the Illinois State Bar Association's Standing Committee on Racial and Ethnic Minorities and the Law

Chair's column

By Ebony R. Huddleston, Esq.

The ISBA continues to embrace fantastic programs which encourage diversity. Two such programs, Women in the Illinois Judiciary, and the Illinois Law and Leadership Institute, will take place in the next four months. The programs are a testament to the efforts being made by the ISBA to promote diversity in the legal profession. The Standing Committee on Racial and Ethnic Minorities and the Law (REM) and its members are proud to be a part of this continuing effort.

The Women in the Illinois Judiciary program celebrates women in the state of Illinois who have served, are serving and will serve in our

judicial system. The program will honor women at all levels of the judiciary for the intelligence, strong work ethic and great concern for others they bring to the judicial process. Spearheaded by the ISBA Standing Committee on Women & the Law, the program consists of a tour of the 5th District Appellate Courthouse, a reception, and dessert and entertainment at the home of ISBA past President, Mark Hassakis, and his wife, Janet. REM is excited to co-sponsor the program which will take place on **Thursday, April 26, 2012**, in Mt. Vernon, IL.

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The Veterans Legal Support Center & Clinic—Helping the nation's veterans

By Angelique Palmer and Yolaine Dauphin

Brian Clauss, Co-Executive Director of the Veterans Legal Support Center & Clinic ("VLSC") at The John Marshall Law School, Chicago, Illinois, is a former prosecutor, a labor arbitrator, and a mediator. At an airport in Germany in 2005, Clauss met a veteran headed home to deal with family issues. In the ensuing conversation, Clauss also learned that many veterans were being terminated from their employment while deployed in service of their country. Clauss gave the veteran his card; while Clauss could not represent the veteran, he promised to help him find legal representation. Back in Chicago, Clauss organized a seminar in March of 2006, on deployment and redeployment issues. The seminar and other work on veterans' issues brought Clauss to the attention of the Illinois State Bar Association's Standing Committee on Military Affairs.

Meanwhile, three law students at The John Marshall Law School, First Lieutenant Nick Henry, who served two tours in Iraq, First Lieutenant Ryan Coward, committed to the Army JAG Corps, and Michael Barnicle, also committed to the Army JAG corps, recognized that veterans across the nation were having problems obtaining benefits from the U.S. Department of Veterans Affairs. Then Student Bar Association President Michael Abramson suggested an ABA Law Student Division Resolution encouraging more clinical programs at law Schools focused on legal assistance to active military personnel. Henry, Coward, and Barnicle recognized, however, that active military personnel can receive some assistance from the JAG Corps, and sought

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Another exciting program is the Law and Leadership Institute, a legal immersion program that will be held at Southern Illinois University School of Law from June 24, 2012 through June 30, 2012, and at the John Marshall Law School from July 23, 2012 through August 10, 2012. The Institute is sponsored by the ISBA and the Just the Beginning Foundation (JTBF), and aims to expose high school students to the law through classroom teaching and the opportunity to par-

ticipate in a series of group activities. The institute is designed to inspire interest in the legal profession amongst youth who might not typically be exposed to careers in the law. The students will obtain information about various careers in the law and insight into the inner workings of the judicial process. Most importantly, the Institute strives to help students understand what is required to pursue a legal career and how to excel in the field of study. Students will work with judges and

attorneys on such skills as critical thinking, legal writing and oral advocacy, tools necessary to pursue a career in the law. Please see the additional information about the ISBA/JTBF Law and Leadership Institute in this newsletter to learn more about the program and opportunities for you to support the program through volunteer efforts and/or financial donations. ■

The Veterans Legal Support Center & Clinic—Helping the nation's veterans

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to create a clinical program addressing issues faced by veterans. The students approached the Standing Committee on Military Affairs for guidance on how to best help veterans. Aware of Clauss' work, the Standing Committee on Military Affairs referred the students to him.

In search of help in creating a clinical setting to provide assistance to veterans, Henry, Coward, and Barnicle approached Clauss and Professor Joseph Butler. Butler was Assistant Director at The John Marshall Law School Fair Housing Legal Clinic. In that capacity, he supervised students who litigated cases, *inter alia*, before the United States Court of Appeals for the Seventh Circuit, the United States District Court for the Northern District of Illinois, the United States Department of Housing and Urban Development, and the Illinois Human Rights Commission. Together, the group developed the principles for a clinical program to help veterans. "In addition to managing theoretical legal problems presented by veteran status, the Clinical Program [would emphasize] the practical aspects of handling Veteran Benefits Administration claims from the initial factual intake to the technical aspects of representation at the appellate level. The Veterans Clinical Program [would afford] law students the exciting opportunity to work in-person with veterans while under the direct supervision of licensed clinical attorneys and professors." In the spring of 2007, The John Marshall faculty and Board of Trustees approved the

establishment of the VLSC at The John Marshall Law School, to serve the legal needs of veterans pursuing Veteran Benefits Administration claims. In January of 2008, the VLSC officially opened its doors to veterans in the Chicago metropolitan area, with operation during its first year funded by a \$100,000 grant from the Illinois Department of Veterans Affairs. To accomplish its mission, the VLSC trains students and attorneys throughout the State of Illinois through Continuing Legal Education programs and Veteran Advocacy training.

With Clauss and Butler acting as Co-Executive Directors, the VLSC has received national recognition for its work with veterans. The clinic is run by staff attorneys, and students under the supervision of staff attorneys, and is further supported by approximately 250 volunteer attorneys at Chicago law firms trained to do *pro bono* work for veterans. As part of their training, these volunteer attorneys attend a seminar at the clinic, and some also make the time to tour a military base. For those not faint of heart, Clauss explains that the VLSC has done training at military installations that include a ride on a C-130 training mission. The plane flies at low altitude with the doors open, a very, very cool experience, according to Clauss.

The VLSC receives 1,000 requests for intake every year, with the requests spanning diverse issues and areas of law. A student, such as Jesse Taylor who has several family members in the military and wants to be

able to help in some way, will answer the phone and provide the veteran with a clear understanding as to the issues the clinic can help with. The student will prepare a memorandum and scan all documents the veteran provides for the file that is generated. The file is then transmitted to another student such as Erica Hammer, who will do all the legal research on the issues presented. The veteran's case may be kept in-house, with the students and supervising staff attorneys providing representation, or may be referred to the network of 250 attorneys at various law firms. Of the 1,000 requests for assistance, the VLSC will take about 300 cases, with the determination to represent a veteran being made on a case-by-case basis, keeping in mind the goal of the VLSC to develop analytical skills in the students who volunteer at the clinic and prepare them for their careers in the law. The VLSC also works in partnership with other social service agencies. This allows the VLSC to assist veterans in getting their additional needs, whether related to their legal claims or circumstances faced in their day to day lives, met.

The VLSC has also had an impact on the treatment of veterans facing criminal charges in Cook County. Created in January of 2008, the Buffalo Veterans Treatment Court Program, presided over by Judge Robert Russell with integral support from veterans acting as mentors, has successfully diverted veterans from the criminal court system into treatment programs they need. The Circuit

Court of Cook County approached Clauss and the VLSC in an effort to replicate the Buffalo program, the first of its kind in the nation, in Cook County. In the spring of 2009, the Cook County Veterans Court was created to provide help to veterans in the criminal court system by addressing the underlying issues that led to the veterans' encounter with the law. As an example, the Veterans Court connects veterans with federal and state veteran affairs departments, social services agencies and legal aid agencies that provide services to the veterans. Clauss reports that the recidivism rate for veterans who enter the Cook County Veterans Court is less than 10 percent. Clauss notes that veterans respond well to structured programs that seek to help them with run-ins with the law, and would like to see veterans court programs expanded to misdemeanors. He notes further that a problem for veterans is not recognizing the root causes that lead to troublesome behaviors upon their return from active duty. On June 12, 2010, Illinois Governor Pat Quinn signed into law House Bill 5214, the Military Veterans and Servicemembers Court Treatment Act. The law gives the chief judge of a judicial circuit the discretion to establish a Veterans and Servicemembers Court Program for veterans facing criminal proceedings for non-violent crimes who may have mental health or substance abuse issues. Veterans enrolled in such a program receive mental health and substance abuse screenings; submit to treatment; and, upon successful completion of program, may have their charges dismissed. The VLSC was well represented at the signing of the bill, with Clauss and Butler looking on as the Governor signed the bill.

So what does the future hold for the VLSC? Foremost is to continue to provide an excellent educational experience for the students who volunteer at the clinic, while introducing them to the fine art of networking. Clauss notes that in addition to working with the staff attorneys in the clinic, students have the opportunity to work with the volunteer *pro bono* attorneys in law firm settings. Jesse Taylor and Erica Hammer were enthusiastic about their experience at the VLSC and the opportunity to help veterans in need, and exuded confidence in the legal and networking abilities they have gained as law students. Taylor explained that his experience at the VLSC has enhanced his client interviewing and counseling skills. Further, his experience at the clinic has translated over and been of benefit to him in other legal environments. Clauss reports proudly that every single

graduate of the clinical program is employed in the law, no small feat in today's legal market.

The VLSC will also continue to do community outreach to at-risk veterans, through alliances with social service agencies, other legal aid agencies, and veteran affair departments, and through the use of social networks. Clauss notes that outreach is critical as there is a huge psychological barrier among veterans to admit that they have a problem in the first instance. Clauss also points to the need to investigate the long term health issues of female veterans, noting, in particular, that female veterans are two times more likely to suffer from post traumatic stress syndrome than male veterans. There is also a need to get more help to veterans living in rural communities. Clauss states it is vitally important to fund social assistance and relief programs for veterans in these communities. Lastly, Clauss points to the need for legislation that would take into consideration the impact of traumatic brain injury in cases of domestic violence, and legislation enacting a formula for the differential pay between members of the National Guard and members of other branches of the armed forces. This ambitious program is in addition, of course, to expanding the court programs to include misdemeanors, and expanding the network of attorneys willing to help veterans on a *pro bono* basis. Volunteer attorneys are key to the VLSC's ability to handle the increasing demand for assistance from veterans. Clauss's contagious enthusiasm rivals that of the clinical students.

Veterans looking for assistance can contact the VLSC by calling (312) 360-2656 or sending an email to VLSC@jmls.edu. Attorneys can also support this endeavor by undergoing training with the VLSC and volunteering to assist the VLSC through *pro bono* representation of veterans. ■



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Winnebago County Bar Association co-sponsors Community Night

The Winnebago County Bar Association Diversity Committee and the YMCA of Rock River Valley cosponsored a community outreach night in Rockford on March 28th. Attended by over 80 high school and middle school students, members of the Winnebago County Bar Association and judiciary from the Illinois 17th Judicial Circuit, the purpose of the event was to educate youth about the legal profession.

Practicing attorneys from both the public and private sectors as well as faculty from Northern Illinois University College of Law and attorneys from the not for profit sector described for the students what is required to be admitted to law school. While sharing their own stories of what led them to a legal career, participating attorneys emphasized the importance of an education and goal setting for success in any career.

The event included representation by several local community organizations and educational institutions to familiarize students with scholarship opportunities and community resources.

This was the third year the Winnebago

County Bar Association Diversity Committee sponsored such an event for students. The free event was underwritten by the law offices of Hinshaw & Culbertson, the Rockford Association for Minority Management, the Winnebago County Bar Association, and the YMCA of Rock River Valley.

The Winnebago County Bar Association Diversity Committee was established to attract more minorities into the legal profession to better reflect Rockford's and Winnebago County's population. One of the goals of the Diversity Committee is to educate young students who are members of a minority group about the legal profession and to inspire under represented individuals



to consider law as a career.

The YMCA of Rock River Valley Community Outreach Branch focuses on development of youth during their teen years, to help the students successfully transition to adulthood by mentoring and showing students positive options.

The community outreach night was a joint effort between the Bar Association and the YMCA to help local youth and achieve a more diverse local bar. ■

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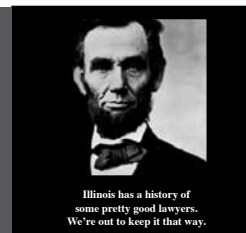
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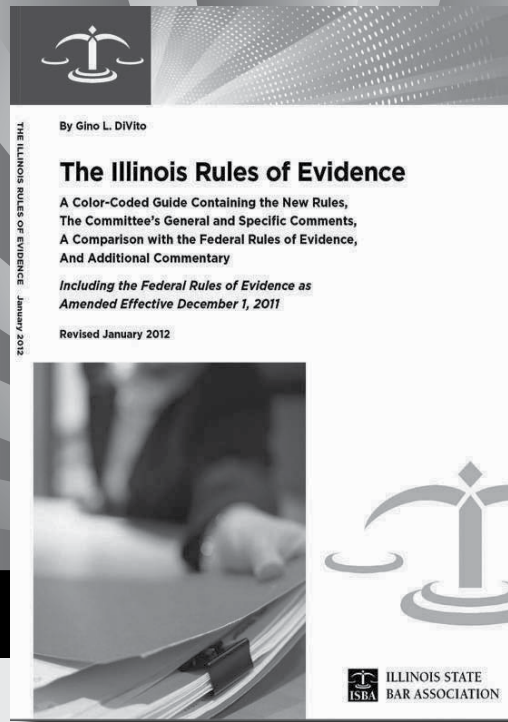
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What determines a person's success? You'd be surprised!

A review by Sharon Eiseman of Malcolm Gladwell's *Outliers*

Malcolm Gladwell begins his informative and entertaining analysis of *Outliers—The Story of Success* with a definition of 'outliers', a descriptor of recent popularity used to identify remarkable individuals among us who have reached extraordinary heights in our culture. Gladwell defines an outlier as: "1: something that is situated away from or classed differently from a main or related body, and 2: a statistical observation that is markedly different in value from the others of the sample".

Some outliers who might come to mind are Bill Gates, Beethoven, Yo-Yo Ma, Marie Curie, and Einstein. To most of us 'ordinary' folk, an outlier is a genius, a brilliant and probably ambitious person who stands apart and whose intellect or particular talents are far beyond the norm and even beyond our understanding. We stand in awe of such individuals, knowing we could never approach their levels of accomplishment because we simply don't have special abilities like theirs.

If this is what you believe, read Gladwell's enlightening book and be prepared to be proven wrong. Also be prepared to gain some insight into underlying causes of gender, racial, ethnic and class prejudice and possible solutions to achieving a society where greater social and economic equality among all groups can be achieved.

Although Gladwell names his book *Outliers* and defines the word at the outset, he ultimately concludes there is no such kind of person. Rather, given a level of intellect and/or talent and the right set of circumstances, which can include the time or era, the culture, the family into which a person is born and who that person meets along the way—which phenomena Gladwell calls 'demographic luck'—almost anyone can achieve the kind of success we thought was restricted to the extraordinary in our midst.

Gladwell's examples of achievers, the studies he uncovers, and his acute analysis of the subjects he treats across time and disciplines combine to convince us that opportunity plays a huge role in our lives. Near the end of *Outliers*, Gladwell notes that "The sense of possibility so necessary for success comes not just from inside us or from our parents. It comes from our time: from the particular opportunities that our particular

place in history presents us with." (p. 137)

Here is what I learned from Gladwell...

- The crash history of an airline can result not only from mechanical failures, but from the ways in which the culture of the country of origin of the airline, and its pilots and their co-pilots or assistants, dictate how subordinates communicate with and relate to their superiors. (Gladwell labels this phenomenon the 'ethnic theory of plane crashes'). If the culture demands subordinates to be deferential, they are likely not to tell their captain what to do or not do but will instead speak respectfully, in code, which may not be of any use as the plane is about to crash into a mountainside. Surprisingly, a change in the dynamics of those interactional rules can significantly diminish the number of accidents—though such change does require substantial training and perseverance.
- When you discover that certain boys or girls on their respective soccer or hockey teams perform better than others, don't dismiss as inept or slow those who are the poor performers. It may turn out that the more skilled players were born at the beginning of the year and thus older, and the less skilled players were born later in the year and are therefore younger and have not yet developed physically. It could be a mistake with lasting negative repercussions to pay more attention to the older kids and ignore the younger ones who, given time and assistance, can be just as good later on.
- Musicians become accomplished and popular performers because they practice, practice, and practice, and not always because they are 'naturals' with greater talent than the ones who do not rise to the top of their craft and garner awards and applause. The Beatles could well be a prime example of this principle—that success in the field of music requires thousands of hours of practice. Gladwell calls it the "10,000-hour rule." (See Chapter Two.)
When the Beatles were on tour early in their career before becoming a sensation, they did the rounds of Hamburg nightclubs five times between 1960 and 1962,

performing almost non-stop. According to Gladwell's calculations, the band had performed live about 1,200 times before their first 'burst of success' in 1964. In the process they discovered new ways to play together. Had this unexpected opportunity not arisen at a time when they were green and eager, we might never have known the Beatles and witnessed their enormous influence!

- Behind the success of Joe Flom who became the managing partner of Skadden Arps (and is its last living named partner) is the story of a depression-era child of 'desperately poor' Jewish immigrants from Eastern Europe. Although Flom had intelligence, personality and serious ambition, Gladwell argues that Flom, like his classmate Alexander Bickel, flourished because he was Jewish in a time when expressing anti-semitism was not only common but acceptable.

Joe Flom was the educational product of an elite private high school and Harvard because he took their entrance exams and got accepted. Yet when Flom interviewed in the late 1940s with a top old-line 'white-shoe' Manhattan firm interested only in lawyers who were Nordic, had the 'right' social background and family connections, and had pleasing personalities (p. 123), he was rejected. Undeterred, he joined with two other similarly rejected Jewish lawyers to establish a firm that ultimately specialized in hostile takeovers. As it turned out, a tremendous need developed for such legal representation and those 'white-shoe' firms didn't want to dirty their hands or get involved in litigation; consequently, Skadden Arps filled that gap, in part with referrals from the Wall Street firms that had once rejected them, and went on to become one of the world's largest and most successful firms.

- Gladwell also illustrates the importance of 'meaningful' work in relation to the 'set of immigrant skills' possessed by Jews who came to this country through Ellis Island. Unlike many other Eastern European immigrants who were peasants and tenant farmers from the countryside, Jews had settled in cities because they were pro-

hibited from owning land. In that environment, they practiced various trades, often working with cloth and fabrics or 'piece goods'. These skills proved quite useful to the Jewish population in their new home as men and women became tailors and dressmakers. Many of these merchants also figured out how to convince wholesalers to 'cut out the middleman' and sell materials directly to them, and then began an expansion of their businesses, the hiring of workers, and the mass production of their goods—often for sale to the moneyed classes. We find here another example of the merging of skills, good timing, and encouragement from an unlikely source: discrimination that forced these outcasts to find other paths to success.

- Asian students often do better on standardized tests than whites and other ethnic groups, especially in math. You will be surprised to learn that the Asian 'world view' about the importance of study and work developed from the cultivation of the rice paddy and how hard the people who tend it must work—on that task *and* out-of-season in order to maintain their households. The harder a rice field is worked, the more it yields, and so the Chinese discovered their labor was meaningful, in much the same way that the Jewish immigrant garment workers found a relationship between effort and reward. This is also one of the reasons students in China (and some other countries) attend school all year with no long summer breaks during which ground can be lost in the learning process.
 - Some studies, through standardized test scores, show that children from poor communities often do not succeed in school to the same degree as children who live in predominantly middle and upper-income neighborhoods, leading us to assume that children from those poor communities, where racial and ethnic minorities are often segregated, are not as intelligent or hard-working as their better-off counterparts. When we accept these studies and assumptions without question, unfair and costly consequences occur.
- Through his keen analysis and a different set of data, Gladwell jolts us into recognition—that as a society, we have unwittingly created—or at least allowed—class barriers that prevent bright, motivated

children from performing well in school. He describes one study which measured, in socio-economic groupings of low, middle and high, the progress of first through fifth graders by their CAT reading scores. Meaningful yet still modest differences existed among the first-graders, with those from wealthier families scoring higher, but that 'achievement gap' had doubled by the time the students reached fifth grade. It turned out that the scores from tests taken at the start of the school year reflected a larger gap across socio-economic class lines than when testing is done in June.

These results show that kids from poor families, when given the same opportunities to learn as their richer peers *during the school year*, scored very close to the students from higher income communities. In fact, a comparison of scores from first through fifth grades tells us that the poor kids 'out-learned' the wealthiest kids, having increased their scores by more points over the five years of testing. (p. 257). So what happened during the summer to cause the test scores of the poorer students to drop significantly?

The higher-income students were encouraged by their families to stay engaged in reading and in the learning process. Given

greater financial resources and privileges, those students tended to be enrolled in summer camps and/or a variety of special classes and programs and to visit museums and other cultural venues. The students with very limited means mostly played outside with friends and watched television. Knowing how these kids from different economic strata spent their summers, we should not be surprised that the more privileged ones improved their reading and math skills over the summer and the other group of students fell behind. As Gladwell concludes: "Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged kids learn while they are *not* in school." (p. 258.)

Gladwell offers many more unusual examples of the important role opportunity plays in a successful life, and he does so in a provocative yet entertaining manner. While you are smiling, the light bulb flashes in your mind's eye—and that in itself is a delightful experience. Go get your copy of *Outliers* NOW! ■

This article was originally published in "Decalogue Tablets," published by The Decalogue Society of Lawyers.

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Diversity In Law Schools, Diversity in the Legal Profession: Recent history and a few facts

Law school admissions show a disturbing trend: although students of color have near-parity with white students' GPAs and LSAT scores, the percentage and number of minority students (especially African-American and Latino students) admitted to law schools has declined significantly since 1993.

A Columbia University study notes the 15-27% decrease in law school admissions for African-Americans and Mexican-Americans.

(The full survey of LSAC data, led by Conrad Johnson, is available at <<http://blogs.law.columbia.edu/salt/>>)

What's happening, as the American population becomes more diverse, is that the lawyer corps and judges are remaining predominantly white,

—John Nussbaumer, associate dean of the Thomas M. Cooley Law School. (source: *Fewer Blacks and Mexican-Americans at Law Schools*, The New York Times, 1-6-2010)

A comparison of law school classes of 1993 and 2008 shows a 7.5% reduction in the number of African Americans and an 11.7% reduction in Mexican Americans in the respective classes. This despite an increase of over 3,000 additional seats available at law schools over the same period of time. While the percentage of students of all backgrounds applying to law school were statistically the same in 2008 as they were in 1993, it is important to note that during the same period, 61% of African American applicants and 46% of Mexican American applicants were denied acceptance at American law schools, compared to a 34% rejection rate for Caucasian American applicants.

Non-white students made up only 19% of total first-year law school enrollment in school year 2010-2011; African-Americans enrolled in law school made up only 5% of the total student population. Data reveals that 52% of African American students are in the bottom tenth of their first-year law school classes, while only 8% are in the top half. Poor academic performance in the first year of law school creates a nearly insurmountable hurdle in securing many high paying and prestigious positions upon grad-

uation. Efforts to impact diversity within the legal profession must begin well before the law school admission process.

Targeted programmatic emphasis is necessary early on in the academic life of a child. Students as early as middle school require programming that develops high order thinking skills and other keys to success, not just in middle and high school but in higher education, successful engagement in law school admissions and ultimately those skills critical to bar exam passage.

To encourage diverse students to reach the high levels of educational achievement necessary to enter law school, JTBF offers year-round programs starting at the middle-school level, as well as intensive summer workshops that nurture an interest in the law. Through mentorship, education, and outreach, JTBF supports the continual educational achievement of our students.

ISBA/JTBF Law and Leadership Institute

This coming summer the Illinois State Bar Association will join forces with Just The Beginning Foundation (a diversity pipeline organization) combining to provide Illinois high school students the opportunity to participate in legal exposure programming designed to inspire interest in the legal profession amongst youth who might not typically be exposed to careers in the law. This two week educational program is the ultimate merger of combining JTBF's Summer Legal Institute (SLI) and the Illinois Law and Leadership Institute (ILLI) focusing both groups efforts to promote legal education and leadership.

The Law & Leadership Institute is an exciting week-long residential program designed to introduce high school students of diverse backgrounds to the legal system, expose them to careers in the law, and provide them with practical tools for achieving their educational goals. During this program, which is FREE to all participants, students will work with judges, lawyers and law students on legal reasoning, case analysis, writing, negotiation and oral argument exercises. In addition, students and their parents/guardians/mentors receive college preparatory advice on topics such as preparing for stan-

dardized tests, completing applications and securing financial aid. This program is presented as a collaborative public service by the Illinois State Bar Association and Just the Beginning Foundation. JTBF has more than 20 years of experience in developing and nurturing interest in the law among young persons of various socioeconomic and ethnic backgrounds. Through existing programs in a growing number of states, JTBF provides outreach and education to students from middle school through law school and into professional life. The ISBA is lending its financial and volunteer support to not only sponsor students in JTBF's Chicago program in 2012 but to create this new downstate, residential program at the SIU School of Law.

**The program will run from
Sunday, June 24, 2012 -
Saturday, June 30, 2012
and is hosted by
Southern Illinois University School
of Law**

Who is invited to apply?

Rising 9th, 10th and 11th grade students

What are the program goals?

Expose students to interesting aspects of the law and a variety of legal careers

To increase academic achievements in:

- Critical thinking skills
- Reading
- Writing
- Oral advocacy
- Leadership

To increase personal achievements by:

- Encouraging the development of effective study habits to be carried on and expanded throughout their academic careers (and beyond)
- Helping students to build social skills: amongst peers and adults
- Gain, grow and nurture their leadership skills
- Promoting a strong sense of confidence in the students' own ability to thrive in any

setting

- Promoting a sense of belonging for the student, in the legal profession and the community in general

How are the program goals to be met?

Through interactive lessons and sessions, assigned homework as well as guided experiences including filed trips and visits from various legal professionals

What types of specific things will the students do during the program?

- Students assigned to teams (no more than 12 students) with an assigned law student team leader
- Visit Host Law Firms and Corporations
- Federal and State Court visits with corresponding Mock Trial
- Visit Higher Education Institution
- Participate in various Team Building Exercises
- Daily skill building sessions centered

around a legal theme

- Daily discussions of assigned novel to continue skill building; higher order thinking skills,
- Reading comprehension writing and oral skill building (through guided discussions and
- Presentation assignments.
- Students will be introduced to advocacy skills through closed research and writing and presentation of assigned oral argument problem.
- Intensive Oral Argument Competition
- Developing Professional Skills and corresponding Networking Activities
- ISBA Sections and Committees groups to sign up to assist in the planning and execution of various activities related to their practice areas

Specifically About the Law & Leadership Institute (“the LLI”)

- It is a residential program
- It will take place on the campus of Southern Illinois University School of Law in

Carbondale, Illinois.

- It will be both fun and educational.
- It is FREE to all students.
- All housing and food will be provided as a part of the LLI.
- It will run from Sunday, June 24, 2012 to Saturday, June 30, 2012. Parents and guardians are invited and strongly encouraged to attend the final program day’s closing ceremony which will include activities for parents and guardians.

How you can provide support

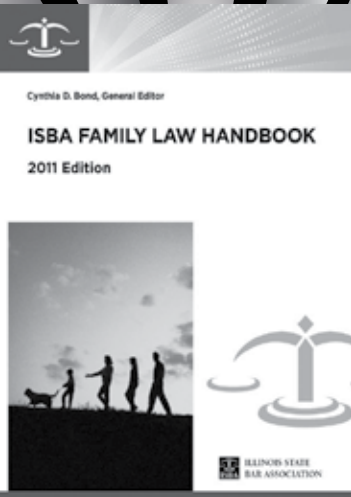
- Donation of time - volunteer
- Donation of in kind support – lunches, gift cars, prizes
- Donation of money

Please Note:

Donations are tax deductible.

Payment arrangements can be made and there’s a guarantee that you will be personally enriched. This is an invaluable opportunity to directly and effectively impact the lives of young people in your own community. ■

Don't miss this comprehensive guide to Illinois family law!



ISBA FAMILY LAW HANDBOOK – 2011 Edition

This comprehensive, must-have practice handbook covers nearly everything for general practitioners who handle family law matters. Written by 36 authors who concentrate in the field and edited by John Marshall Professor Cynthia D. Bond, the handbook is a complete update of an ISBA bestseller from the mid-90s. Topics include jurisdiction, pre-marital agreements, settlement agreements, modification of judgments, mediation, custody and visitation, assisted reproductive technology, grandparent visitation, guardians ad litem, property, support and finances, maintenance, child support, civil unions, immigration law, discovery, appeals, insurance matters, property valuation, adoption, paternity and much more. Includes some forms, a detailed table of contents, and an alphabetical list of cases with page numbers at the end of each chapter. Add it to your collection today!

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 or by calling Janice at 800-252-8908
 or by emailing Janice at jishmael@isba.org

ISBA FAMILY LAW HANDBOOK

\$60 Member / \$90 Non-Member *(includes tax and shipping)*



Illinois has a history of some pretty good lawyers. We're out to keep it that way.

ISBA/JTBF Law and Leadership Institute: Inspiring Leaders—Changing lives

THE ISBA/JTBF LAW & LEADERSHIP INSTITUTE (LLI) is a statewide initiative to assist students from minority, ethnic, and other groups who are currently underrepresented in the legal professions achieve academic success and aspire to a career in the law. Open to students entering the 9th or 10th grades, the program seeks to increase academic achievements by exposing students to interesting aspects of the law and a variety of legal careers. Delivered in a highly interactive environment, the program also seeks to help participants sharpen the critical reading, writing, oral advocacy, and leadership skills necessary for success in high school, college and beyond.

LLI is a collaborative partnership between Just The Beginning Foundation (JTBF) and the Illinois State Bar Association (ISBA), two organizations long committed to increasing diversity in the legal profession. Founded in the early 1990s, JTBF's mission is to inspire interest in legal careers among young people from various socioeconomic, ethnic, and cultural backgrounds that are currently underrepresented in the legal profession. Similarly, the ISBA views diversity as an integral part of its longstanding commitment to improving the profession and expanding access to justice. JTBF has hosted a Summer Legal Institute as part of its

programming in Chicago for many years, and the ISBA launched LLI as a pilot program in June 2011 to make similar programming available to additional participants. By combining their efforts, JTBF and the ISBA hope to make LLI a permanent fixture offering its benefits to a wider community.

Initially offered as a three-week commuter program at The John Marshall Law School in Chicago, LLI will expand to the Southern Illinois University School of Law as an overnight residential program in 2012, giving downstate students the opportunity to taste the full flavor of living and learning on a college campus. LLI's academic schedule will introduce students to topics ranging from the profession of law, leadership, problem solving, writing, oral advocacy and citizenship. By assigning students "homework" in the dorms and taking advantage of SIU's "Team Building" course and other campus amenities, the residential program will also help students develop effective study habits, build their social skills, gain leadership skills, and promote a strong sense of confidence in their own ability to thrive in a university setting.

Diversity Pipeline programs like LLI provide a truly life-changing experience for students who may not otherwise be exposed to these opportunities. The program helps them envision a rewarding legal career on their horizon and traverse the

"The Illinois Law and Leadership program has introduced me to various aspects of the legal field, the opportunity to interact with many professionals and has convinced me more than ever to pursue a career in law. This hands-on program has introduced me to a different level of thinking and for this I will always be thankful."

— Ellie Schreck

How Can You Help?

LLI is offered **free of charge** to students from targeted underrepresented populations. While some of the programming will be offered through ISBA volunteers, the program needs your help to defray the costs of housing, food, and transportation for the students. Please consider joining our partnership at one of the sponsorship levels below:

- Supreme Court** -- \$5000 (*sponsor five students*)
- Appellate Court** -- \$3000 (*sponsor three students*)
- Circuit Court** -- \$1000 (*sponsor one student*)
- Amicus Curiae** -- \$500 (*sponsor an event*)
- Other*** -- \$ _____

** (Contributions will be put towards other cost associated with running the program.)*

Donations can be made payable to the Illinois Bar Foundation, and earmarked for the ISBA/JTBF Law & Leadership Fund. The Illinois Bar Foundation is a 501(c) (3) charitable organization.

Donations should be mailed to:

**Law & Leadership Institute
c/o Illinois Bar Foundation
424 S. Second Street
Springfield, IL 62701**

If you have questions about your donation, please contact Bridgett Burke at (800) 252-8908 or bburke@isba.org. If you have questions about the Law & Leadership Institute, please contact Lynne Davis at (800) 252-8908 or ldavis@isba.org.

Thank you for your generosity.

educational pipeline into that career—or a host of other careers—through which they can enrich their own lives, communities and the lives of others.

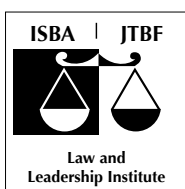
PROGRAM DESCRIPTION

The Law & Leadership Institute (“the LLI”) is a legal immersion program, with a curriculum that includes fun and educational activities and exercises centered on the legal profession. The Southern Illinois University School of Law course will be held from Sunday, June 24 through Saturday, June 30, and the John Marshall Law School program will run from Monday, July 23 through Friday, August 10. Both programs will conclude with closing activities in which the participant’s family is welcome to attend. The LLI involves a combination of classroom lectures, logic and critical thinking exercises, writing and oral advocacy instruction, guest speakers, and field trips to area law firms, government offices and courthouses.

Students who participate in the LLI will:

- Study the legal system and how it works;
- Build leadership and teamwork skills;
- Cultivate critical thinking skills through analyzing selected cases, debating legal issues and participating in a mock oral argument;
- Learn what it takes to become a lawyer;
- Develop contacts with legal professionals and organizations that provide scholarships, internships and mentors; and
- Gain insight into the college admissions process and financial aid resources.

Recognizing that the involvement of adult role models is critical to a student’s educational success, each program’s closing activities will include a component teaching parents/guardians/mentors the steps involved in helping students navigate the process of taking standardized tests, applying to college, exploring financial aid and working toward the ultimate goal of attending law school. ■



Program Sponsorships Also Available!

\$5,000 – Co-sponsor our Closing Day Events, which will include the Finals of a Moot Court Competition, an Awards Luncheon, and Parents Programming.

\$3,000 – Sponsor a half-day program, with the ability to provide a guest speaker (or panel of speakers).

\$1,000 – Sponsor a meal, with the ability to provide a guest speaker (or panel of speakers).

\$500 – Sponsor a recreational event, such as our Team-Building Course or a night at the Recreation Center, Bowling/Billiards, Craft Shop.

Sponsor Benefits

1. Each program sponsor will be listed on the website, in our program book for the Closing Day Events, and in press kits.
2. Sponsor names also will be prominently displayed at the location of the program or event.
3. Sponsor names/logos/advertisements (offering support and encouragement to students) will be prominently displayed in the program booklet .
4. A full page will be allotted to each \$5,000 sponsor, with half-pages to \$3,000 sponsors, quarter-page to \$1,000 sponsors, and business card size to \$500 donors.



I am/We are interested in sponsoring:

- _____ The closing day events (\$5,000)
- _____ A half-day program and speaker/panel (\$3,000)
- _____ One or more student participants (\$1000 each)
- _____ A meal and speaker/panel (\$1,000)
- _____ A recreational event (\$500)

Donations can be made payable to the Illinois Bar Foundation, and earmarked for the ISBA/JTBF Law & Leadership Fund. Donations should be mailed to:

**Law & Leadership Institute
c/o Illinois Bar Foundation
424 S. Second Street
Springfield, IL 62701**

Upcoming CLE programs

To register, go to www.isba.org/cle or call the ISBA registrar at 800-252-8908 or 217-525-1760.

May

Tuesday, 5/1/12- Chicago, Standard Club—Tips of the Trade 2012: A Federal Civil Practice Seminar Chicago. Presented by the ISBA Federal Civil Practice Section. 9-4:30.

Tuesday, 5/1/12- Teleseminar—Family Feuds in Trusts: Spotting the Warning Signs and Planning Techniques to Avoid Litigation. Presented by the Illinois State Bar Association. 12-1.

Thursday, 5/3/12- Chicago, ISBA Chicago Regional Office—What if Your Client is Foreign Born- Good Lawyering In The Global Legal Environment. Presented by the ISBA International & Immigration Law Section; co-sponsored by the ISBA Young Lawyers Division; the ISBA Traffic Laws & Courts Section; the ISBA General Practice Section; the ISBA Civil Practice and Procedure Section; and the ISBA Family Law Section. 12:00-4:30pm.

Thursday, 5/3/12- LIVE Webcast—What if Your Client is Foreign Born- Good Lawyering In The Global Legal Environment. Presented by the ISBA International & Immigration Law Section; co-sponsored by the ISBA Young Lawyers Division; the ISBA Traffic Laws & Courts Section; the ISBA General Practice Section and the ISBA Civil Practice and Procedure Section; and the ISBA Family Law Section. 12:00-4:30pm.

Friday, 5/4/12- Springfield, INB Conference Center—Current Issues in Criminal Law- 2012. Presented by the ISBA Criminal Justice Section. 9-4.

Friday, 5/4/12- Bloomington, Holiday Inn and Suites—Civil Practice and Procedure Update 2012. Presented by the ISBA Civil Practice and Procedure Section. 8:50-4:00.

Friday, 5/4/12- Chicago, ISBA Chicago Regional Office—Technology to Know Now in Tort Litigation. Presented by the ISBA Tort Section. 8:30-4:30.

Monday, 5/7/12- Webinar—Introduction to Legal Research on FastCase. Presented by the Illinois State Bar Association- Complimentary to ISBA Members. 12-1.

Tuesday, 5/8/12- Teleseminar—Compensation Plans in Closely Held Businesses, Including S Corps and LLCs. Presented by the Illinois State Bar Association. 12-1.

Wednesday, 5/9/12- Webinar—Advanced Tips for Enhanced Legal Research on FastCase. Presented by the Illinois State Bar Association- Complimentary to ISBA Members. 12-1.

Wednesday, 5/9/12- Chicago, ISBA Chicago Regional Office—The Plight of the Mentally Ill in the Criminal Justice System. Presented by the ISBA Mental Health Section. 8:45-4:30.

Wednesday, 5/9/12- Live Webcast—The Plight of the Mentally Ill in the Criminal Justice System- Part 1. Presented by the ISBA Mental Health Section. 8:45-11:55.

Wednesday, 5/9/12- Live Webcast—The Plight of the Mentally Ill in the Criminal Justice System- Part 2. Presented by the ISBA Mental Health Section. 12:45-4:30.

Thursday, 5/10/12-Friday, 5/11/12- Chicago, ISBA Chicago Regional Office—ISBA 11th Annual Environmental Law Conference. Presented by the ISBA Environmental Law Section. 9-5; 8:45-12:15.

Thursday, 5/10/12- Teleseminar—Attorney Ethics in Disputes with Clients. Presented by the Illinois State Bar Association. 12-1.

Friday, 5/11/12- Lombard, Lindner Conference Center—Bankruptcy and Real Estate Matters. Presented by the ISBA Real Estate Law Section; co-sponsored by the ISBA Commercial Banking, Collections and Bankruptcy Section. 9-4:30.

Monday, 5/14/12- Chicago, ISBA Chicago Regional Office—Education Law Jump Start: A Primer and Update for the New (and Not So New) Attorney. Presented by the ISBA Education Law Section; co-sponsored by the ISBA Child Law Section. 8:45-4:30.

Tuesday, 5/15/12- Teleseminar—Commercial Leasing in a Uncertain Market, Part 1:

Office Space. Presented by the Illinois State Bar Association. 12-1.

Wednesday, 5/16/12- Springfield, Hilton Hotel—Perspectives from the Bench: Effective and Ethical Advocacy. Presented by the IJA, ISBA, SCBA, and the CIWBA. 1:30-4:45.

Wednesday, 5/16/12- Teleseminar—Commercial Leasing in a Uncertain Market, Part 2: Retail Space. Presented by the Illinois State Bar Association. 12-1.

Thursday, 5/17/12- Springfield, INB Conference Center—Local Government Stew: Issues in Challenging Times. Presented by the ISBA Local Government Law Section. 8:30-12:45.

Friday, 5/18/12- Collinsville, Gateway Center—A Roadmap to the New Illinois Religious Freedoms and Civil Union Act. Presented by the Standing Committee on Sexual Orientation and Gender Identity; co-sponsored by the ISBA Family Law Section. 1:55-5.

Friday, 5/18/12- Makanda, Giant City State Park Lodge—Appellate Practice Seminar and Luncheon. Presented by the Appellate Lawyers Association; co-sponsored by the ISBA Bench and Bar Section. 11:30-3:00.

Friday, 5/18/12- Teleseminar—Ethics, Technology and Solo Practitioners. Presented by the Illinois State Bar Association. 12-1.

Tuesday, 5/22/12- Teleseminar—Estate Planning for Doctors, Lawyers, and Accountants. Presented by the Illinois State Bar Association. 12-1.

Wednesday, 5/23/12- Chicago, ISBA Chicago Regional Office—Development & Execution of a Successful Anti-Trust Compliance Program. Presented by the ISBA Anti-Trust and Unfair Competition Section; co-sponsored by the ISBA Corporate Law Section and the ISBA Young Lawyers Division. 1:00-4:30.

Thursday, 5/24/12- Chicago, ISBA Chicago Regional Office—Local Government Stew. Presented by the ISBA Local Government Law Section. 8:30-12:45. ■

ILLINOIS STATE BAR ASSOCIATION

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to ALL of Fastcase...*

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