

CREATE CHANGE

PUBLIC INTEREST AT STANFORD LAW SCHOOL

<http://publicinterestlaw.stanford.edu>

Winter 2004

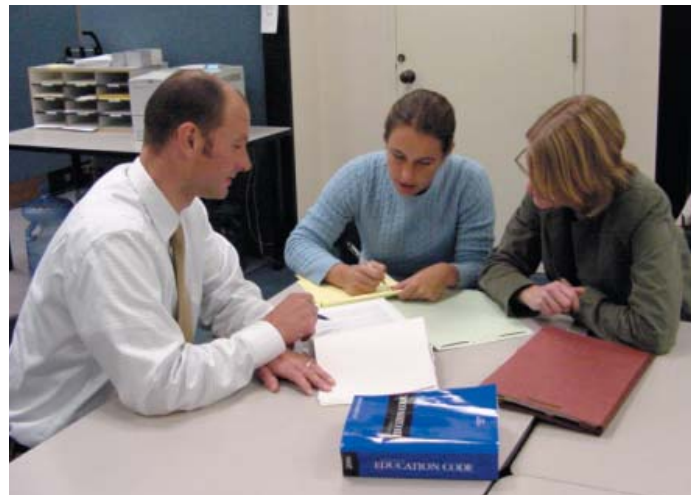
Education Clinic Files Landmark Suit Against Berkeley District

What would you do if you came home to find your child had been banned from returning to his school, your calls to the school over several days resulted in only frustration, and your calls to the administrative offices at the school district were not returned?

What would you do if you were in the ninth grade, were joking around in class, then told you were suspended for five days, but then told you could not return for much longer, and when you came back were told you should just go home? What would you do if several months passed and you were still not allowed to even register in an alternative program?

In August 2003, Stanford Law School's Youth and Education Law Clinic, with co-counsel from Pillsbury Winthrop LLP and Legal Services for Children, filed a class action lawsuit against the Berkeley Unified School District, on behalf of African American and Latino students who, plaintiffs allege, were denied their education rights, ranging from due process deprivations to being subjected to disparate and discriminatory impacts, all resulting in denial of the plaintiffs' fundamental right to a public education, as promised by the California Constitution.

The named plaintiffs are high school students who al-



Associate Professor Bill Koski, director of the Youth and Education Law Clinic, speaks with advanced clinical students Bryn Martyna '05 and Sara Pappas '05, both of whom are both working on the lawsuit.

legedly were suspended or expelled, never provided the hearings that are required to keep children out of school, and were left in limbo for months, and in one instance years, at a time about their enrollment status.

"This is settled law," said Associate Professor Bill Koski, director of the Youth and Education Law Clinic. "In California, children have a right to an education and established due process rights. When we heard from only black and Latino kids, we saw that there was also the potential that discrimination was at play."

This case came to the clinic through a community partner—Legal Services for Children. The clinic's new fellow, Molly Dunn, was a staff attorney there

when the first intake was received in February 2004 from a Berkeley student who had been suspended and told to stay at home until he was sent a notice of an expulsion hearing. That notice never came and months passed without this student receiving homework, being informed about how he could get back to school, or his parents receiving any communication from the school district about how their child could continue to pursue his education.

LSC was able to successfully advocate for this single student to be reinstated at school. As these cases so often develop, this student told a friend, who told another. Over half a dozen Berkeley students had contacted

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2005 FELLOWSHIPS AND DOJ HONORS RECIPIENTS

EQUAL JUSTICE WORKS FELLOWS

Working with the national office of the ACLU, **Catherine Crump '04** will develop new litigation strategies to combat government geographic and policy restrictions on political dissent and the exercise of free speech.

Monica Ramirez '04 will advance the rights of day laborers in California through community education and strategic litigation with the ACLU National Immigrant Rights Project.

Yael Zakai '05 will represent public school students in the Washington, D.C. area who are inappropriately disciplined because of their special education needs. She will be at the Children's Law Center.

FRIED FRANK FELLOW

Alexis Karteron '04 will spend two years at Fried, Frank, Harris, Shriver, and Jacobsen LLP and then two years at the NAACP Legal Defense Fund.

SKADDEN FELLOWS

At the Mississippi Center for Justice, **Shakti Belway '05** will challenge institutional barriers to equal education and represent individual, primarily minority, students inappropriately diverted into special education programs.

Karie Lew '04 will protect and advance the rights of foster children by pursuing programmatic reform and providing individual representation, working with Legal Aid of San Mateo County.

Washington state foster children will be represented by **Bryn Martyna '05**, whose work with National Center for Youth Law will develop systematic change in placement and relocation policies as well as new models for coordination between court-appointed advocates, public defenders and community groups.

Sharon Terman '04 will engage in direct representation, public education, and strategic impact reform efforts to implement California's new paid family leave laws, in her project with the Employment Law Center.

U.S. DEPARTMENT OF JUSTICE HONORS PROGRAM

Marcy Cook '05 will be in the Civil Division, **Michael Ferrera '03** and **Nicola Mrazek '04** will be in the Criminal Division, and **Catherine Wannamaker '03** will be in the Environment and Natural Resources Division.

DIRECTOR'S NOTE

Be the change you wish to see in the world . . .
—Gandhi

What a difference a month or two can make. My election hangover has worked its way out of my system. I feel recovered from the divisiveness and rhetoric. More than that, because of the students, alumni, and faculty at Stanford, I feel inspired. With this edition of our newsletter, I know you'll understand why.

In these pages, you'll read about Bill Koski's clinic and students protecting education rights, alumna Kathleen Kim '02 changing laws and developing new litigation models to advance the rights of victims of human trafficking, and Judy Appelbaum '77 and Michael Adams '89, two public interest alumni who returned as visiting mentors to share their wisdom and experience with our students.

Over 150 people attended the annual Shaking the Foundations conference on November 12 and 13, many hungry for a place to talk about the future of progressive lawyering. Students from Columbia, Cornell, Harvard, and many Bay Area law schools joined Stanford students and faculty to discuss topics ranging from the elections to animal rights to lawyering in communities of color to international human rights.

There is yet more good news to share. We are proud to announce our receipt of many post-graduate fellowships for our students and alumni, to begin in fall 2005. Please see the summary on the left side of this page for a list of students and alumni selected for prestigious fellowships and the DOJ Honors Program.

Changing the lives of clients, challenging entire systems of disenfranchisement, and creating new models for obtaining justice. That's what the public interest community of Stanford Law School does. And, it is inspiring.

Diane T. Chin

ABOUT CREATE CHANGE

This newsletter is designed and produced by Public Interest Programs staff. Unless specifically noted, all articles are written by staff as well.

Public Interest Programs staff consists of two full-time staff members and a part-time student assistant. **Diane T. Chin** directs the program, **Anna Wang** serves as the Assistant Director, and **Michelle Sheene** is the Program Assistant.

To receive the newsletter by e-mail, please write to <majordomo@lists.stanford.edu>

with the command "subscribe create_change" in the body of the e-mail. If you have any problems subscribing to the list, you may email public.interest@law.stanford.edu.

Create Change is published quarterly and past issues are available on our website at <http://publicinterestlaw.stanford.edu>. Articles, letters, and photos are welcome. Please send them to: *Create Change*, c/o Public Interest Programs, Stanford Law School, Crown Quadrangle, 559 Nathan Abbott Way, Stanford, CA 94305-8610.

Marshall Urges First-Year Students to Maintain Sense of Justice While in Law School

By Lawrence C. Marshall, Visiting Professor of Law and Interim Clinical Director

Editor's note: Professor Marshall delivered a longer version of this speech at the first-year students' orientation as part of the Public Interest Programs panel.

“You come in with a skull full of mush, and, if you survive, you leave thinking like a lawyer.”

In this most famous line ever uttered by a law professor, fictional or otherwise, Professor John Kingsfield of *The Paper Chase* fame explained his view of the mission of legal education.

Congratulations. You are all well on the road to learning to think like lawyers. But what does that mean? Is the fact that you will leave here thinking like a lawyer something you ought to be proud of? Or is the fact that you will think like a lawyer one of those embarrassing facts that you ought to keep under wraps—like one of those toe funguses that we hear about on TV? The answer, I submit, depends on what we mean when we talk about “thinking like a lawyer.”

If thinking like a lawyer means thinking about ways to seize on technicalities in order to take advantage of those with whom we deal in our everyday lives, thinking of nothing but billable hours, and sacrificing our responsibilities to ourselves, our families, and our communities in order to maximize income, or seeing problems unidimensionally—looking only at what the law demands or prohibits—without thinking about the human consequences of the actions we take or advise our clients to take, then perhaps we ought to not be so proud of thinking like lawyers.

On the other hand, if thinking like a lawyer means using our intelligence and training to find creative ways of serving our client's legitimate interests, or that we recognize the amazing power that we have to effect dramatic change through nonviolent methods, or that we recognize that the privilege to practice law carries with it responsibility to make our services available to those who would otherwise be lawyerless, then we should be proud to think like lawyers.

Which path are we headed down? Edmund Burke once said that “legal education

sharpens the mind by narrowing it.” This is a significant risk. You will spend a large part of the next three years cultivating a narrow portion of your brains. You will be trained exceptionally well to make reasoned analogies, to make subtle distinctions, and to smell irrelevancies from a mile away. These are all very essential tasks, and the reason that law school spends so much time on them is that these are skills that are not typically developed very well before you embark upon a legal education.

The risk is that you will fall into the trap of concluding that these are the only skills that matter. The grave risk is that you will come to believe that other parts of your brain—not to mention your heart and your soul—are not critical parts of what it takes to think and act like a lawyer.

Twenty-two years ago, almost to the day, I sat where you now are as faculty members tried to orient me. Now, it is my turn to help orient you. To my shock, they apparently think I've become sufficiently oriented to the point where I can now try to orient you. I'm honored to be asked, but I have a problem with that. The problem is that I think you folks are very oriented right now, that you have a sense of mission, a sense of being. You have shown yourselves to have intellectual skills, passion and commitment, and work ethics, and all of the other kinds of traits that landed you a place in this small, incredibly selective class of 2007.

You are oriented. What I am concerned about is whether you are going to become disoriented through the study of law. I am concerned about whether you are going to become cynical. I am concerned about whether you are going to become jaded. I am concerned about whether the dreams that you're sitting here with today are going to stay with you two years and nine months from now, when you don that cap and gown and receive your diplomas.

Shifts can represent growth. But it's very important that you not fall into the trap of shifting your value system simply because you are pressured or seduced into concluding that your current way of thinking is too idealistic, pure, mushy, or naive.

The study of law is especially prone to do this to you. To begin with, you will often be studying cases where someone has wronged another. You will read about some egregious behavior by the parties in some

cases, not to mention the lawyers and judges. This is not an accurate snapshot of the everyday workings of the world or the market. The world, as you know, is full of many wonderful people who go out of their way to ease others' pain and to right their own wrongs. We as lawyers must remember

that the cases with which we deal are part of the world, but they do not define it.

The role of law is, of course, critical. Our laws keep us from anarchy, establish order, and establish mechanisms for growth. But most of us do not strive to simply live within the bounds of what the law requires of the bad man. We live lives of aspirations, of trying to determine what is best, not simply what is minimally tolerable. Do not let the law's way of thinking about minimum standards of conduct become your own personal standard of conduct. The law sets a floor—but who wants to live on a floor?

It is important to keep this point in mind throughout law school, when you're studying cases. Each case is a story of human interaction. Every time you read a case, close your eyes and think about who the parties are. Think about who the plaintiff is, who the defendant is, how did this case come up—these are human beings like you, like me. Think about it in those contexts. What

I am concerned about whether the dreams that you're sitting here with today are going to stay with you two years and nine months from now, when you don that cap and gown and receive your diplomas.

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ALUMNI SPOTLIGHT:

Alumna Sets the Standards for Litigators Seeking to Protect the Civil Rights of Trafficked Persons

Since graduating from Stanford Law School, Kathleen Kim '02 has become an authority on providing legal representation for victims of human trafficking.

Human trafficking is often referred to as “modern-day slavery” and includes the recruitment, transport, harboring, transfer, sale or receipt of persons through coercion, abduction, force, fraud, or deception for the purposes of exploitation.

Kim recently finished her two-year Skadden Fellowship as Human Trafficking Project Attorney at the Lawyers' Committee for Civil Rights of the San Francisco Bay Area. In that time, she has worked with attorneys, law enforcement officials, social service providers, human rights advocates, and policy-makers to serve her clients and advance the rights of trafficked persons.

She explains, “the civil rights of trafficked persons are still largely neglected. I let my clients and others that may be assisting them know that they have a private right to hold their traffickers accountable for modern-day slavery. A trafficking-specific private right of action was just enacted, enabling my clients to pursue damages for the actual harm that was inflicted.”

Kim wears many hats to promote the civil rights of trafficked persons. In addition to legal advocacy, Kim frequently serves as a resource for policy-makers and goes to Washington, D.C. every year with anti-trafficking advocates. Recently, she testified at a California State Assembly hearing supporting legislation to expand the rights of trafficked persons.

Kim also provides trainings and technical assistance to attorneys who work with trafficked persons. She fields calls from all over the country and informs attorneys



Kathleen Kim '02

of the statute of limitations for different claims, sends sample pleadings, gives strategic litigation advice, and also some practical advice. “I tell them that human trafficking cases involve so many legal issues, including criminal matters and immigration status, that attorneys representing trafficked persons must become a case manager and deal with all these other issues.”

Kim adds, “On a typical day, I might talk to the San Francisco U.S. Attorney's office about criminal prosecution issues and to the social service providers that I partner with to provide shelter, counseling, and medical services to my clients. Then I'd probably also exchange e-mails with the immigration attorney who provides direct immigration assistance for my clients' cases.”

Kim began her career focused on human trafficking because it incorporates her interests in immigration and labor issues.

It was also a matter of fortuitous timing, as the Victims of Trafficking and Violence Protection Act of 2000 was passed during Kim's second year of law school. When she worked at the Lawyers' Committee the summer after her second year, the Act was only beginning to be implemented. It was at that point she

developed the idea of protecting the civil rights of trafficked persons as a fellowship project.

“The time was ripe for a project addressing trafficked persons. It provided a perfect nexus of the issues I was already working on in the past, in terms of advocacy on behalf of exploited immigrants, particularly immigrant workers. That overlap of immigration issues and labor issues, specifically workplace abuse issues, really appealed to me.”

Because representing trafficked persons is such a multifaceted and complex endeavor, it can be very challenging to balance work with personal life.

As needs arise, clients often turn to Kim. “Since they have been so isolated, they do look to their attorneys as social support.” Yet as Kim relates, “I learned early on that balance is very important to maximizing the impact of my efforts at work. You have to make sure you give an equal amount of time to your personal life.”

Although it may seem counter to that advice, Kim somehow found the time to write a law review article on the private right of action made available to trafficked persons when the Act was reauthorized in 2003. She also created a technical assistance manual for attorneys representing trafficked persons—the first and only one of its kind.

Reflecting for a moment, she advises current public interest students: “Getting a public interest job takes a lot of determination, but that's what brought you to law school in the first place. And if there's passion behind your goal, then ultimately you will get your dream job.” ■

Kim joined Kusia Hreschchyslyn to write the article, “Human Trafficking Private Right of Action: Civil Rights for Trafficked Persons in the United States.” It appears in the forthcoming Winter 2004 volume of the Hastings Women's Law Journal. The technical assistance manual she co-authored with Daniel Werner, “Civil Litigation on Behalf of Victims of Human Trafficking,” will be available on the Legal Aid Foundation of Los Angeles' website <<http://www.lafla.org/client-services/special-projects/traffes.asp>> at the end of January.

Visiting Mentor Program Shines Spotlight on Alumni

The 2004–05 Visiting Public Interest Mentor Program started off with the triumphant return of two alumni who have made great strides as public interest attorneys and advocates: Judy Appelbaum '77, vice president and legal director of the National Women's Law Center, and Michael Adams '89, director of education and public affairs at Lambda Legal.

The Visiting Public Interest Mentor Program invites accomplished public interest attorneys to speak about their work and counsel current students about careers in public interest law. The Public Interest Faculty Committee, which includes two student members, identifies and recruits prospective mentors to participate in the program.

Appelbaum was the first visiting public interest mentor this school year. She arrived to great fanfare, as the student organizers of the Shaking the Foundations conference had also invited her to give the keynote speech on Saturday, November 13.

As part of the Visiting Public Interest Mentor Program, mentors are asked to give a presentation on a topic of their choice and also hold one-on-one student counseling appointments. Appelbaum focused her lunchtime talk on the critical importance of judicial nominations and shared her observations about the current landscape.

Adams, who arrived December 1, examined the increasingly successful efforts to undermine the legitimacy of courts in protecting civil and constitutional rights. He also offered a rebuttal to claims that the issue of marriage for same-sex couples had spurred voter turnout among its opponents.



PHOTO: ANNA WANG

Visiting Public Interest Mentor Judy Appelbaum '77 speaks with Michael Wald, Jackson Eli Reynolds Professor of Law.

Spring semester will feature two additional visiting public interest mentors, although these are alumni from other illustrious law schools. Margaret Fung, executive director of the Asian American Legal Defense and Education Fund, and Katherine Hall-Martinez, director of the International Legal Program at the Center for Reproductive Rights, are scheduled to participate in the program. For more information, please contact Anna Wang at annawang@law.stanford.edu or 650/723-2519. ■

News Briefs

Symposium Marks 40th Anniversary of Civil Rights Act, Voting Rights Act

Public Interest Programs is pleased to host "Looking Back and Moving Forward: Commemorating the Civil Rights Act and Voting Rights Act" on Saturday, February 19.

Leading faculty and practitioners from across the country will convene at Stanford Law School to discuss the two Acts, which are both celebrating their 40th anniversary.

Stanford faculty members will moderate three panels. Michelle Alexander, associate professor, will begin with her panel on the 1964 Civil Rights Act. Then Pamela Karlan, Kenneth and Harle Montgomery Professor of Public Interest Law, will lead a discussion on the 1965 Voting Rights Act. Lunch will feature a keynote by Wade Henderson of the Leadership Conference on Civil Rights. Finally, Jayashri Srikantiah, associate professor, will close the day by examining current efforts to pursue civil and voting rights in a multicultural society.

Registration is free, though the lunch session is limited to the first 100 registrants.

MCLE credit is available. Please visit <http://publicinterestlaw.stanford.edu> to register.

SPILF Auction on the Horizon

After an extremely successful Public Interest Lawyer of the Year dinner that honored Peter Bouckaert '97 on November 16, the Stanford Public Interest Law Foundation (SPILF) is gearing up for its annual Bid for Justice Auction, scheduled for March 12.

SPILF is a nonprofit organization of Stanford law students and alumni that was formed in 1978 to fund public interest law projects providing services to groups that traditionally have not had adequate access to legal representation.

Since its inception in 1993, the annual benefit auction has played a critical role in SPILF's fundraising efforts and become a tradition for the law school community. It consistently raises enough money to contribute to stipends for students who volunteer at public interest jobs during the summer and funding to nonprofit organizations that apply for outside project grants.

The auction program includes both a silent auction and a live auction, which is emceed by Stanford law professors. Organized entirely by students, the auction is an evening of fun and competitive bidding.

For more information about how to make a tax-deductible donation or for general information about the auction, please contact this year's auction co-chairs, Adair Ford (aford@stanford.edu) and Sarah Gilbert (smgilbe3@stanford.edu).

Public Interest Day Offers Job Prospects

On Saturday, February 12, hundreds of public interest law students and employers will descend upon UC Hastings College of the Law for the annual Public Interest Public Sector Day.

Students must submit their applications for formal interviews via the new online system by 12 noon on Friday, January 21. In addition to interviews, students may also mingle with public interest employers during the informal "Meet the Advocates" session. ■

Education Clinic Teaches Students Valuable Impact Litigation Skills

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LSC when Dunn thought it might be time to look into possible systemic problems. She contacted her former supervisor and mentor, Bill Koski. Research began, including holding community meetings to determine the extent of the problem.

A current clinical student, Bryn Martyna '05, was a summer intern at LSC when she helped organize these community meetings and became a primary contact for communication with the clients.

Numerous families attended the meetings, all recounting allegations that were similar enough that the lawyers involved feared they were detecting a pattern of educational rights violations. Students alleged that they were sent home, never informed of their rights, not provided the due process hearings designed to safeguard their rights, and that they were concerned that the weeks and months they were out of school were derailing them from their objective of graduating with their peers.

Individual representation proceeded, but the students and their families wanted to uncover and fix the broader problems that seemed to be appearing.

"Our clients were always tremendously clear about their priorities," remembers Dunn. "They wanted to get kids back into the classroom, with the supports to get caught up and back on the route to graduation. They recognized that this was potentially very broad based, that the district could be viewed as denying the due process rights of black and Latino students and their right to an education. While we could help individuals get back into the classroom, our clients also wanted to make sure we were fixing the problem that removed them in

the first place. They wanted to protect other students, even though they knew that, especially for the named plaintiffs, that meant they'd be under the spotlight and subjected to close scrutiny."

Once the factual development was well underway, Koski contacted a partner he knew at Pillsbury Winthrop who had indicated previous interest in co-counseling on an education rights case. There was immediate interest, and the three groups began to work together with the clients and to strategize about how to move forward.

"We want to create multi-dimensional lawyers who not only have the skills necessary for exceptional individual representation but also to look at broader issues and understand the complexities of impact litigation."

"This case is a classic example of how we like to proceed on institutional reform cases in the clinic," commented Koski. "We want to create multi-dimensional lawyers who not only have the skills necessary for exceptional individual representation but also to look at broader issues and understand the complexities of impact litigation. This case also spotlights two important aspects of our strategic approach. It is driven by community needs and it allows us to partner with the private bar as well as community groups. Students benefit from being exposed early in their careers to this model."

Several new Berkeley students have come forward since the complaint was filed. The case is currently in the discovery phase, and clinic students, under the guidance of Bill Koski and Molly Dunn, will work on the case in the coming year. ■

The clinic offers students the opportunity to participate in a wide variety of educational rights and reform work, including direct representation of youth and families in special education and school discipline matters, community outreach and education, school reform litigation, and/or policy research and advocacy. More information is available on its website, <http://www.law.stanford.edu/clinics/yelc/>.

Alumna Selected as First Ed Law Clinic Fellow

The Stanford Youth and Education Law Clinic selected Molly Dunn '01 as its first fellow in October of 2004.

The clinic established this new in-house fellowship to both increase the clinic's capacity to take on additional cases and to provide a launching pad for former students to enter the clinical teaching arena. The two-year fellowship is restricted to Stanford Law School alumni and is offered in collaboration with the Legal Aid Society of San Mateo.

Dunn has a strong commitment to youth and education law, dating back to her days at Stanford, where she served in the Youth and Education Law Clinic for four semesters.

At graduation, she entered into a two-year Equal Justice Works Fellowship focused on representing at-risk and delinquent youth in special education and school discipline matters. Dunn split her time working for both Legal Services for Children and the San Francisco Public Defender's Juvenile Division, as the fellowship project created a special partnership between the two entities.

When her fellowship ended, Dunn chose to continue her work as a staff attorney at Legal Services for Children, where she worked immediately prior to accepting this fellowship.

Throughout her career, Dunn has maintained close ties to the clinic and is delighted to return to campus.

"The Youth & Education Law Clinic was the highlight of my career as a student at Stanford, providing me with skills and experiences that proved to be the foundation of my work as a practicing attorney. Although I dearly loved my work with Legal Services for Children, I could not pass up the unique opportunity to explore my interest in teaching by returning to the clinic and working with Stanford's exceptional students under the skilled mentorship of Bill Koski." ■

Marshall Emphasizes Lawyers Must Preserve Values

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would you encourage your client to do, if this was your client? Would you try to encourage your client to do something above and beyond what the law might demand? Because that's part of ethical lawyering, and that's part of you keeping your own bearings, your own orientation. You don't today think about "what can I get away with." You think about "what is right."

I teach Legal Ethics from time to time. When I tell people that, I often get the response, "How can you teach someone to be ethical when they're in the third year of law school? If they didn't learn about ethics in kindergarten, then you'll never teach them to be ethical." I often respond by explaining that I'm not worried about teaching my students to be ethical and virtuous. I think they come into law school with those kinds of values. I'm worried about law school shifting them away from those values because they lose sight of the difference between the right and the ideal on the one hand, and the legal or the tolerable on the other hand.

I hope dearly that you will carry this message with you throughout your study of law and your lives as lawyers. Never question your sense of justice or your sense of morality. Assume that your instincts are right and that if you read a decision that seems very wrong, that your thinking isn't mushy, that your thinking isn't fuzzy, that your thinking isn't nonlegal. Your thinking is moral and value-based and it's your thinking.

Voice that thinking, and listen carefully as your classmates do the same. Each of you brings a different set of life experiences into the classroom, and there is so much to learn by engaging in meaningful discourse with your classmates. They have at least as much to teach as do your professors.

Maintaining your own sense of justice is critical because the law is not always just. The law is often fundamentally flawed. The reason for this is simple: the law is a human enterprise. Regardless of the source of the law's defects, the beauty of the legal system is that we are not stuck with yesterday's mistakes, or with laws that made sense then but no longer work today. We—and here I mean particularly lawyers—have the opportunity to work with all of our energy and passion

to improve the legal system and make it more just.

You are going to read cases that are going to convince you beyond any doubt that the law is very fallible indeed. You are going to read the Constitution, our original charter, the holiest document in our civic community, and you're going to see, as you already know, that it's about as racist and as sexist a document as you can possibly imagine. African-Americans are deemed



PHOTO: ANNA WANG

A few weeks after orientation, Professor Lawrence C. Marshall also spoke at a reception for public interest alumni and students.

property. They're counted as three-fifths of people for voting purposes—not that they can vote, but with regard to how many votes slave states were allowed to cast in the electoral college. Women—no vote. And this is our charter—emerging from those whom we rightly deify as having accomplished so much during the constitutional moments that gave birth to our Nation.

The choice is yours. You can see some awful injustice and shake your head, or you can recognize that perhaps you were put on earth to help change that.

Alas, we all know that our legal system has failed miserably to create equality of access to the courts and equality of opportunity to have one's case considered on its merits. A significant percentage of Americans cannot secure the services of a lawyer to advocate their legal needs.

The problem is not that we have too many lawyers in this country—the problem is that we do not have enough of the right kind of lawyers: Lawyers who view the law

as a mission—as an opportunity to engage in the godly work of serving others in true need.

I am talking here about ways that each and every one of you—should you so choose—can help achieve results that make you proud to be a human being, that make you feel that you have given something back for all those gifts that have been bestowed upon you, that make you proud to be a lawyer, that allow you to walk into a room and hear all the lawyer jokes and yet people stop and say, "Well, yeah, but some of them are different. Here's one that's different."

A rabbi from whom I learned much, once asked why we all have distinct fingerprints. Is that God's way of helping the FBI? The answer he gave is that each of us has a special fingerprint because we and only we can leave our unique fingerprint on the world. That the world is full of holes that have to be plugged, and there is a hole for each of our fingerprints, and each of us has to find the specific hole for us to plug. No one else's finger, no one else's grooves and ridges, can fit in that hole—only ours can.

Each of you here is among the elite. You are among the people who have the tools to make a difference in the world. We here at Stanford—the faculty and staff—are going to give you the language, we are going to give you the skills to implement those visions that you have. But these tools will not bring happiness; how you use them can.

My advice is to make sure that, no matter what else you are doing, that you are involved in using your legal skills to advance some cause in which you believe.

As lawyers, we have been blessed with wonderful gifts and opportunities. Such opportunities carry with them immense responsibilities.

As you enter the world of lawyering, I pray that you will be blessed to find a life of accomplishment and satisfaction within this glorious profession. Let us now study together, learn together, and work together to do justice. ■

Lawrence C. Marshall is professor of law and director of the Center on Wrongful Convictions at Northwestern University School of Law. He is a visiting professor at Stanford Law School and serves as interim clinical director.

PUBLIC INTEREST EVENTS

Spring 2005

Unless otherwise indicated, all events will be held at Stanford Law School, Crown Quadrangle, 559 Nathan Abbott Way, Stanford, California. For more information, write to public.interest@law.stanford.edu or call 650/723-2519.

FEBRUARY

Thursday, Feb. 3	Brown Bag Lunch with SLS Alumna Soraya Yanar '01	12:20 p.m., Room 272
Thursday, Feb. 3	Bill Taylor: In Conversation with Associate Professor of Law Bill Koski and Pam Karlan, Kenneth and Harle Professor of Public Interest Law	4 - 6 p.m., Room 280B
Monday, Feb. 7	Event with Bryan Stevenson, Executive Director, Equal Justice Initiative of Alabama	4 - 6 p.m., Room 180
Wednesday, Feb. 9	LRAP, Budgeting and Financial Management Workshop	12:20 p.m., Room 180
Thursday, Feb. 10	Brown Bag Lunch with Professor Larry Marshall	12:20 p.m., Room 272
Saturday, Feb. 12	Public Interest/Public Sector Day	(UC Hastings)
Tuesday, Feb. 15	Brown Bag Lunch with Professor Allen Weiner	12:20 p.m., Room 272
Saturday, Feb. 19	Looking Back and Moving Forward: Commemorating the Civil Rights and Voting Rights Acts (Information and registration is available at http://publicinterestlaw.stanford.edu/2005symposium/)	9 a.m. - 5 p.m., Room 180
Thursday, Feb. 24	Public Service Awards Application Workshop	12:20 p.m., Room 180

MARCH

Wednesday, March 2	Work/Life Balance Panel	12:20 p.m., Room 180
Thursday, March 3	Brown Bag Lunch with Professor Pam Karlan	12:20 p.m., Room 272
Wednesday, March 9	Post-graduate Fellowships Panel	12:20 p.m., Room 180
Thursday, March 10	Brown Bag Lunch with Professor Jenny Martinez	12:20 p.m., Room 272
Saturday, March 12	SPILF Auction	6 p.m., Kresge Auditorium
Monday, March 14	Visiting Public Interest Mentor Margaret Fung's Presentation Available for student counseling March 14 and 15	12:20 p.m., Room 180
Tuesday, March 15	Brown Bag Lunch with Professor Michael Wald	12:20 p.m., Room 79A
Wednesday, March 16	Externship Informational Workshop	12:20 p.m., Room 180
Monday, March 28	Moving from the Private Sector to Public Interest Work Panel	12:30 p.m., Room 180

APRIL

Monday, April 4	Visiting Public Interest Mentor Katherine Hall-Martinez's Presentation Available for student counseling April 4 and 5	12:30 p.m., Room 180
Wednesday, April 13	Summer Public Interest Funding Workshop	12:20 p.m., Room 180
Wednesday, April 20	Public Service Awards Ceremony and Celebration	5:30 p.m., Crocker Garden