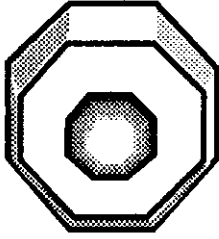
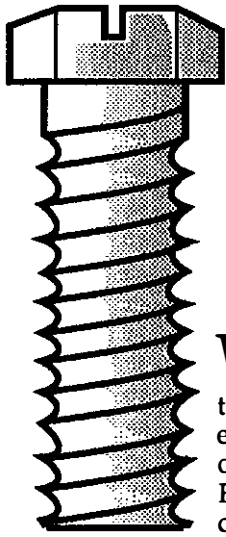


JNASJE News

Vol. 4 No. 1

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HOTELS

Nuts, Bolts & Money

by Scott C. Smith

We consider ourselves to be judicial educators, trainers, or administrators. However, our most critical task begins when we put on the "meeting planner" hat. An effective judicial education program will have little significance if we cannot create a desirable environment for training. In almost every instance, this means selecting the appropriate conference facility — most often a hotel — for a particular program.

The United States hotel industry is a multi-billion dollar market. There are thousands of hotels to choose from with hundreds of thousands of rooms. They range from a ten-room tourist court to the 3,174-room Las Vegas Hilton. Meeting space is similar in its diversity.

Other than the basic functional features, hotels have very little in common. Size, location, staffing level, occupancy rate, proximity to a major airport, and, most importantly, attitude are some of the variables that complicate the meeting planner's selection of a facility.

Before developing a plan of attack for selecting a hotel, you should become as familiar with the industry as possible. Understanding how hotels make money is critical to successful selection. A hotel's primary source of revenue is sleeping room rentals. You are shooting yourself in

the foot from the very beginning if you threaten the hotel's income by giving your seminar participants a choice of area hotels and then asking your host hotel for special consideration.

Rooms are rented to the public at a variety of rates. The highest rate is called a "rack rate." Hotels apply it to the customer who walks in and asks "Do you have any rooms?" The lowest rate is the "athletic rate," which is based on the four-to-a-room

configuration for traveling sports teams.

Between these two extremes are the "commercial" and "government" rates. Within each of the four rates, some flexibility exists. A hotel's room rates generally depend on average daily room occupancy during the time you wish to host your seminar. You can calculate a hotel's average occupancy rate by using the formula below, which relies *continued on page eight*

DO-IT-YOURSELF

Your state must assess some type of tax on hotel rooms. Likely this information is available from your state comptroller. If the information is quarterly (most likely), you will obtain only broad data. If it is monthly tax receipts, be sure to adjust the number of days to thirty. The number of rooms in a hotel and the lowest published single rate can be determined by making a blind call to the property. This formula is amazingly accurate. It was given to me by a hotelier, and while simple mathematics, it is considered a closely guarded industry secret.

$$R = \text{number of rooms in hotel multiplied by the number of days in the reporting period (quarterly report, use 90 days)}$$

$$Y = \frac{\text{Quarterly Gross Tax Reported}}{R}$$

$$\% \text{ Occupancy average rate} = \frac{Y}{\text{lowest published rate}}$$

President's Column

Rita Stratton



NASJE Committees. I would like to express my appreciation to judicial educators serving on NASJE committees. The nominating committee, chaired by Roy Rawls of Texas, will submit names for the office of vice-president at the annual meeting in Seattle. Also serving on this committee are Dan Scherk, South Dakota, and Suzanne Keith, Tennessee.

The new chair of our membership committee is Ellie Fortner of Mississippi. Serving with Ellie are Diana Clemons, Kentucky; Ed Borrelli, New York; Judith Anderson, Washington; Krista Johns, Mississippi; and Gary Brinkley, Texas. The methods committee will develop an agenda for the next two years and review the bylaws to determine if changes should be made to specify the duties and purpose of the methods committee. Maureen Conner of Illinois is chair of the methods committee. Other committee members are Nancy Scheffel, Arizona; Virginia Leavit, Colorado; Harvey Solomon, ICM; Helen Johnson, New York; and Joanne Slotnik, Utah.

In accordance with NASJE bylaws, the president serves as chair of the national program liaison committee. Other NASJE members serving on this committee are Jerry Beatty, Iowa; Ed Borrelli, New York; Suzanne Keith, Tennessee; and Ellen

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Iowa's Judicial Education Program

The roots of the Office of Judicial Education and Planning date back to December 1973, when the Iowa Supreme Court received a grant from the National Highway Traffic Safety Administration, U.S. Department of Transportation, to fund a traffic court administrator primarily responsible for training approximately 200 magistrates. Today, Jerry Beatty, executive director of judicial education and planning, coordinates training programs for 800 judicial officers and court personnel at eight to ten conferences each year.

On April 9, 1975, Iowa became the second state in the nation (behind Minnesota) to mandate continuing legal education (CLE) for all judges and attorneys. Effective January 1, 1976, the Iowa court rules require a minimum of 15 hours of legal education each year. As amended, two hours of legal ethics are mandated every two years. In addition, nonlawyer magistrates must attend an annual educational conference. Juvenile court officers must take 15 hours of continuing education annually, and law-trained juvenile referees must earn at least six hours of education each year by attending programs in juvenile justice.

The judicial educator develops most of the training programs with the assistance of education committees composed of representatives from each group trained. Jerry and his committees determine the needs of the group, the speakers, the topics, and the locations of the training sessions. To meet the educa-

tional requirements of judges and support staff, a minimum of eight different statewide conferences are conducted each year: two conferences for judges, two conferences for district court clerks and deputies, one school of instruction for magistrates, one conference for juvenile court judges and referees, another for juvenile court officers, and a seminar for court reporters. In addition, special conferences are periodically presented on such topics as alcohol-and-drug-related offenses, judicial writing, and utility rate making. Although there is no formal statewide orientation program for new judges, they are expected to attend an intensive two to four week national program designed for inexperienced judges. All court employees and education conferences are state funded.

In addition to providing continuing judicial education, the office is responsible for updating three reference books, editing a quarterly newsletter, and preparing the judiciary's annual statistical report. The clerk's manual and magistrate's manual are updated by Jerry and the appropriate education committees, while the district court benchbook is revised annually by a private attorney under the supervision of a judges committee.

The newsletter focuses on general information about the courts as well as on news about employees and educational conferences. The data for the annual statistical report are

continued on page ten

Should We Specially Train Our Judges

by Glenn Robert Lawrence

Thirty years ago, in 1956, the Institute of Judicial Administration of the New York University School of Law established the Appellate Judges Seminar, which is active and growing to this day.¹ Three of the over 1,000 judges graduating from the seminar are now sitting United States Supreme Court Justices, including Chief Justice Warren E. Burger. The following year, Justice Tom C. Clark created another vehicle for judicial education, this time on the trial judge level: the National Conference of State Trial Judges. The conference eventually evolved into the National Judicial College—a unique, year-round judicial training facility attached to the University of Nevada and located in Reno. The college, as of a recent count, has trained more than 13,000 judges.² Then, in 1967, Congress established the Federal Judicial Center located in the District of Columbia. That institution continuously provides training for federal district court judges and related federal personnel such as probation officers. In 1985 alone, the Center provided training for 4,000 persons.³

These three institutions, among others, exemplify an accelerating movement in the private and government sectors to provide formal judicial education. While conceding the numerical success of judicial training, scholars have started to take a reflective look back to see if the education has been useful or if changes are needed.⁴ In that regard, a preliminary meeting to air some judicial education issues was convened in London on July 16, 1985. Participating was FBA Judiciary Section's chairman Robinson O. Everett, chief judge of the United

States Court of Military Appeals, together with others from a variety of specialties, geographies, and jurisdictions.⁵ What follows are some musings and suggestions from the London conference, contemporary educational research, and other sources.

How Useful Is Judicial Training? Judicial training may not be a necessity, as was reflected by statements at the London conference. For

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instance, speakers from several countries—such as Lord Chief Justice Lowry from Northern Ireland, Judge Harvey Cooper, of Australia, and Judd F. Osten, Esq., of Saudi Arabia—while acknowledging the value of judicial education, still described systems where the judiciary functioned well without such training. Whether the cost and time expenditures involved in judicial training are worthwhile appears still to be an open question.

Further questions arise when one considers that judicial training systems and their products have not been the subject of rigorous testing and analysis.⁶ An analogue that might be considered here was set out in the 1972 study by the Rand Corporation on "How Effective is

Schooling?"⁷ Though dealing with a different student population, it succinctly states what to look for in appraising an educational system: "We must ... examine educational outcomes over time and on many dimensions."⁸ Extrapolating to the context of judicial education means measuring the relationship of judicial performance to judicial training. If you cannot demonstrate that trained judges show improved performance over those without such training, then your educational system needs substantial review.

What are the Relevant Judicial Skills? Assuming we are to test whether training affects performance, what judicial qualities are amenable to training? A useful inventory was developed by Watson and Downing in their study of the widely copied Missouri nonpartisan court plan for the appointment of judges.⁹ Eliminating items such as "native intelligence" and "common sense" leaves three performance characteristics or skills, among others, that a subject bar group sought in their judicial appointees: (1) legal knowledge, (2) human relations, and (3) case control.¹⁰

These abilities, of course, are not found in a pure, isolated state in nature. Instead, they are interdependent—at least in the sense that a judge who has either an excess or a shortcoming in one of these areas would experience an impact in the others. For instance, if a judge is poor in human relation skills, he would probably have problems in "controlling cases," inasmuch as there are interactions between the bench and the bar during a number of points in the litigation.

From a definitional standpoint, "legal knowledge" equates to an "understanding of the substantive and procedural law necessary to efficiently perform judicial duties." "Human relations" includes all areas where the judge must interact on the human plane, such as at pretrials, motions, and trials. Also intended

EDITOR'S NOTE: *This article is reprinted with permission from the Federal Bar News & Journal. Its author, Judge Glenn Lawrence, currently chairs the CJE Committee of the ABA's JAD.*

by this category are all dealings with courthouse personnel, as well as with litigants, witnesses, jurors, and the general public. "Case control" means the management of the caseload from the time that the matter first is under the judge's cognizance until the matter is concluded. It suggests all facets of judicial management that affect the expeditious resolution of litigation.

1. Legal Knowledge. Most studies of essential judicial qualities, such as Ryan, Asman, Sales, and Debow, *American Trial Judges* (1980),¹¹ and Watson and Downing, *The Politics of the Bench and Bar* (1969),¹² list legal knowledge as one such quality. Yet the body of law is immense, and, as was pointed out by Oliver Wendell Holmes, it extends back for 600 years,¹³ with treatises, statutes, and case law increasing exponentially on a daily basis. Thus, any judge with a diverse set of cases finds the task of keeping current a most humbling one. Does this mean, then, that judicial training should attempt to assimilate these vast materials and attempt to educate judges through surveys and case law in the typical law-school format?

In the London conference, Professor Eric Smithburn reported on a study conducted at the National Judicial College. The research reflected that judges do not want a law-school clone in their judicial training. Rather, they seek "bread and butter" subjects that will help directly with their daily problems. This research is replicated in another form: Zemke reports that adult learners are not "interested in or enthralled by survey courses. They tend to prefer ... courses that focus heavily on the application of [solutions] to relevant problems."¹⁴

Finding the relevant problems or making "educational needs assessments" is difficult. It means in effect that institutions, as noted in the study by Tollefson, must return to "personalization" with a "less bureaucratic factory type atmosphere."¹⁵ It portends asking judges what legal problems they confront on a daily basis that most need solving. It suggests the database of the curriculum developers has to be refined by the addition of direct

input from the "consumer," so that the curriculum can be fine-tuned to meet special needs. Some institutions have made a start at making such inquiries. For instance, the Appellate Judges Seminar at New York University Law School solicits educational requirements from its students prior to class commencement. From this data, classes are structured and the curriculum is developed. This approach could be profitably imitated by other trainers.

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2. Human Relations. Lawyers, members of the general public, and the bench all recognize that a judge operates in an environment surrounded by people and that his or her reactions on a human level—aside from legal skills—impede or facilitate the judicial process. This includes the multiplicity of areas such as transactions with court staff, lawyers, litigants, and fellow judges.

Along these lines, the research of psychologists Saks and Hastie, holds, in substance, that a court is a structured system of social relationships and a subsystem of society that adapts to, and is shaped by, other parts of the legal structure and society.¹⁶ Accordingly, skill in dealing with this subsystem is essential. "There is a responsibility," as Drucker indicated in referring to people in high authority, "to build and maintain the human organization."¹⁷ The onus of this responsibility especially falls on the judge and

demands high-level, developed techniques in human relations skills.

Aside from staffing abilities such as the hiring and management of court personnel, which is of considerable importance, the judge's capacity to help litigants negotiate settlements has become an area of concern. Leon Segan, chairperson of the American Bar Association's Judicial Administration Division, indicated at the London conference how critical it was for the administration of justice that judges know how to negotiate and help parties to compromise their disputes. In a similar vein, Judge Wayne D. Brazil reported, "Litigators ... overwhelmingly indicate that they want federal judges to actively participate in settlement discussions."¹⁸ Justice Florence Murray, chairperson of the National Judicial College, indicated at the London conference that the college is now teaching judges dispute resolution, which should enhance negotiation skills. Similarly, Professor Leo Levin, director of the Federal Judicial Center, reflected that settlement techniques are now successfully taught at the center.

There is an assumption that anyone with some reasonable intelligence can negotiate a dispute. Yet, there are some judges who are consistently successful at bringing parties together and others who, after some failed attempts, have given up the idea of trying to facilitate settlements.

What accounts for the difference in judicial success rates? Of course, the personality of the particular judge could be partly responsible. However, as Gerard I. Nierenberg indicates, negotiation is a learned skill with particular, developed techniques:

Many people, due to their lack of awareness of any structured approach to the negotiation process, are forced to reuse self-taught methods that have merely appeared to work in the past. . . . There is, however, an important and useful difference between merely knowing a few cunning homemade techniques and understanding the full cooperative human process of negotiation.¹⁹

Thus, continuing growth of negotiation courses tailored for

judges is a trend of promise, and it should be encouraged.

There are other facets of human relations training, aside from settlement negotiations. For instance, a judge should be mindful of the need to provide challenge and job enrichment for his staff. As the Herzberg studies indicated,²⁰ high employee motivation is more a function of a perception of job growth than adequate pay and good working conditions.

Last, but perhaps of most importance, is the matter of judicial temperament as it reveals itself in courtroom interactions. In 1908 President William Howard Taft observed the traditional view of the time that the judge is a "high priest in the temple of justice,"²¹ and he went on to describe other grandiose characteristics of the judicial calling. Some of the same mythology of the judicial role persists in peoples' minds to this day. Perhaps the magisterial style impresses litigants and lawyers in some positive way. However, it seems more likely that human understanding from the bench, rather than pomposity, better facilitates justice. Study of the social sciences could provide the basis for such understanding. These disciplines might be made available educationally to judges, as will be discussed shortly.

3. Case Control. Ryan concludes after his study of the American trial judge that the attainment of judicial management skills is of first importance.²² This subsumes the ability to control one's case docket and be current. How does one attain successful "case control?" This is not an easy question to answer. For one, the dust has not yet settled on what constitutes effective "judicial control." Studies of court systems have revealed that a number of pet theories in vogue for years may be of questionable value. For instance, paraphrasing the findings of the Flanders study of U.S. district courts reflects:²³

1. Comprehensive pretrial orders in routine cases are not efficient.
2. Frequent conferences with counsel are a poor use of time.

3. Fast courts process cases expeditiously whether they are complex or simple. Slow courts are slow for all cases.
4. Judges working long hours don't necessarily produce more high-quality dispositions than judges working moderate numbers of hours.
5. Alternative case management techniques are more useful in obtaining increased production than "strong judicial control."

Judges do not want a law-school clone in their judicial training. Rather, they seek "bread and butter" subjects that will help directly with their daily problems.

The trainers have put in place some "case control" or "case management" type courses. However, they have not been able to draw on much of a research base: as a recent study by Connolly and Smith notes,²⁴ there have been unfortunately few methodical studies performed in this field. The problem is compounded by the effort to reconcile findings of research, such as Flanders, with mainstream views.

Given these difficulties, it would seem appropriate that the search for curriculum materials widen to include some of the analogous work that has been done in management science, such as one might find in quality M.B.A. programs. Additionally, this would seem to be an area where other actors in the court drama, besides rank-and-file judges, be permitted to join in the search. Certainly one would want to consult chief judges, court administrators, and lawyers, as participants in the

system, and obtain their views on case management and control.

Teach Judges Interdisciplinary Subjects. Writing in an 1897 edition of *Harvard Law Review*, Oliver Wendell Holmes anticipated the proliferation of some of the new disciplines that must be learned by the bench of the future. He wrote:

For the rational study of law the black letter man may be the man of the present, but the man of the future is the man of statistics and the master of economics. It is revolting to have no better reason for a rule of law than so it was laid down in the time of Henry IV.²⁵

Law schools have attempted to respond to this call for interdisciplinary studies, and a considerable amount of attention has been paid to the idea. However, on the whole, progress has been slow or almost nonexistent. As evidenced by the Carrington Report on New Directions in Legal Education for the Carnegie Commission:

The movement toward more scientific, data-based [legal] scholarship has been marked for half a century. But those who have marked the trail have so far been unable to induce the [legal] profession to follow it.... [I]ngrained in many lawyers is the assumption that reality is the world described in judicial opinions [I]t is important [nevertheless] to move both students and teachers to be more receptive, more willing to abide the dictates, frustrations and ambiguities of science.²⁶

Judicial training institutions have started to teach judges the new disciplines. For instance, the University of Miami Law School has for some years now featured a course in law and economics for judges. It has already been attended by substantial numbers. Scheduled for the future at the National Judicial College are courses in scientific evidence. The college has also offered, as has the Federal Bar Association's Judiciary Section, courses in the use of computer science in the courtroom.

Not to be neglected are the "psychological disciplines" invaluable in understanding the court process and functioning. Available

studies now provide new approaches for effectively relating to all the people in the court environment. In addition, psychologists have suggested, as is reflected in the works of Saks from Boston University and Hastie from Harvard,²⁷ specific ways that the judicial process can be improved.

Interdisciplinary training for judges should greatly enhance their ability to understand scientific testimony and to comprehend the vagaries of human nature reflected in our systems. Further, it should be intellectually stimulating for judges to learn social science explanations for human behavior.

A Research Proposal. This is not the place for a formal scientific proposal. However, in the hope that some testing of judicial educational systems might proceed forward, the following embryonic research idea is advanced.

Blalock developed powerful techniques for inferring causation

from status data.²⁸ Using such methods, one might take the performance scores from the Watson and Downing research and make two groupings: One group would include judges who had special judicial training, and the other would include those who had none. The first hypothesis to be tested would be that those judges with training would score significantly higher than those who had none. From there, one might test the hypothesis that judges with certain specialized judicial training courses would score significantly higher in particular categories than judges without such training. Even if one would prefer to use other rating schemes, and many jurisdictions now have them, one could make the same groupings and analyze for statistical proof whether training does or does not enhance performance. There are, of course, many variations that could be advanced, and it is presumed that an experienced researcher could develop

some scientifically respectable approaches that would improve on this idea.

Conclusion. Sir William Blackstone, referring to judges, described them as

... the living oracles, who must decide in all cases of doubt, and who are bound by oath to decide according to the law of the land. Their knowledge of the law is derived from experience and study ... and from being long personally accustomed to the judicial decisions of their predecessors.²⁹

In our times, we can no longer rely on the accident of experience and the probability of sufficient study by our judges. Nor can we hope that judges have oracular abilities as guarantors of judicial adequacy. Rather, we must draw on our best educational talents to provide our judiciary with the training to enable them to perform effectively and efficiently. ■

Notes

1. Institute of Judicial Administration, New York University School of Law, Appellate Judges Seminars 2 (undated pamphlet).

2. The National Judicial College, A Brief History and Progress Report: 1963-1985 (undated pamphlet).

3. Federal Judicial Center, Annual Report 1985, 1-4, 43-46, 56-57.

4. E.C. Friesen et al., The National Judicial College: Institution at the Crossroads, Report of the Curriculum Advisory Committee (June 23, 1985) (on file at the National Judicial College); ongoing research of the American Association of Law Schools Courts Committee chaired by Professor Douglas Rendleman, College of William and Mary, Marshall-Wythe Law School; Professor Eric Smithburn, Notre Dame Law School.

5. Under the auspices of the American Bar Association (ABA) Judicial Administration Division (JAD), National Judicial College, National Conference of Administrative Law Judges. Participants: Judge Harvey Cooper, District Court, Sydney, Australia, The Commonwealth Countries; Professor Dr. Dieter Heart, University of Bremen, The German Judicial System; Professor Leo Leven, director, Federal Judicial Center, The Federal Judge; Leon Segan, Esq., of New York, chair-elect, ABA JAD, Mediation Techniques; Talberte S. D'Alemberte, president, American Judicature Society, Dean, Florida State University College of Law, Political and Social Issues in Judicial Training; Justice Florence Murray, Supreme Court of Rhode Island, chairperson, National Judicial College; Chief Judge Robinson O.

Everett, chief judge, U.S. Court of Military Appeals, chairperson, Judiciary Section, Federal Bar Association, The Military Judge; Judd F. Osten, attorney from Saudi Arabia, Middle Eastern Systems of Judicial Training; Chief Judge Samuel J. Roberts (ret.), Supreme Court of Pennsylvania Appellate Judges Training; Professor Eric Smithburn (conference vice-chair), Professor, Notre Dame Law School, director, Notre Dame London Law Center; Glenn Robert Lawrence (conference chair).

6. There was no indication from the London participants that tests of their judicial education systems had been conducted, though the matter was not specifically addressed.

7. Averbach et al., How Effective Is Schooling? (Rand: March 1972).

8. *Id.* at viii.

9. Watson & Downing, The Politics of the Bench and the Bar 298 (1969).

10. The surveyed bar members rated the performance qualities identified by Watson and Downing on a scale of 1 to 5 for each judge. It then was possible to assign the judges to one of four quartiles reflecting performance. These ratings appear to be reliable, as they were replicated by other groups, including members of the bench. The researchers then compared the ratings with certain background characteristics of the judge, and they found that certain experience directly correlated with the ratings, while others did not. They found, for instance, that judges that worked prior to their judicial appointment for high-income law firms tended to perform better

as judges than those associated with low-income firms. See note 9, at 305.

11. Ryan, Ashman, Sales, and Debow, American Trial Judges 31 (1980).

12. *Id.* at 298.

13. Holmes, "The Park of the Law," 10 *Harvard Law Review* 39 (1897).

14. Zemke & Zemke, 30 "Things We Know for Sure About Adult Leaders," *Training Magazine* (June 1981).

15. Tollefson, New Approaches to College Student Development 104 (1975).

16. Saks & Hastie, Social Psychology in The Courts ch. 8 (1978).

17. Drucker, Management 612 (1973).

18. Brazil, "Settling Civil Cases," 23 *The Judges Journal* 3, 15 (Summer 1984).

19. Nierenberg, Fundamentals of Negotiation xi (1973).

20. Herzberg, "One More Time: How Do You Motivate Employees?," *Harvard Business Review* (January-February 1968).

21. Taft, Present Day Problems 63-64 (1908).

22. Ryan, *supra* note 11, at 243.

23. Flanders, Case Management and Court Management in United States District Courts x (FJRC: September 1977).

24. Connolly & Smith, "How Vermont Is Achieving a Delay Free Docket," 23 *The Judges Journal* (Summer 1984).

25. Holmes, *supra* note 13.

26. Packer & Ehrlich, New Directions in Legal Education (1972).

27. *Id.*

28. Blalock, Social Statistics (1980).

29. Blackstone, Commentaries on the Laws of England (1765-68), 69-70.8.

Excerpts from the

Master Calendar

From the National Center for State Courts

NASJE News Vol. 4, No. 1, Winter 1989

- **February 5-8 Long Beach, CA**
Using Video Technology in the Courts
Institute for Court Management
- February 5-10 Scottsdale, AZ**
Fact Finding and Decision Making
American Academy of Judicial Education
- February 12-15 Orlando, FL**
Space, Facilities, and Effective Management
Institute for Court Management
- February 13-17 Scottsdale, AZ**
A Judge's Philosophy of Law
American Academy of Judicial Education
- February 19-22 Phoenix, AZ**
Designing and Managing Court Improvement Projects
Institute for Court Management
- February 19-23 San Diego, CA**
Appellate Judges Seminar
American Bar Association
For more information, contact Renee Prestipino,
(312) 988-5695.
- February 19-24 San Diego, CA**
Family Law
National College of Juvenile and Family Law
- March 5-10 San Diego, CA**
Caseflow Management and Delay Reduction
Institute for Court Management

- March 8-11 San Diego, CA**
Strengthening the Executive Component of the Courts: A Program for Judge/Court Manager Teams
Institute for Court Management
- March 12-15 Reno, NV**
Sixteenth National Conference for Juvenile Justice
National College of Juvenile and Family Law
- March 12-15 San Diego, CA**
Appellate Court Administration
Institute for Court Management
- March 12-15 Reno/Lake Tahoe, NV**
Sixteenth National Conference on Juvenile Justice
National Council of Juvenile and Family Court Judges and National District Attorneys Association
- March 12-16 Charleston, SC**
Appellate Judges Seminar
American Bar Association
For more information, contact Renee Prestipino,
(312) 988-5696.
- March 12-17 Coral Gables, FL**
Trial Skills Workshop
American Academy of Judicial Education

*Information has been changed or added since the last issue of the *Master Calendar*.

**New course offering.

Many of the conferences listed in the *Master Calendar* are sponsored by these organizations:

ABA Judicial Administration Division
Appellate Judges Conference
Sandra M. Roos, 750 N. Lake Shore Drive
Chicago, IL 60611 (312) 988-5696

American Academy of Judicial Education
2025 Eye Street, N.W., Suite 824
Washington, DC 20006
(202) 775-0083

Institute for Court Management of the
National Center for State Courts
Suite 402, 1331 17th Street
Denver, CO 80202 (303) 293-3063

National Center for State Courts
300 Newport Avenue
Williamsburg, VA 23187-8798
(804) 253-2000

National Council of Juvenile and
Family Court Judges National College
of Juvenile and Family Law
P.O. Box 8970
Reno, NV 89507 (702) 784-6012

National Judicial College
University of Nevada
Reno, NV 89557 (702) 784-3747



National Center for State Courts

300 Newport Avenue
Williamsburg, VA 23187-8798
(804) 253-2000

This monthly calendar contains notices of seminars, meetings, institutes, and similar events of interest to the court community. Listings must be received by the 15th of the month preceding publication. Send all listings and corrections to Master Calendar Editor at the above address. The information in this calendar may be reprinted. Please specify the correct sponsoring organization and phone number. If the words "by invitation only" accompany an entry, please include that information.

March 16-17 Williamsburg, VA
Twelfth Annual Symposium on Mental Health and the Law
 University of Virginia Institute of Law
 For more information, contact Lynn Daidone, (804) 924-5435.

March 19-22 Cincinnati, OH
Juvenile Court Intake
 Institute for Court Management

March 20-24 San Francisco, CA
Improving Managerial Effectiveness in the Courts
 Institute for Court Management

**April 2-5 Denver, CO
Planning, Implementing, and Managing Court Automation Projects
 Institute for Court Management

April 2-6 Milwaukee, WI
Midwest Conference on Court Management
 National Association for Court Management, National Center for State Courts, & Wisconsin Supreme Court's Office of Judicial Education
 For more information, contact Gregg T. Moore, (715) 839-4826.

April 2-7 Orlando, FL
Cooperation for Competence
 American Academy of Judicial Education

April 9-14 Philadelphia, PA
Planning, Budgeting, and Financial Controls
 Institute for Court Management

**April 16-21 Reno, NV
Juvenile and Family Laws for the Appellate Bench
 National College of Juvenile and Family Law

April 13-15 Colorado Springs, CO
American Judges Association Midyear Meeting
 For more information, contact Director of Secretariat Service, National Center for State Courts.

April 23-26 Williamsburg, VA
Mental Health Services and the Juvenile Justice System
 Institute for Court Management

April 23-27 Cambridge, MA
Spring Probate Course
 National College of Probate Judges
 For more information, contact Secretariat Service, National Center for State Courts.

April 23-27 San Diego, CA
Jury Management
 Institute for Court Management

April 23-27 Philadelphia, PA
Probation Officers in Juvenile Court
 National College of Juvenile and Family Law

April 23-27 Philadelphia, PA
Case Management in Juvenile Justice
 National College of Juvenile and Family Law

April 23-27 Philadelphia, PA
Advanced Interviewing Skills
 National College of Juvenile and Family Law

**May 2-4 Phoenix, AZ
Personal Computer Applications in the Courts: A Basic Course for Judges/Administrators
 Institute for Court Management

May 7-12 Savannah, GA
Caseflow Management and Delay Reduction
 Institute for Court Management

May 14-19 San Francisco, CA
Employee Relations and Collective Bargaining in the Courts
 Institute for Court Management

May 17-19 Reno, NV
The Family in the Future Court
 By invitation only.
 National Judicial College, National Council of Juvenile and Family Court Judges, National Center for State Courts, and the ABA National Legal Resource Center for Child Advocacy and Protection

**May 21-24 Monterey, CA
Strategic Planning in the Courts
 Institute for Court Management

May 21-25 Williamsburg, VA
Appellate Judges Seminar
 American Bar Association
 For more information, contact Renee Prestipino, (312) 988-5696.

*May 21-26 San Francisco, CA
Judicial Independence and Separation of Powers
 American Academy of Judicial Education

June 4-7 Annapolis, MD
Juvenile Court Dispositions
 Institute for Court Management

June 4-7 Williamsburg, VA
Court Security Management
 Institute for Court Management

June 4-9 Washington, DC
Judicial Educator Training Specialist Certificate Program
 American Academy of Judicial Education

June 4-9 Reno, NV
Basic Juvenile Justice Management Institute
 National College of Juvenile and Family Law

*Information has been changed or added since the last issue of the *Master Calendar*.

**New course offering.

June 4-16 Reno, NV
Summer College
National College of Juvenile and Family Law

June 11-16 Albuquerque, NM
Evidence
American Academy of Judicial Education

June 11-16 Reno, NV
Family Law
National College of Juvenile and Family Law

June 12-14 Philadelphia, PA
Designing and Delivering Effective Presentations for Court Personnel
Institute for Court Management

June 22-27 New Orleans, LA
Committee on Appellate Staff Attorneys Annual Seminar
American Bar Association
For more information, contact Renee Prestipino,
(312) 988-5696.

*June 25-28 Washington, DC
The National Judicial Conference on Child Support Enforcement
Institute for Court Management

July 2-7 Cambridge, MA
Fact Finding and Decision Making
American Academy of Judicial Education

July 9-14 Crested Butte, CO
National Association for Court Management Annual Meeting
For more information, contact Director of Secretariat Service, National Center for State Courts.

July 10-14 Cambridge, MA
A Judge's Philosophy of Law
American Academy of Judicial Education

July 15-22 Moran, WY
Philosophical Ethics and Judicial Decision Making
American Academy of Judicial Education

July 15-22 Moran, WY
The Rule of Law and Justice
American Academy of Judicial Education

July 15-22 Moran, WY
Justice, Law, and Literature
American Academy of Judicial Education

July 16-20 Charlottesville, VA
Appellate Judges Seminar
American Bar Association
For more information, contact Renee Prestipino,
(312) 988-5696.

July 16-21 Atlanta, GA
Fifty-second Annual Conference
National College of Juvenile and Family Law

July 16-August 12 Steamboat Springs, CO
Phase II Court Executive Development Program: Management in the Courts and Justice Environment
Institute for Court Management

July 17-21 Charlottesville, VA
Constitutional Criminal Procedure
American Academy of Judicial Education

July 17-28 Charlottesville, VA
Trial Judges' Academy
American Academy of Judicial Education

July 23-25 Vail, CO
Managing Courts: The Humanistic Perspective
Institute for Court Management

**July 23-26 Steamboat Springs, CO
Adolescent Sexual Offenders: Intervention by Juvenile Courts
Institute for Court Management

July 24-28 Charlottesville, VA
Career Judicial Writing Program—Trial Judges
American Academy of Judicial Education

August 6-11 Palo Alto, CA
The Many Roles of a Judge and Judicial Liability
American Academy of Judicial Education

August 6-11 Reno, NV
Advanced Juvenile Justice Management Institute
National College of Juvenile and Family Law

August 6-11 Vail, CO
Improving Judicial Effectiveness
Institute for Court Management

August 13-18 Colorado Springs, CO
Constructive and Creative Judicial Change; Use of State Constitutions
American Academy of Judicial Education

August 20-23 Seattle, WA
Courts and the Public
Institute for Court Management

August 20-23 Stateline, NV
Appellate Judges Seminar
American Bar Association
For more information, contact Renee Prestipino,
(312) 988-5696.

August 21-25 Colorado Springs, CO
Domestic Relations
American Academy of Judicial Education

*Information has been changed or added since the last issue of the *Master Calendar*.

**New course offering.

August 27-September 1 Denver, CO
Building a Microcomputer-based Case Management System
 Institute for Court Management

September 10-15 New Orleans, LA
Personnel Administration
 Institute for Court Management

September 17-20 Denver, CO
New Approaches to Case Management
 Institute for Court Management

September 17-21 Philadelphia, PA
Appellate Judges Seminar
 For more information, contact Renee Prestipino,
 (312) 988-5696.

*September 18-20 Chicago, IL
Victim-Witness Programs for Juvenile Courts
 Institute for Court Management

*September 24-17 Denver, CO
Space, Facilities, and Effective Management
 Institute for Court Management

*October 1-3 Denver, CO
National Conference on the Legislature and the Courts
 Institute for Court Management

October 1-6 Durham, NH
Search and Seizure and Recent U.S. Supreme Court Criminal Procedure Cases; The Law of Hearsay
 American Academy of Judicial Education

*October 4-7 San Francisco, CA
Management of Chief and Presiding Judges
 Institute for Court Management

October 8-11 Seattle, WA
National Association of State Judicial Educators Annual Conference
 For more information, contact Carol Weaver
 (206) 753-3365.

*October 15-18 Location to be announced
Advanced Management: Executive Leadership in the Courts
 Institute for Court Management

October 15-20 Nashville, TN
American Judges Association Annual Meeting
 For more information, contact Director of Secretariat Services, National Center for State Courts.

*October 15-20 Reno, NV
Evidence
 National College of Juvenile and Family Law

*October 15-27 Reno, NV
Fall College
 National College of Juvenile and Family Law

*October 22-27 Location to be announced
Managing Human Resources
 Institute for Court Management

*October 22-27 Reno, NV
Family Law
 National College of Juvenile and Family Law

*October 29-November 3 Atlanta, GA
Records Management
 Institute for Court Management

October 31-November 5 Santa Fe, NM
Council of Chief Judges of Courts of Appeal Annual Seminar
 American Bar Association
 For more information, contact Renee Prestipino,
 (312) 988-5696.

*November 5-8 San Francisco, CA
Alternative Dispute Resolution
 Institute for Court Management

November 5-10 San Antonio, TX
The Trial Judge—Common Problems and National Perspectives
 American Academy of Judicial Education

November 8-11 San Diego, CA
Fall Probate Seminar
 National College of Probate Judges
 For more information, contact Secretariat Service,
 National Center for State Courts

November 10-13 Washington, DC
National Association of Women Judges Annual Meeting
 For more information, contact Director of Secretariat Service, National Center for State Courts.

*November 12-15 Tucson, AZ
Courts and the Mentally Ill: Court Clinics and Judicial Administration
 Institute for Court Management

*November 12-17 Denver, CO
Caseflow Management and Delay Reduction
 Institute for Court Management

*November 29-December 1 San Antonio, TX
Court Security Management
 Institute for Court Management

*December 3-6 Phoenix, AZ
Managing Traffic-related Cases
 Institute for Court Management

*December 3-8 San Diego, CA
Juvenile Justice Management
 Institute for Court Management

*Information has been changed or added since the last issue of the *Master Calendar*.

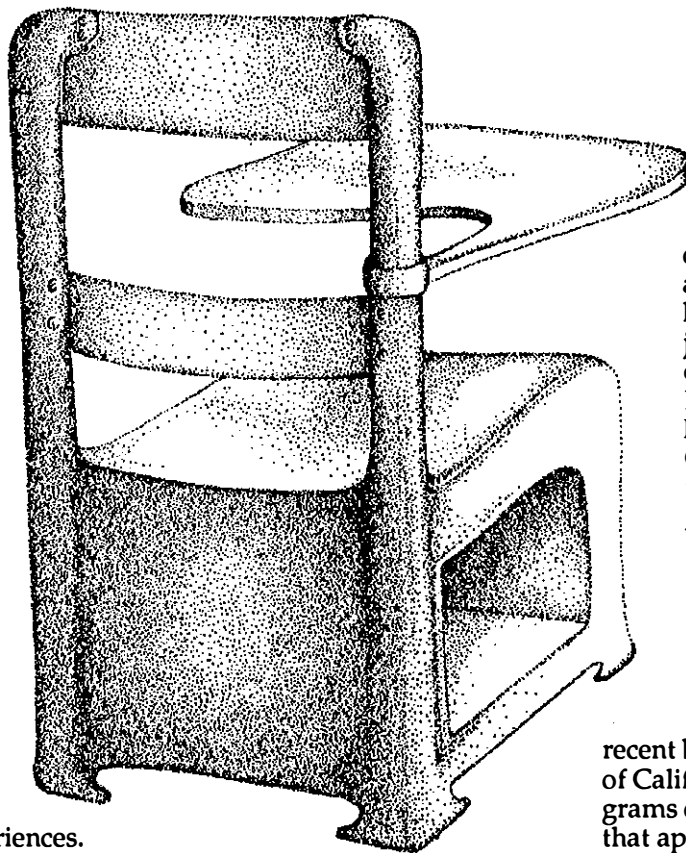
**New course offering.

Appellate Judges Back in the Classroom

Alexis de Tocqueville said, "Scarcely any question arises in the United States that is not resolved sooner or later into a judicial question." Since the decisions of appellate judges have far-reaching effects upon every segment of our society, it is imperative that the judges themselves be of the highest quality. A group of appellate judges, who recognized the importance of continuing legal education, established in 1968 the Appellate Judges Seminar Series. Since then, the program has produced approximately one hundred seminars for judges from various state and federal appellate courts who come together to listen to leading legal scholars and to share their ideas and experiences.

The program is based in the American Bar Association as a project of the Judicial Administration Division/Appellate Judges Conference. At least five seminars are held each year. The seminars are offered in a variety of locations, which gives judges the opportunity for a more diversified exchange of ideas and information with their colleagues from other regions. The Appellate Judges Conference also sponsors annual seminars for chief judges of intermediate courts, appellate central staff counsel, and appellate court clerks.

The seminar series is intended to be a source of continuing education. Other programs, such as the Institute of Judicial Administration at New York University, provide training for new judges. Each seminar provides approximately twenty hours of programming over three-and-one-half days. The curriculum for each program is unique;



only one topic is repeated—"Significant Decisions of the United States Supreme Court," which is updated and presented at each seminar.

Topics generally fall into four categories: scholarship (maintaining and improving current knowledge of substantive and procedural law and related social and scientific disciplines); skill development (the introduction through discussion, example, and practice of personal skills such as opinion writing, research, problem analysis, communication with peers, and management of support staff); individual growth (providing a structured and broadly based forum for discussion of all aspects of the appellate process by judges with their peers and legal scholars); and administration (introduction and analysis of the latest innovations in appellate methods, procedures, and technol-

ogy). Curriculum is determined by the Committee on Continuing Appellate

Education, which consists of representatives from state and federal intermediate and last resort courts from various jurisdictions around the country. Chief Justice William A. Grimes (retired) of the New Hampshire Supreme Court, a charter faculty member of the National Judicial College, has chaired this committee for the past several years.

Faculty consists of leading academicians as well as jurists. Several seminars have been cosponsored with leading law schools, the most recent being Boalt Hall/University of California, Berkeley. Most programs offer a potpourri of subjects that appeal to most appellate judges, but theme seminars have also been offered, such as "The Appellate Judge as Lawmaker" and "The Relationship Between Law and Economics: Should Economics Influence Court Decisions?"

Approximately one-third of the nation's appellate judiciary attend the programs annually. Although the program is open to federal and state appellate judges, the audience consists primarily of judges from the various states. Judges from intermediate appellate courts comprise approximately 75 percent of the audience.

A staff of two based in the Chicago office of the American Bar Association administers the program. A partnership of public and private entities, most notably the State Justice Institute and the American Bar Association, provide program funding. In addition, each participant pays tuition and a small registration fee. ■

on data obtainable from your state comptroller.

Because there is flexibility within a hotel's various rates, there are also several different rate structures based on occupancy — flat, single/double, and per person. The flat rate is generally the highest, because it does not distinguish singles and doubles.

The single/double rate is the most frequently encountered. To me, it is the most cumbersome to deal with, especially if you receive funding on a per-person basis.

The per-person rate is the most difficult one for the hotels to understand until they become accustomed to it. It provides you, the planner, with a direct one-to-one account management system as well as equitable treatment of your participants. I explain the rate to hotels by saying, "Simply slice your flat government rate in half, set up a double folio (billing) system per room, and put two persons in each room" (if double occupancy is required). If judges want a single room, or wish to bring their spouses, the hotel assesses a surcharge — the state pays one-half the double rate and the participant pays the balance. To succeed with a flat per-person rate, use thorough communication and sample folios.

Just as hotels offer a variety of rates, the variety of room styles is sometimes confusing. An on-site visit is strongly recommended if you have not used a facility previously. Keep in mind that "nothing is standard—always look." Some hotel jargon is standard. Thus, a *double* generally means two beds, while a *double double* means two beds with two persons. A single indicates a room with one bed (BEWARE of Murphy beds!). When it comes to suites, hotels use a number of buzzwords — executive suites, junior suites, parlor suites, and hospitality suites. You will simply have to look at these rooms to determine their adequacy.

Another room-related concept is the *room block*. Quite simply, it is the number of rooms that a hotel reserves for each day of your conference. High-occupancy hotels are more stringent concerning this block

than less-busy properties. This concept will be thoroughly discussed in the Part II of this article, which deals with negotiations. (Part II will appear in the next issue of *NASJE News-ED*.)

Finally, you must determine the hotel's cancellation policy. The industry standard for nonresort hotels is 6:00 p.m. Most resort hotels require 48-72 hours cancellation notice. By overemphasizing this time to your participants and insisting on some guarantee for a late arrival (many hotels automatically guarantee conference sleeping rooms for late arrivals), you'll have few problems. You will find some hotels to be rather inflexible on the cancellation time but quite willing to work with you if they are not expecting a full house on a particular day.

The second way that hotels make money is by selling food. Last year, national hotel food service figures topped \$12 billion. While seemingly high, the figure is quite small compared to total national food service sales of \$400 billion. Even more surprising is the tiny part of gross sales that is profit — from 0 to 7 percent — given the relatively high prices that we pay for hotel food, especially for a banquet (hotel restaurants have built-in profit).

A third way that hotels make money is by renting public space. While there should generally be no

meeting room charge (possibly except for additional small break out-rooms) to you when you rent sleeping rooms or book a meal function, the planner should be careful in asking for the appropriate amount of space. To ask for too much is to deny the hotel the opportunity to book another meeting. To ask for too little or just enough space may curtail your flexibility to adjust the space shortly before your conference.

Hoteliers inform me that the sale of alcohol is a rapidly diminishing source of income. Some hotels may consider alcohol revenue as gravy — not counting on it to address operating costs.

By understanding how hotels make money and how they structure their income-producing practices, we can prepare ourselves for the bargaining table. In the next issue, we will discuss the meeting planner's preparation and examine the "negotiability factor" of a variety of hotel offerings — ranging from sleeping-room amenities and coffee breaks to group meals and room rates. The next article will assist the planner in developing a negotiating plan for his or her locality. ■

NOTE: Educators in many states face different problems than I have outlined here. You also have a wealth of experience in dealing with hotels. Please share this knowledge by sending additional nuts-and-bolts suggestions to *NASJE News*.

Judicial Education Network Meets

The Judicial Education Network, funded by the State Justice Institute to foster cooperation among providers of judicial education, met October 12-14, 1988, in Alexandria, Virginia. Representatives from the American Academy of Judicial Education, Conference of State Court Administrators, National Association of State Judicial Educators, National Center for State Courts, National Council of Juvenile and

Family Court Judges, National Judicial College, and the State Justice Institute make up the Network.

After a lengthy discussion of the Network and the plan for the judicial education conference in September 1989, the representatives decided to table the plan and to discuss the role, purpose, and future of the Network. The next meeting will be held February 22-24, 1989, in Atlanta, Georgia. ■

North Dakota Develops Videotape to Assist New Judges

by Carroll Edmondson

As the North Dakota judicial system recently discovered, video technology offers exciting possibilities for providing basic, cost-efficient, and timely training to non-attorney judges who are scattered over a large and sparsely populated geographical area. In July 1988, the North Dakota judicial system completed a videotape that introduces new municipal court judges to their judicial duties and responsibilities. This videotape will be integrated with a judge advisor program to form an individualized orientation program for new municipal court judges, which, following a pilot test, will be implemented by July 1989.

The process leading to the videotape began with the state court administrator's assessment of ways to reduce training costs for municipal court judges and still meet basic training needs. After receiving a traffic safety grant from the highway department, the state court administrator created a special seven-member committee to work with the judicial educator to develop the structure and content of the judge advisor program. The committee identified the basic training needs of new municipal court judges in North Dakota; set the goals, priorities, and methodology of the videotape; hired a producer; and supervised the production.

In designing the orientation procedure, the committee tailored both the videotape and judge advisor program to North Dakota's rural environment and the educational needs of its municipal court judges. For instance, since 80-85 percent of municipal judges in North Dakota are not attorneys, the committee oriented the videotape toward lay judges rather than attorney judges. The municipal judges' limited legal background also prompted the committee to

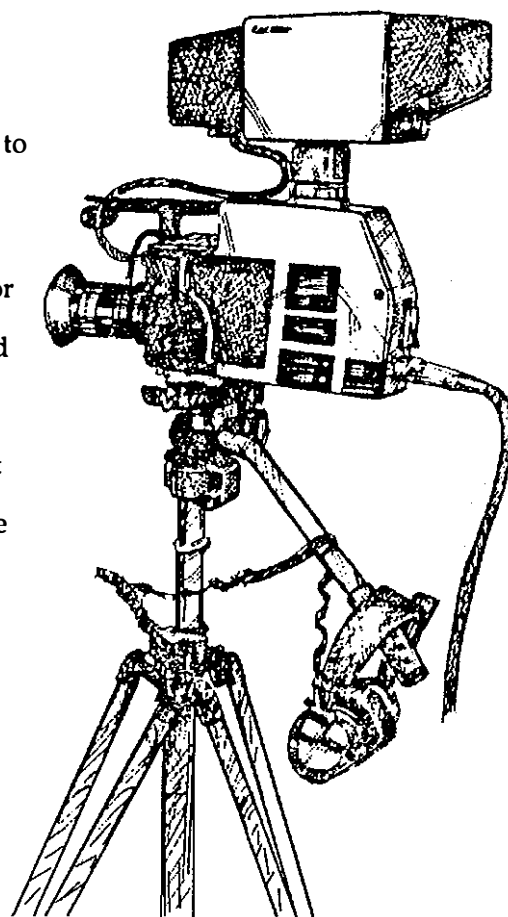
create the judge advisor program to enhance the effectiveness of the videotape. To combat delivery problems presented by North Dakota's rural environment, the committee recognized the need for an orientation program that combined flexibility, convenience, and basic training with limited costs for the judges. All these factors played an important role in shaping the structure and content of the orientation procedure.

From the outset, the committee envisioned the videotape as the mechanism for initiating the orientation process. Consequently, it limited the videotape's role to introducing new municipal court judges to their duties and responsibilities in five major areas:

- (1) the structure of the North Dakota judicial system;
- (2) the role of municipal courts in the city government;
- (3) judicial ethics;
- (4) the judicial process; and
- (5) the administrative duties of a municipal court judge.

The videotape covers these five areas through diagrams, mock scenarios, assimilated court proceedings, and narratives. To strengthen its use as a training tool, the videotape also makes numerous references to checklists and sections from the Municipal Court Benchbook.

The judge advisor program begins where the videotape stops. After a new municipal court judge is elected or appointed, the state court administrator's office sends a copy of the videotape to the new judge with the name of an advisor judge to contact. The advisor judge is given a checklist of items to discuss with the new judge. The advisor judge helps the new judge make arrangements to attend various court proceedings as an observer so that the new judge



can gain some practical knowledge of judicial procedure.

If the new judge successfully completes all items covered by the checklist, the advisor judge signs a certified statement to this effect and returns the checklist to the state court administrator. The state court administrator will then give the new judge credit for one training session. The issue of whether the judicial system should require all new municipal court judges to complete the orientation program is pending with the judicial training committee.

North Dakota's municipal court videotape is just one example of how technology can be coupled with other proven training mechanisms to overcome old problems. While tailored to the specific needs of North Dakota's municipal court judges, it provides a model that could be adapted to the educational needs of judges in other states. ■

Marshall, Maryland. Tony Fisser of Connecticut will, once again, chair the standards committee. Other committee members are Joe Trotter, Adjudication Technical Assistance Project; Kathy Springer, Indiana; and Dee Lawton, Florida. The standards committee is charged with proposing standards for state judicial education for the membership of NASJE.

Paul Li of California will chair the special State Justice Institute proposal committee. Other members are Jerry Beatty, Iowa; Rich Reaves, Georgia; V.K. Wetzel, Wisconsin; and Tony Fisser, Connecticut. This committee has already been busy reviewing SJI guidelines and preparing for the next round of funding. Denny Catlin of Michigan will continue as chair of the bylaws revision committee. Other members of this committee are Carroll Edmondson, North Dakota; Richard Saks, New Jersey; Bill Capers, Virginia; and Jerry Beatty, Iowa.

SJEOs Appointed to Federally Funded Projects. Many state judicial educators serve on federally funded projects to participate in the development and delivery of judicial education projects. Nancy Scheffel, Arizona, is chair of the faculty development study project, which is funded by an SJI grant to the National Center for State Courts. NASJE has strongly endorsed this project. Paul Li serves on this advisory committee.

George Glass, Indiana, will serve on an advisory committee for an SJI-funded model judicial mediation training program. The project will be conducted by the American Arbitration Association and will involve judges and state judicial educators from Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

Bill Capers will serve on an advisory committee to develop a drugs and courts curriculum. This National Judicial College project is funded by the U.S. Department of Justice, Bureau of Justice Assistance.

Maureen Conner, Illinois, is serving on an SJI-funded project of the Rural Justice Center. The project

will develop a farm credit dispute program.

Paul Li serves on a National Judicial College advisory committee to develop a course on managing trials. This project is funded by SJI.

The National Judicial College, SJI-funded course modules project is nearing completion. The bench skills course is scheduled for February 22-24, 1989, in Madison, Wisconsin, and the rural courts course is scheduled for March 2-4, 1989, in New Orleans for Louisiana and Mississippi judges. Don Schenk of South Dakota served on the planning committee for the development of the rural courts course, and Ellen Marshall, Maryland, served on the planning committee for the bench skills program. V.K. Wetzel, Wisconsin; Suzanne Keith, Tennessee; and Joanne Slotnik, Idaho, were on the overall supervisory committee.

The National Judicial College received SJI funding to develop curriculum, materials, and follow-up training to the SJI-sponsored National Conference on Dispute Resolution, which was held in November 1988. The curriculum and materials will be shared with state judicial educators. Tony Fisser is serving on the advisory committee.

SJI funded a model judicial education curriculum and course development improvement project for the National Judicial College. The project will develop a plan of overall continuous curriculum development and revision for judicial education programs and a system of enriching judicial education substantive law courses. Carol Weaver of Washington is serving on the curriculum team for this project.

Krista Johns, Mississippi, is working on an American Academy of Justice, SJI-funded project on separation of powers.

I may have missed other judicial educators who are serving on advisory committees. If so, please let me know.

AIDS and the Courts Conference. The National Institute of Justice and the State Justice Institute are cosponsoring a conference on AIDS and the

Courts, April 1-5, 1989, in Miami. I was requested to nominate 12 state judicial educators to be considered for invitation to this conference. Eight of the those nominees were invited: Dee Lawton, Florida; Carroll Edmondson, North Dakota; Rita Stratton, Kentucky; Nancy Scheffel, Arizona; Paul Li, California; Kay Boothman, Arkansas; Virginia Leavitt, Colorado; and Tony Fisser, Connecticut. ■

Iowa *continued*

gathered monthly from 99 clerks of court in the eight judicial districts. Within three years, there will be an integrated state court computer system that will greatly facilitate this task.

This year, several experienced judges who have an interest in judicial education will have the opportunity to attend out-of-state programs under a grant provided by the State Justice Institute (SJI). Those who attend these programs will subsequently participate in a faculty development course to learn how to present the knowledge they have gained to other judges in the state. Since the grant covers regional and national programs, Jerry is very interested in hearing from other states about their programs that might be of interest to Iowa judges. Call or write to him with your suggestions at the State Court Administrator's Office, State Capitol, Des Moines, Iowa, 50319 or 515-281-8279.

Iowa's court system and government were established in 1838. One hundred and fifty years later, the Iowa judiciary is strong, well respected, and committed to continuing judicial education. Jerry says there is still much to do to provide training for the judicial department's 2,000 employees. He is confident, however, that the Iowa Supreme Court is committed to excellence in public service and will continue to enhance the educational programs of the judicial department as resources permit. ■



Rich Reaves

Richard D. Reaves is the executive director of the Institute of Continuing Education at the University of Georgia School of Law. Before he took that job in 1982, he was the education and training director of the Florida state courts system. And before that, he was the director of the judicial system education program of the Public Law Institute, Taylor Law Center, University of Tennessee. Since his graduation from the University of Tennessee law school in 1976, Rich has worked continuously in the field of judicial education. His work has benefited the states in which he has served, and his tenure as president of NASJE in 1986-88 has enhanced all state judicial education efforts.

Rich justifiably takes pride in Georgia's judicial education program. It is university based and functions as a resource consortium of Georgia's bar, bench, and law schools. The program is an independent department within the state judiciary, which gives it the formal affiliation and court contact that a judicial education program needs. The university connection provides contact with adult and professional education scholars on a collegial basis, access to conference and classroom facilities, and access to up-to-date technology useful in creating new learning products or transmitting programs to a widely dispersed state judiciary. Many of

these services would break the program's budget if they had to be purchased commercially or if the Institute had to hire staff members to provide them. The academic affiliation also protects the Institute in some measure from the vagaries of judicial administrative budgeting, in which things like judicial salary increases, juror fees, and travel expenses compete with educational activity for scarce public dollars. A special board of directors composed of judicial officials, state bar representatives, and law school deans governs the Institute. The legislature funds the Institute directly; obtaining that support is one of Rich's principal duties.

The Institute conducts a program somewhere in Georgia during about half the working days in the year. It averages about 120 program days a year, for a constituency of over 2,000 attendees. In FY 89 it provided those programs on a budget of \$535,000 with a staff of one attorney-director, three program coordinators, two half-time assistants, and students on work-study or intern programs. The Institute serves five classes of trial courts and numerous organizations of court support personnel.

Rich spends most of his time on administrative matters. In addition to the daily necessities of management and supervision of a staff, he keeps the university and court

hierarchy informed, stays in touch with the legislative leadership, and responds to the leaders of the associations of court officials served by the Institute. Doing that is more than a full-time job, especially when every official thinks his call is the most important one that will arrive that day.

For a person with Rich's love of words and ideas, it would be a great loss if he were unable to express that love as an educator. Fortunately, with great discipline and effective time management, Rich is able to spend a small amount of time researching, writing about, and teaching the law of inherent court powers and contempt, as well as legal and judicial ethics. As one would expect from a strong proponent of progressive adult professional educational techniques, he has developed a series of case studies that make the teaching of the subject much more lively and realistic.

Georgia has taken the lead in using satellite technology to reach its CJE audiences. Georgia has hundreds of local court officials who would not receive training were it not brought to them close to home and at a low cost. In the near future, the Institute will conduct programs for magistrate court clerks and for jury commissioners at 10 sites across the state simultaneously. No county in the state will be more than one-

continued on page twelve

and-a-half hours from a downlink site.

No one cares more about the role of states in providing judicial education, and no one has spent more time in explaining that role and in promoting its virtues than Rich. He has vigorously opposed the condescending attitudes of nationally based providers regarding state CJE and challenged their views about resources allocated to state CJE. His tenure as NASJE president coincided with the establishment and funding of the State

Justice Institute. For NASJE it was a happy coincidence. As SJI grappled with its formative decisions about its role in funding state and national programs, it needed a strong proponent for the state's role in filling the educational needs of America's more than 30,000 state court judges and more than 100,000 court support personnel. It found the perfect advocate in Rich Reaves. All state-based judicial educators have benefited from his efforts.

What comes next for former president Reaves? He is glad to be

back in Georgia, to spend all his professional energies developing and improving the judicial education program in his home state. He will continue to spend his spare time with his wife and two children (a son, 10, and a daughter, 7) as well as putter around his house and rose garden. Rich is also an active member in the Covenant Presbyterian Church in Athens and relates his sense of relief that he is no longer stewardship and finance chairman, although he remains active in the choir. ■



National Association of State Judicial Educators

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