

NASJE Elects 1992-1994 Officers at the Charleston Annual Conference

The National Association of State Judicial Educators elected Laurence Stone, director of the Ohio Judicial College, as NASJE president for 1992-94. Larry follows Jerry Beatty, executive director of judicial education and planning, Office of the Iowa State Court Administrator, to the office of president.

Other officers elected during the Charleston annual conference were V.K.-Wetzel, director of judicial education, Supreme Court of Wisconsin, as vice-president; Karen Waldrop, director, education services, Supreme Court of Arizona, as secretary; and Kay Boothman, judicial education coordinator, Arkansas Administrative Office of the Courts, as treasurer.

Two new members to the NASJE board of directors also were elected during the business meeting in



Larry Stone,
NASJE president 1992-94



V.K.-Wetzel,
NASJE vice-president



Karen Waldrop,
NASJE secretary



Kay Boothman,
NASJE treasurer

Charleston. Richard H. Rosswurm, chief deputy and administrative counsel, West Virginia Supreme Court of Appeals, follows Kay Boothman as southeastern regional director, and Paul Biderman, director of judicial education, New Mexico Judicial Center, succeeds Karen Waldrop as western regional director. Paul and Richard, along

with Ellen Marshall (Maryland, northeastern regional director), Dan Schenk (South Dakota, midwestern regional director), and the new officers compose the NASJE board of directors.

The new NASJE president, Larry Stone, gives his views on the future of NASJE in his President's Column, which begins on page 2. ■

Tevelin Addresses Conference

Dave Tevelin, executive director of the State Justice Institute, spoke to the gathered NASJE conference attendees during the NASJE business meeting. Tevelin's words were encouraging as he related several matters of great interest to judicial educators.

Congress reauthorized the State Justice Institute through 1996. Twenty million dollars are available for grants for the 1993-94 period, and that figure rises to \$25 million for 1995-96. The FY93 SJI grant guideline is now available.

The institute has expanded the judicial education scholarship pro-

gram to \$250,000 and now will make this program open to court staff as well as to judges. Tevelin promised that the application process for these grants will be "streamlined."

Tevelin emphasized that SJI is proud of, and recognizes the role and utility of, three NASJE grants and their importance to judicial education; namely, the JERITT, JEAEP, and Leadership Institute projects. Tevelin closed his address by stressing three points.

First, SJI will continue its strong support of state judicial education programs. Tevelin encouraged

states to be creative in program design and participation.

Second, even though SJI has more funds available for grants, competition for grant awards is fiercer than ever.

Third, a match is required for state grants but not for national provider grants. This requirement was necessary for passage of the act that created the State Justice Institute. Tevelin said the institute will help states identify sources and elements that will fulfill match requirements. ■

PRESIDENT'S COLUMN

Larry Stone



As I start my term as NASJE president, I want to express my appreciation for Jerry Beatty's service as president over the past two years. Under Jerry's leadership, NASJE continued to move forward with a number of new programs, thereby fostering increased respect for the profession and NASJE. Jerry will continue to be called upon for advice and counsel as he serves on the board of directors as past president, replacing Rita Stratton. Rita's thoughtful and effective representation on the board will indeed be missed. Also leaving the board is Ed Borrelli, to whom we all owe a debt of gratitude for his many years of participation in NASJE activities.

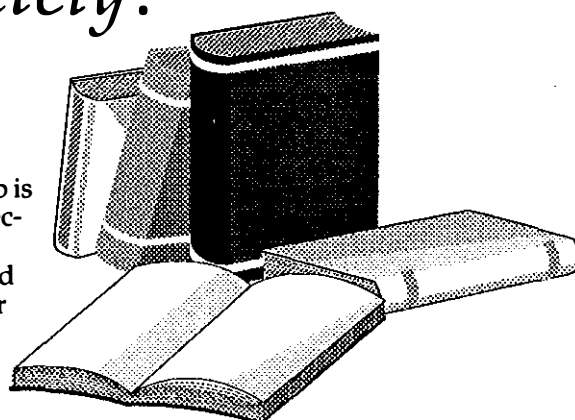
I offer my most sincere congratulations to the new officers and regional directors elected at the Charleston conference. I look forward to working with all of them in meeting the challenges that lie ahead.

I have identified four general goals for NASJE to pursue during my term of office.

- Continue to improve relations between NASJE and other organizations.
- Move forward with the project to develop principles and standards for the education of court support personnel.
- Involve more members in association business and committees, with special attention to involving new members.

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So, What Have You Been Reading Lately?



NASJE's membership is a diverse collection of interesting people who harbor myriad professional and personal interests. To discover some of this variety, newsletter committee members asked conference attendees what they were reading.

Sheila Redel, Canadian National Judicial Institute, Ottawa. "After getting a law degree some 12 years ago, I am now pursuing a master's in the field of adult education. As a result, my textbooks serve as professional reading matter. For example, I am studying *Educational Psychology in the Canadian Classroom*. Personally, I am reading a book by Robertson Davies, a well-regarded Canadian, entitled *Murder and Walking Spirits*."

Susan Leseman, Legal Affairs and Education, Tallahassee, Florida. "Professionally, I am trying to keep current by reading law texts. Personally, I like to read, especially biographies. Right now I am reading *Citizen Welles*, about Orson Welles."

Mary Tom Plummer, from Tennessee, is reading the JERITT publications and watching the John Hudzik videotapes.

Mary Brittain: professional—*Time Lock* (modern time pressures and their effects on people), all the JERITT projects and bulletins; personal—*Holistic Universe* and mysteries when she travels.

Roy Rawls from Texas: professional—JERITT's mentoring monograph; personal—*Pelican Brief* by the author of *The Firm*. Roy golfs for sanity.

Diane Tallman from Utah usually has two or three books that she reads at any one moment: professional—*Leadership Is an Art*, a book Chuck Claxton recommended; personal—a book of a collection of letters from a woman homesteader, also *Seat of the Soul*. Diane's a regular reader of the *Utne Reader*.

Camille Carr, of JEAEP, is reading Gloria Steinem's new book *The Revolution Within*.

Kay Boothman, of Arkansas: professional—a speech textbook; personal—*Interview with the Vampire* by Anne Rice and *The Silent Passage* by Gail Sheehy.

Kathy Springer, from Indiana: professional—*Indiana Lawyer*, *Res Gestae*, *Judges Journal*, *Judicature*, JERITT publication on mentoring judges, and of course, *NASJE News*; personal—*The Firm*, by John Gersham, and by the same author, *A Time to Kill*, also a book on Elizabeth II called *A Sovereign Dynasty*.

Chuck Claxton from Appalachian State University doesn't distinguish between professional and personal reading. He's currently immersed in *The Chalice and the Blade*.

Sue Button, from North Carolina: professional—*Life Types*, by Hursch, and the *A.S.T.D. Training and Development Journal*; personal—*The Firm*.

Jane Tanner from Georgia: personal—*Charm School*, written by the author of *The Gold Coast*.

Ellen Marshall from Maryland: professional—JERITT monograph on mentoring; personal—*Savage Inequalities*, by Jonathan Kasal, and *Backlash*, by Susan Faladay.

Other NASJE bibliophiles include Richard Rosswurm, who is reading the history of Fort Fisher, North Carolina; Dee Beranek who is reading the biography of Eleanor Roosevelt; Larry Stone, who is reading *The Firm*; and Jim Drennan, who claims to be reading *The Fifth Discipline*. ■

Showcase Introduces New Judicial Ethics Curriculum

New training materials exploring judicial ethics, designed for use in state judicial educational activities, have been introduced by the American Judicature Society. About 60 judges and judicial educators took part in the initial training session for this modern judicial ethics curriculum on Saturday, October 10, in Charleston, South Carolina, just before the 1992 annual meeting of the National Association of State Judicial Educators.

Topics in this introductory session included (a) exercise of judicial discretion, (b) courtroom demeanor, (c) freedom of speech for judges, and (d) involvement in civic and charitable activities. The program illustrated several of the reference materials and group process exercises packaged in the new curriculum. It also demonstrated a variety of recommended teaching methods.

In addition to those subjects showcased in Charleston, the new AJS judicial ethics curriculum ad-

dresses (a) exercise of administrative discretion, (b) conflict of interest and disqualification, (c) ex parte communications, (d) social associations and club memberships, and (e) business and financial activities. Printed reference and exercise materials will enable use of the curriculum for both the 1972 and the 1990 ABA Model Codes of Judicial Conduct.

Principal instructors at the October events were law professor and AJS senior fellow Jeff Shaman; Dr. Sandra Ratcliff, AJS training director; and Cindy Gray, director of the AJS Center for Judicial Conduct Organizations. A panel included judges from three states: Justice Randy Holland, Delaware Supreme Court; Justice David Roberts, Maine Supreme Court; and Judge Paul Rosenblatt, U.S. District Court, Arizona. AJS announced its readiness to broker similar resources for judicial ethics training for any organization desiring its assistance. It also pledged to furnish each state's judi-

cial education program with a complete set of the new training materials, which can then be used in the manner deemed most suitable by the various states. The standard curriculum package will include both student references and handout exercises, as well as a guidebook for instructors and activity planners on ways to employ the new program materials.

Using the long-established expertise of its Center for Judicial Conduct Organizations, the American Judicature Society produced the new judicial ethics instructional materials through a grant provided by the W. M. Keck Foundation. Distribution of the new training materials to all state judicial education organizations is targeted by the end of January 1993. Cost of these curriculum materials to the state judicial education programs will be kept to a minimum. ■

Judges Seek a Variety of Information by Attending NASJE Annual Conference

Judge Louis Condon is the co-chair of the South Carolina judicial education committee and the liaison with the Special Courts Conference of the Judicial Administration Division of the ABA. He took a copy of the NASJE Standards with him to a meeting of the education committee for the special courts at the end of October. Judge Condon also wants to convey the needs of that committee to NASJE membership. Judge Condon believes that judges must be prepared to bridge the gap from being an attorney to being a

judge, to move from partiality to impartiality.

Judge Richard J. Mehan, from Missouri, who is chair of the committee that oversees judicial education, expressed interest in NASJE as an organization and was particularly interested in mentor programs and developing benchbooks and guides.

Livingston Armytage, education director of the judicial commission in New South Wales, Australia, attended the conference as both participant and faculty. NASJE News interviewed

Livingston Armytage during the conference. The interview may be found on page 11.

Another foreign visitor to the conference was Justice Ihsn-ul-Haq-Chaudry, of Pakistan, who attended under the auspices of the Asia Foundation. Justice Chaudry, who has been instrumental in establishing a judicial education program for Pakistani judges, attended the conference to enhance his understanding of judicial education efforts in other parts of the world. ■

Educational Sessions Were Lively and Informative

The educational sessions during the 1992 annual conference covered quite a range of topics. The following is a brief description of some of the formal sessions that were offered in Charleston.

Sharing Your Innovations and Ideas. Pam Bulloch (SJI) presented "Attitudes and Values in Judicial Education: An Innovative Training Curriculum." The curriculum, designed by Mary Maples and Gordon Zimmerman and funded by SJI, has a twofold purpose. It prepares instructors for understanding the importance of attitudes and values and trains them in teaching attitudes and values.

Although the course was designed for three-and-one-half days, the curriculum can be adapted to one-and-one-half days. In the longer course, the first day is spent establishing trust and safety so that any item can be discussed openly. In day two, cognitive teaching strategies are introduced. On day three, small groups develop and present learning objectives. The rest of the class critiques those demonstrations.

Bill Capers, the judicial educator from Virginia, will use the curriculum in its entirety. In Georgia, a two-and-one-half-day course will be offered by Rich Reaves and his judicial education staff.

Teleconferencing. Paul Biderman and Karen Waldrop, judicial educators from New Mexico and Arizona, were the faculty. Karen has used teleconferencing four times. Paul, who comes from the fifth-largest geographic state, finds teleconferencing cost-effective.

Paul discussed the six elements needed for a successful event:

- 1) Access to a skilled broadcast facility. Experienced staff who produce "live shows" are invaluable since they're knowledgeable about camera and audio work, computer graphics, and voice overs. The staff can also help



Above: No, it's not a sunshine law exercise—participants in Effective Budget Planning and Management in the 1990s had a group problem-solving regimen. Right: The winning team of Ellen Marshall's grant game plots strategy during a break in the action.



- 2) A broadcaster.
- 3) Receiving sites—such as community colleges, high schools, and school districts.
- 4) Facilitators who deal with the housekeeping tasks at each receiving site. They make sure the television monitors, FAX, and telephones are in working order. They sort questions from the audience and phone the questions into the broadcast facility. Using telephones and FAX machines makes the teleconference interactive for the listeners.
- 5) Presenters. It's important to select people who can adapt to the time and rigidity of live broadcasting—"it's over when it's over."
- 6) Visual aids.

In New Mexico the cost is \$850/hour for both satellite and production time. Contact Karen Waldrop if you want the cost analysis on the four Arizona teleconferences. Karen also has written a user's guide to teleconferencing.

Role Playing in Judicial Skills Development. Livingston Armytage, judicial education director from New South Wales, Australia, profiled a one-day workshop on conciliation skills designed for 16-20

participants. Role playing is central to the instructional design. In the workshop's first hour, educational theory is applied to judicial skills development; the demonstration phase and practice exercises follow.

In the practice session, judges are assigned to four-person teams consisting of conciliator, the plaintiff, the defendant, and the observer. A summary of the court file and common facts is given to the participants to set the stage for the simulation. Instructions, both specific and conflicting, for each role are distributed to each of the players and serve as the basis for the conciliation exercises.

The first round is fun and the atmosphere gamelike. The theory of conciliation is presented and assessed in round two. Players switch roles in each round so everyone plays each role. At each round, different scenarios are handed out. The players' instructions become more and more involved as the exercise progresses. Judges are asked to apply the theory to their own context and to test and retest their assumptions.

The third phase of the workshop is an evaluation of the actual experience and observations. Finally, the instructor leads a general discussion and commentary, hooking the par-

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Tips on Tipping

Are judicial educators cheap? Not cheap in personal financial dealings with restaurant personnel, not cheap with time, dedication, and service, but cheap from an institutional perspective? Are judicial educators cheap when one considers the multitude of services that personnel at hotels or other meeting sites provide over a period of days, weeks, and even months to ensure efficiently implemented logistics?

Is tipping in such instances a matter of desirable courtesy? Does it ever approach a matter of justice? What is the practice among judicial educators?

The first time the issue became a reality for one judicial educator was not the first time a hotel employee helped him move eight boxes and his luggage. He tipped on those occasions. Rather, tipping became an issue to him after a large conference when a mentor advised him that he intended to hand out ten dollar bills to each of the ten hotel house staff because they had provided all the room setups and "can really use the money."

In a different state, a sales manager spoke to a judicial educator friend about tips. "You aren't going to like what I have to say," he said. "Sales managers do not receive monetary gifts," he explained, but "you should give the convention services manager \$100." He proceeded to provide a lengthy list of others that should be tipped. He was right—the judicial educator did not like what he had to say.

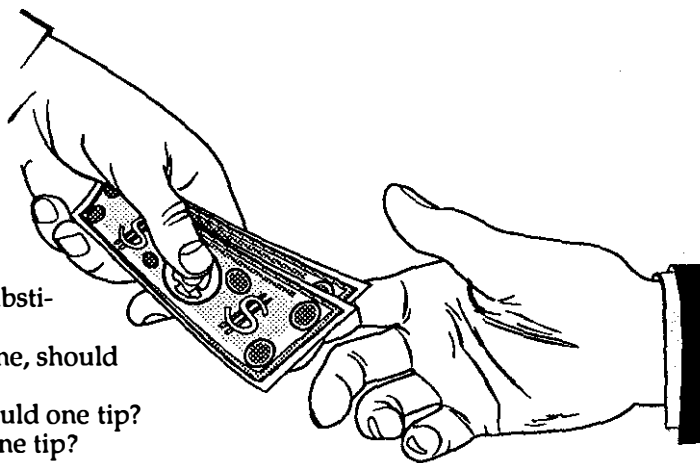
Periodically, meeting planner trade magazines publish advisory articles on tips. Some wax eloquent on the need to tip in quantities most judicial educators would find excessive.

Recently, a discussion with several judicial educators revealed a wide range of practice—from those who *never* tip to those who use a working formula.

The issues are many:

- Are there standards for tipping?
- Should judicial educators tip or not?

- Will judicial education budgets tolerate tipping?
- Can there be substitutes for cash?
- Whom, if anyone, should one tip?
- How much should one tip?
- When should one tip?



Are There Standards for Tipping? There are no hard-and-fast rules for hotel tipping. Tipping remains an awkward subject for many and a subjective one for most. The origin of T.I.P.S.—"to insure prompt service"—gives us a clue as to the purpose of the tip, but leaves much room for interpretation. For example, a tip should normally not be for those doing their normal job, but rather for service above the call of duty. But when bell captains are doing their duties, they *routinely* receive tips. Tipping for some workers has virtually become institutionalized, even though those workers are performing their "normal duty."

While not necessarily a standard, some planning organizations have recommended the guideline of 1 percent of the total meeting budget, excluding sleeping rooms. This would mean \$200 for a \$20,000 program.

Other organizations have used the one-dollar-per-participant rule. Two hundred participants would then mean \$200 in tips.

When convention services and other hotel personnel have aided the chemistry of a successful program, an industry standard is that some appreciation be manifested.

Should Judicial Educators Tip or Not? Meeting planners who are experienced and have worked frequently with hotels and convention centers usually tip in some manner. Many meeting persons who have not hosted many meetings off-site in hotels do not.

Some judicial educators effect long-term contracts with a hotel site. Often in these instances, hotel personnel are aware of severe state fi-

nancial constraints. Despite excellent working relationships with their state judicial educators, they often do not expect monetary tips for such services.

One prominent NASJE member expressed the sentiment that if private industry tips, "why should government agencies be exempt?" As a matter of courtesy, judicial educators too should show appreciation to hotel service personnel.

Will Judicial Education Budgets Tolerate Tipping? As judicial educators are well aware, education and training budgets are often the first casualties of state fiscal constraints. The expense of tipping is one more burden. And even in states where the budget has not been strained, how can one justify a line item for "tips"? Tips are often nonallowable. Some judicial educators use petty cash funds.

Sometimes, hotels will assess a parcel charge for each carton shipped to the hotel, which may eliminate the need for tipping for carton handling. Other judicial educators pay tips to some service persons from their own pocket, not expecting reimbursement. Still others build the cost of gratuities in the registration fees. In effect, they create an unrestricted fund to cover such costs as coffee and gratuities. Some other hardy individuals become familiar with loading dock entrances and do much of the unloading and handling to save tipping expenses.

Because some judicial education budgets will not, in fact, tolerate tipping costs, there are other noncash

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Keilitz Describes Restructured ICM

Dr. Ingo Keilitz, vice-president of the National Center for State Courts for the Institute for Court Management, spoke to NASJE conference attendees during Tuesday's lunch. Keilitz described the move of the ICM from Denver to the National Center for State Courts' headquarters in Williamsburg, Virginia, as one that will enhance ICM's mission—to facilitate the flow of pertinent information and the conveyance of knowledge critical to the management and shaping of the nation's state and local courts.

The transformed ICM includes not only direct education services, such as in-state programs and the four-phase Court Executive Development Program, but also the National Center's library, secretariat service, information service, and publications service. Keilitz said that the combination of these func-

tions will ensure the prompt delivery of valuable information to those in the field who need it. ICM will have ready access to new information developed by the NCSC research division; it will be responsible for disseminating that information and determining how best to incorporate new research findings into existing or new educational programming. And, of course, information can flow the other way—NCSC educators will be better positioned to inform the NCSC research division of emerging areas of particular interest for those in need of education or information on specific topics. Keilitz noted that state educators need not wait, however, for ICM to convey information; they may contact the National Center's library and in-



Dr. Ingo Keilitz

formation service when facing specific problems.

As in all such restructuring, the Institute for Court Management has been dealing with its share of discontinuities and disruptions; the schedule of programs for 1993 can be found on page 7, and the residential portion of the Court Executive Development Program will convene in Williamsburg this summer. ■

Educational Sessions, *continued*

ticipants' experiences back to the theory.

Work Smarter not Harder: Managing Competing Priorities. Dr. Murlene McKinnon, of MACNLOW Associates, led participants in an examination of their internal stress factors, that is, not the external events that cause stress but how individuals choose to think about those events. Participants answered 160 questions in the Stress Processing Report, a self-assessment tool developed by Human Synergistics. The inventory measures 19 thinking patterns or styles, which are clustered into four groups:

SELF and OTHERS—how the perceptions and beliefs about self and others influence how we cope with stress;

GOALS—where we're going and how we'll get there affects whether we feel stress; and

PROCESS—the way we accomplish things adds to or detracts from stressful feelings.

Participants identified their three greatest areas of difficulty (stress conductors) and met in small groups to discuss one of those difficult areas. Murlene discussed the relationship of stimulus (stressor), thought, and response and gave a reframing technique as a way to replace how the stressful event (stimulus) is perceived.

The Grant Game. And what a game it was! Ellen Marshall, judicial educator from Maryland, cleverly devised a way to simulate the grant process using a pair of dice, numbered squares on a large game board, and contestant questions. Participants divided into two teams. A member of each team rolled the dice and proceeded along one of four sides of the game board. Each

side of the board was colored and corresponded to the grant process—identify need (green), proposal writing (orange), grant management (blue), and evaluation (black).

A player drew a question card, which corresponded to the color portion of the game board. Teammates helped the contestant answer the question. Team camaraderie and enthusiasm were marked by the wave and other gestures of support.

By participating in the game, individuals were able to take advantage of the grant process in a more lighthearted, less-serious tone than what is usually experienced with requests for proposals. ■



CONTINUING PROFESSIONAL EDUCATION ADVISORY BULLETIN

A service of the
**JUDICIAL
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Editor's Column

The Judicial Education/Adult Education Project is due to complete its activities at the end of December 1992. For three years, the Project has sought to enhance state judicial educational programs through this bulletin, as well as through the *Adult Education Perspective for Judicial Education* manual, and the *Technical Assistance Consulting Service*. This final issue of the *Advisory Bulletin* will provide a wrap-up of JEAEP's successful activities and tell you about its proposed future. Also featured is a book review on a resource which discusses how to work with all those irrational "dinosaur brains" in your organization.

Camille A. Carr
Editor

The Past, Present, and Future of JEAEP

The Judicial Education/Adult Education Project began in 1990 to strengthen the activities of state judicial education by enabling continuing judicial education organizations to access the teaching, practice, and research expertise of the discipline of adult education within institutions of higher education. Judicial educators accessed the resources of adult education and institutions of higher education through the manual entitled *Adult Education Perspectives for Judicial Education*, the *Continuing Professional Education Advisory Bulletin* insert in the *NASJE News*, and the *Technical Assistance Consulting Service*. JEAEP is scheduled to expire at the end of December 1992.

This article will provide an update on its activities and the proposed future of the Project.

The conference planning manual, *Adult Education Perspectives for Judicial Education* was published and distributed to all NASJE members in February 1992. A workshop on the use of the manual was held at the 1992 NASJE conference, in which authors facilitated discussion on the use of their chapters. The *Advisory Bulletin* informs judicial educators about current issues in adult, continuing, and higher education. This information will continue to be disseminated through other vehicles, such as the *Technical Assistance Consulting Service*.

The *Technical Assistance Consulting Service* offers problem-solving assistance to improve specific programs articulated by judicial educators. The *Consulting Service* contracts with an educational consultant to assist the judicial organization in fulfilling their specific need. Adult educators work one-on-one with the judicial educators and provide assistance with the specific issue at hand. The *Technical Assistance Consulting Service* has provided 42 consultations to 29 organizations in 24 states. The number of projects has grown from 11 in the first year, to 13 in the second year, and to 18 in the final year. The 1992 consultations are:

(continued...)

Colorado Judicial Department

The consultant will assist in the development and implementation of a workshop on conference planning for judges and other court staff.

Conference of State Court Administrators

The consultant will conduct a needs assessment for the development of a curriculum for the Conference of State Court Administrators.

Florida, Clerk of Courts, Eleventh Judicial Circuit

The consultant is conducting a feasibility study of the Learning Network. In addition, JEAEP staff and Advisory Panel provided a research report and consulting on career ladders.

Florida, Clerk of Courts, Eleventh Judicial Circuit

A consultation will be provided to develop a cultural diversity workshop.

Kentucky, Administrative Office of the Courts

The consultant will compile the results of the needs assessment she helped develop last year and make recommendations to the District Judges Education Committee.

Louisiana Judicial College

A consultant will develop a "train the trainer" seminar for faculty judges of the New Judges' Training Program.

Minnesota Supreme Court

The consultant is developing a needs assessment instrument for designing a comprehensive curriculum and training program for court personnel.

New Mexico, Judicial Education Center

A consultant will conduct an educational needs assessment for the State's magistrate judges.

New Mexico, Judicial Education Center

A consultant will develop a three-

to-five year curriculum plan for the State's magistrate judges based on the results of the needs assessment.

North Carolina, Administrative Office of the Courts

Co-consultants are conducting a needs assessment to measure the existing attitudes toward equal opportunity goals within the Administrative Office of the Courts.

North Carolina, Administrative Office of the Courts

The consultants will develop and test a curriculum for managers within the Administrative Office of the Courts based on the results of the needs assessment.

Ohio Supreme Court

The consultant will develop and implement a strategic planning session involving the Board and staff of the Judicial College. JERITT is providing a judicial educator as a resource person in this consultation.

Oregon Judicial Department

The consultant will conduct a cost-benefit analysis of in-state training for new judges as a comparison to sending these judges to a national provider or another state for training.

Pennsylvania, First Judicial District

The consultant will develop and implement a variety of needs assessment instruments to identify the needs of the non-judicial court staff.

Pennsylvania, First Judicial District

The consultant will develop a short and long range curriculum training plan for the non-judicial court staff based on the results of the needs assessment.

Texas Municipal Courts Association Training Center

The consultant will develop and conduct a needs assessment to

help plan the curricular and instructional program for judges.

Texas Municipal Courts Association Training Center

The consultant will develop and conduct an evaluation to measure participants' knowledge and skill levels and gains.

Utah, Administrative Office of the Courts

A consultant will develop a strategic planning workshop.

In the last three years, 50% of the states have utilized the *Technical Assistance Consulting Service*. To date, JEAEP has received and filled approximately 150 requests for final products to 70% of the states. All consultations generate a final product, usually in the form of a written report, a publishable instrument, and in one instance a videotape. Copies of these products are distributed to judicial educators who wish to undertake similar efforts in their state. An executive summary is written at the end of each consultation and disseminated to NASJE members, chief justices and state court administrators. Dissemination of these final products, as well as the executive summaries explaining the technical assistance consultations, builds links among the states, as well as between judicial administration and higher education, which ultimately strengthens state judicial education nationwide in a secondary and long term way. Data collected by outside evaluators, as well as JEAEP staff, substantiate the positive effect of these linkages.

The Judicial Education/Adult Education Project will end its three year activity in December. It is currently seeking on-going support from the State Justice Institute for another three years. JEAEP now proposes to continue with a focus

solely on providing problem-based technical assistance through the *Technical Assistance Consulting Service*. Not only will it continue its adult education consultations, but it will offer an enhanced service. By using its Advisory Panel of state judicial educators to identify resource people from within judicial administration nationwide, the Project proposes to offer state judicial educators for use in state-to-state consultations. A similar service, though lacking the published final product recounting the technical assistance provided, has been heretofore provided by JERITT.

In the enhanced *Technical Assistance Consulting Service*, the array of consultations will include some purely oriented to adult educational assistance, some state judicial administrative resource persons to state judicial educational programs, and some may use a combination of the two resources. Additionally, JEAEP proposes to offer an expanded service in other selected fields of higher education-based expertise. The technical assistance consultation model will be used and individual brokers of other substantive expertise important to state judicial education will be identified by JEAEP. For example, an expert on family studies might refer judicial educators to nearby expertise on requests for the latest research bearing on custody and family relationships, which are often determined positively or adversely by particular judicial decisions. An expert in accountancy might refer judicial educators to nearby expertise on requests for the latest information on understanding personal and corporate financial resource management as reflected by routine balance sheets, which impacts state

courts in estate, divorce and business relationship cases. An expert in pharmacology might be used on requests for the latest information on pharmacology of substance abuse and effective intervention to deter chemical dependency. Finally, an expert in journalism might refer judicial educators to expertise on requests for information on media practices related to news coverage of court matters. These examples represent four areas in which JEAEP would be able to broker technical assistance consultations on behalf of state judicial education in connection with nearby higher education resources available nationwide.

The Judicial Education/Adult Education Project has successfully fulfilled its mission to improve the quality of state judicial education by enabling judicial educators to access the teaching, practice, and research expertise from the academic discipline of adult education. The Project anticipates serving state judicial education providers for another period with an expanded and enhanced *Technical Assistance Consulting Service*.

Resources

- Bernstein, A. J., & Rozen, S. C. (1989). *Dinosaur brains: Dealing with all those impossible people at work*. New York: Wiley.

From time to time, all humans let go of their rational, controlled

self and let their Dinosaur Brain take over. This brain is irrational, emotional, and easily enraged, making the human behave like a lizard. In their book, Bernstein and Rozen show us how we can recognize when our own Dinosaur Brain takes over, and help us work well with other Dinosaur Brains in our organizations.

The book is divided into three parts. In Part I, the authors describe the Dinosaur Brain metaphor and how it works. The Dinosaur Brain is our way of handling instincts and emotions through aggression and anger, mating and sexual attraction, social hierarchy and loyalty, and territoriality and fear. This part of our brain prevents our cortex, the thinking, associating, reasoning and logic part of our brain, from functioning. The Dinosaur Brain is embedded in our unconscious; when it takes over, it seems right and natural but we do not choose the responses of aggression, territoriality, etc. The authors name these unconscious decisions the Reptile Response because it is primitive, ritualistic, complex, and defies logic.

The thinking that results from the Dinosaur Brain is highly emotional and irrational. Often, the Dinosaur Brain takes over from the cortex when the cortex is impaired by drugs (including caffeine), fatigue or emotion.

In the second part of the book, Bernstein and Rozen discuss the seven rules of Lizard Logic -- the patterns in the Dinosaur Brain. These principles deal with impulsiveness, aggression, dominance, territoriality, office courtship, placing blame, and making moral judg-

(continued...)

ments. These principles are described in detail with real examples taken from work situations. The authors provide readers with ways to recognize, understand, and deal with the behaviors in themselves and others. For example, Bernstein and Rozen describe impulsiveness as behavior which results from the inability to balance different roles, tackle the daily grind, manage stress, and maintain ethical responsibilities. The authors suggest that we deal with our impulsive tendencies by monitoring our physical reaction to stress and learning how to manage stress, become goal-oriented, listen to and accept criticism, and learn how to tolerate boredom.

Territoriality is our agitated reaction at work to someone sitting in our chair, going through our desk, standing too close, or touching us. To the authors, the most important aspect of territoriality is that it looks silly to others when it is very serious to us. They suggest that in order to cope with territory-sensitive co-workers, we respect it and consider it a serious matter. Specifically, the authors advise us to stop and leave the territory and instead write a memo or make a phone call to the person. Also, validate the person's territory by using their title. And most importantly, take territoriality as a serious matter. If you are in a managerial capacity, it is best to deal with the issue before it becomes a conflict. Plan for and expect that this issue will arise by clarifying who has control over who and what. Compensate and promote people based on merit rather than how many resources someone has. You may need to destroy existing "empires" by removing certain responsibilities from staff mem-

bers. Finally, the authors suggest that territorial struggles can be prevented by adopting the philosophy that customer service is the most important function within a department. With this philosophy, departments become more answerable to one another. Bernstein and Rozen describe this customer service model in detail in the final section of the book.

Part III describes how Lizard Logic is used and how the Reptile Response can be avoided. The authors delve further into the seven rules by looking at the behaviors in numerous, common situations that arise in the work place. One such situation deals with irritability. We psychologically benefit from expressing our irritation and when it involves an emotional over-response, it is noticed by others and gets in the way. Irritability is especially problematic for women; when a woman is curt, she is labeled a witch. Calming down in tense situations entails focusing on physical responses through deep breathing and relaxation techniques. Also, the irritable person can take a quick walk, take an aspirin, or eat a snack such as yogurt, not something laden with sugar. The authors stress that "blowing up" over little things does no good and usually does harm. Thus, outbursts should be stopped before they happen.

Dinosaur Brains is an excellent professional and personal resource. All of us can identify people operating from all seven principles of Lizard Logic in our daily lives. Not only does this book help us deal with the irrational behavior of these people, it also helps us recognize it in ourselves. Bernstein and Rozen also point out the physiological effects of our Dinosaur Brain and

emphasize the dangers of too much caffeine and too little sleep. This book is an easy-to-read, humorous resource and a must for all bookshelves.

Continuing Professional Education Advisory Bulletin

The *Continuing Professional Education Advisory Bulletin* is published as an insert to the *NASJE News* by the Judicial Education/Adult Education Project. JEAEP is housed at The University of Georgia Center for Continuing Education. It is made possible by a grant from the State Justice Institute (R-01-044). Opinions expressed herein, however, do not necessarily reflect the views of the State Justice Institute.

Camille A. Carr, *Editor*

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Institute for Court Management 1993

This is a tentative schedule for 1993's national workshops. If you are on ICM's mailing list, you will be receiving a 1993 catalog soon. If you would like to be added to this mailing list or to obtain information on registration, contact *Sue Dassel, National Center for State Courts, 300 Newport Ave., Williamsburg, Va., 23187-8798, (804) 253-2000, fax (804) 220-0449*

February

- 10-12 **Fundamental Issues of Caseflow Management, Williamsburg, Va.**
- 17-19 **Court Security Management, Orlando, Fla.**
- 18-20 **Managing Your Courtrooms and Courts: A Special Program for New Judges (by invitation), LaJolla, Calif.**
- 22-24 **Future Trends in Technology, Williamsburg, Va.**
- 24-26 **The Americans with Disabilities Act: Problems and Solutions for State and Local Courts, San Diego, Calif.**

March

- 3-5 **Managing Caseflow for General Jurisdiction Courts, San Francisco, Calif.**
- 8-11 **Managing Human Resources, Philadelphia, Pa.**
- 10-12 **Space, Facilities, and Effective Management, Atlanta, Ga.**
- 24-26 **Integrated Computer Systems in the Justice Environment, Charleston, S.C.**
- 31-Apr. 2 **Race and Ethnic Bias in the Courts, Atlanta, Ga.**

April

- 14-16 **Improving Interactions of the Justice and Mental Health Systems, Williamsburg, Va.**
- 19-21 **Personal Computer Applications in the Courts: A Basic Course for Judges and Administrators, Nashville, Tenn.**
- 21-23 **Jury Management, San Diego, Calif.**
- 28-30 **Bioethical Issues in the Courts, Williamsburg, Va.**

May

- 5-7 **Labor Law Compliance: Responsibilities and Obligations, Chicago, Ill.**
- 10-12 **Court Budgeting, Philadelphia, Pa.**
- 12-14 **Managing Caseflow for Limited Jurisdiction Courts, Williamsburg, Va.**
- 19-21 **Using Video Technology in the Courts, Clearwater, Fla.**
- 24-26 **Making the Record: Court-reporting Technologies, Minneapolis, Minn.**

June

- 7-11 **Court Executive Development Program, Phase IV: Summation and Review, Washington, D.C.**
- 10-12 **Caseflow Management for Trial Judges, Denver, Colo.**
- 14-16 **Introduction to Court Management for Technical Personnel, Williamsburg, Va.**
- 21-25 **Planning, Implementing, and Managing Court Automation Projects, Salt Lake City, Utah**

- 27-July 17 **Court Executive Development Program, Phase II: Management in the Courts and Justice Environment, Williamsburg, Va.**

August

- 9-11 **Managing the Process of Statewide Court Automation, Williamsburg, Va.**
- 11-13 **Fundamental Issues of Caseflow Management, San Francisco, Calif.**
- 19-20 **Using National and State Caseload Statistics in Planning and Forecasting, Williamsburg, Va.**
- 23-26 **Managing Human Resources, San Francisco, Calif.**
- 25-27 **Corporate Planning in the Courts, Washington, D.C., area**

September

- 8-10 **Implementing a One-Day/One-Trial Jury System, Atlanta, Ga.**
- 13-15 **Public Access to Court Information Systems, Long Beach, Calif.**
- 20-22 **Collecting Fines and Fees in Traffic Cases, Denver, Colo.**
- 27-30 **Court Records Management and Optical Disk Imaging, Los Angeles, Calif.**
- 30-Oct. 1 **Courts and the Public, Williamsburg, Va.**

October

- 4-6 **Designing and Installing Local Area Networks, Phoenix, Ariz.**
- 7-9 **Managing Court Libraries in the 90s, Williamsburg, Va.**
- 13-15 **Impact of New Technology, San Diego, Calif.**
- 14-15 **Planning for Effective Court Interpretation Programs, Williamsburg, Va.**
- 18-20 **Court Security Management, Monterey, Calif.**
- 20-22 **Managing Caseflow for General Jurisdiction Courts, Williamsburg, Va.**
- 27-29 **Multi-door Courts: New Perspectives in Dispute Resolution, Washington, D.C.**

November

- 3-5 **Open Computer Systems in the Justice System Environment, San Francisco, Calif.**
- 15-17 **Court Budgeting, San Antonio, Tex.**
- 17-19 **Employee Relations in the Courts: Policies and Procedures for Discipline, Complaints, and Grievances, Williamsburg, Va.**
- 17-19 **Differential Case Management, Tampa, Fla.**

December

- 5-8 **Procedural Innovations for Appellate Courts: A Basic Course (by invitation), Phoenix, Ariz.**
- 13-15 **Court Database Design, Williamsburg, Va.**

President's Column, *continued*

- Complete the strategic planning process for NASJE.

Completion of the strategic planning process is probably the most challenging goal. Progress on this undertaking is moving along nicely, thanks to the participation of NASJE members at the Charleston conference. Before reporting on that progress, let me explain why the board felt we should begin this process.

Over the past six years or so, we have seen a remarkable growth in judicial education and our association. NASJE is no longer a group of 15 or 20 judicial educators who get together on an annual basis to discuss the emerging field of judicial education. Rather, NASJE is a much larger group of state judicial educators and others deeply involved in the established and respected field of judicial education. An indication of that respect is the endorsement by the Conference of Chief Justices of our *Principles and Standards of Judicial Education*.

The profession has indeed come of age, thanks in large part to the foresight of NASJE's founders and leaders over the years. We are fortunate that the original NASJE members developed a set of very usable bylaws for the association, which have served us well. Those bylaws have been amended several times over the years, but it is now time to look at the organization's goals, policies, and procedures in light of the growth of judicial education and the needs of our current membership. The result of this examination may be a significantly different organization.

The first step in the strategic planning process occurred at the February 1992 meeting of the board of directors. Under the leadership of John Hudzik, five goals for NASJE were identified:

- Further the professional education and growth and broaden the experience of those involved in judicial education.
- Develop, promote, and support professionalism in judicial education and court support personnel

training through standards for continuing education of state judges and court support personnel.

- Promote and facilitate the exchange, development, and dissemination of state-of-the-art educational materials, techniques, ideas, policies, technologies, etc., through various methods, such as a clearinghouse, annual convention, technical assistance, personal interaction, and networking among members and others.
- Represent and advance the interests of the state and local judicial education community.
- Promote the value of continuing education for judges and court support personnel.

In addition, seven general areas for further discussion and topics of concern for each of those areas were identified. The seven areas are membership composition, membership involvement, networking, project management, continuing education, relations with others, and board member responsibilities.

The second step took place at the Charleston conference, where those present participated in a small group exercise designed to elicit members' thoughts on the seven areas of concern. The response to the exercise was gratifying, to say the least. I sincerely appreciate the participation and contributions made by the attendees. A preliminary review of the responses indicates that a number of similar thoughts were expressed in several of the groups. Many will require further study, but we may be able to implement several of the suggestions soon.

Several members made some excellent suggestions for the more active involvement of the regional directors in the administration of the association and expanding the regional directors' relations with regional members. Establishment of a new-member mentor program was called for by a number of the groups. A thorough examination of alternatives for officers' terms of office and of the nomination and election process will be a primary mission as a

result of the responses. Options for identifying and employing secretariat services for the association were also reported, as were suggestions for improving networking among members.

All of the responses to the exercise will be analyzed by the board, and specific topics of concern will be identified and summarized. Brief essays examining the pros and cons of each issue will be written and mailed to each member for comment. Based on the comments received, changes in the bylaws will be proposed, and policies and procedures will be developed. The membership will then vote on the proposed changes. Continued membership involvement in this process is essential. Please do not hesitate to write me with your thoughts and suggestions on any matter of concern to the future of NASJE.

We have made an excellent start on a major undertaking to develop appropriate goals, policies, and procedures to address the needs and concerns of our membership. The final result will be an association better able to respond to the needs of contemporary judicial educators. Members will be kept informed in this ongoing process and will have ample opportunity to participate in identifying what the association will be and how it conducts its business. I look forward to working with all of you in this important period of growth for our association. ■

Membership Information

To receive NASJE membership information, contact Diana Clemons, chair, NASJE Membership Committee, Education Services, Administrative Office of the Courts, 100 Millcreek Park, Frankfort, KY 40601-9230; (502/564-2350). ■

Speakers: A Good Start

The introduction sets the tone for the speech that follows

by Sims Wyeth

The purpose of an introduction is to help the speaker you are presenting get off to a fast and comfortable start. The best way to accomplish this purpose is to make sure the answers to these four simple questions are in your introduction:

1. Why this subject?
2. Why this audience?
3. Why this time?
4. Why this speaker?

Your skillful introduction should create a pleasant harmony between subject, audience, occasion, and speaker. Here are some other tips to keep in mind:

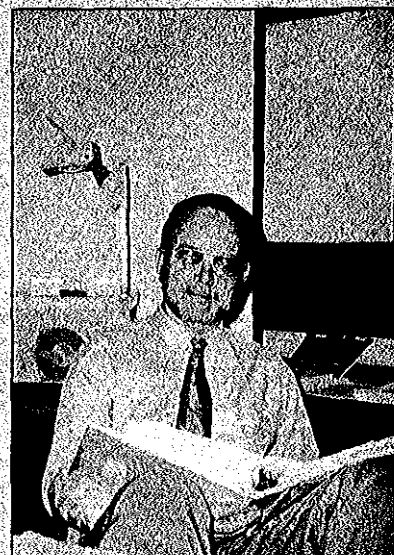
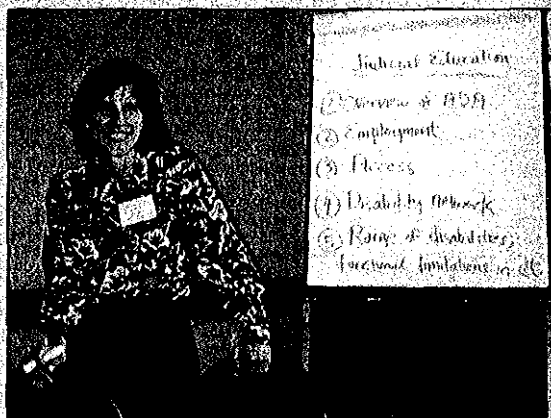
- **Be brief.** The whole thing should take one or two minutes (at most).
- **Avoid stale phrases,** such as "It is indeed a pleasure . . . a man who needs no introduction . . . we are gathered here tonight."
- **Don't embarrass the speaker** with over-florid predictions of the treat that awaits the audience or with exaggerated descriptions of his or her qualifications.
- **Get it right.** Make certain you know the speaker's name and how to pronounce it. When in doubt, ask him or her before the event, and while you're at it make sure the biographical information you have is also correct.
- **Don't try to steal the spotlight.** Your purpose is not to steal thunder from the person you are introducing. Nor is it to give the audience a sample of what it is missing because no one had the good judgment to schedule you for the main speech as well as the introduction. Avoid giving the speaker false starts, such as ". . .

and so I take great pleasure in introducing Mr. Rick Shaw . . . (Mr. Shaw rises) . . . a man who is eminently qualified in many ways..." (Mr. Shaw drops nervously into his chair).

- **Finish clearly.** At the end of the last sentence of your introduction, with a climactic intonation of unmistakable finality, announce your speaker's name—clearly and with sharply increased volume. "Ladies and gentlemen, I present to you [slight pause] Ms. Catherine Stone."

Continue to face your audience as you deliver this last sentence, so the speaker's name is not lost through a premature turn of the head. Then swing about and face your speaker with an alert expression of friendly welcome on your face. Remain standing in this position until the speaker rises and acknowledges your introduction. Then sit down. Your work is done. ■

Sims Wyeth is Vice President, Executive Communications Group. Reprinted with permission from P.S. for Business Communicators, published by Executive Communications Group, 570 Grand Avenue, Englewood, New Jersey 07631; (201) 894-8200.



Faculty members at the annual conference included (left to right) Erica Wood, of the ABA, who discussed educating the judiciary about the ADA; Dr. Murlene McKinnon, of MACNLOW Associates, who discussed managing competing priorities; and Jim Richardson, of the University of Nevada-Reno, who discussed the emerging discipline of judicial studies, especially those at NJC, NCJFCJ, and LIVA's appellate judges program.

JEAEP, JERITT, JEMS, and the Leadership Institute Review Progress in 1992

The project directors of four SJI-funded NASJE grants reviewed the history, scope, and progress of their respective projects for the attendees at the NASJE annual conference.

The Judicial Education/Adult Education Project (JEAEP), which identifies and solves individual problems within states, will send executive summaries of all its technical assistance activities to every judicial educator later this year. JEAEP hopes to foster long-term relations between judicial educators and continuing adult education groups and individuals. Sue Button, of North Carolina, spoke of her experience in devising a cultural diversity curriculum with the assistance of a consultant identified by JEAEP. Libby Hodges, of New Hampshire, related that she tapped JEAEP when her state undertook a needs assessment of the whole state judiciary; Libby

also stated that she found the JEAEP insert to the NASJE News helpful and that the JEAEP manual was particularly valuable.

Since March 1990, the Judicial Education, Reference, Information and Technical Transfer (JERITT) project has released 35 publications. JERITT's technical assistance also includes face-to-face consultations (there have been 17 to date) and direct searches of the JERITT database. John Hudzik explained that JERITT will expand its access to a wider array of information sources. John also noted that JERITT will explore instituting a peer review process to ensure that the educational resources that are added to the JERITT database are pertinent and useful to judicial educators.

June Cicero traced the history of the Leadership Institute in Judicial Education and urged those interested to apply. June said that the

1993 session at Appalachian State University would take place April 13-18.

The Judicial Education Management System (JEMS) project presented its preliminary report to the conference. In short, the project has five objectives in its goal of assisting with the development of automation support for state judicial education programs: (1) determine differences in education office operations, (2) note the specific requirements for automation support of judicial educators, (3) evaluate existing conference and training management software packages, (4) develop specifications for a hardware-independent model judicial education system, and (5) disseminate the information.

All NASJE members will receive a copy of the final report, which will be distributed by the end of November. ■

Tips on Tipping, *continued*

options by which one can show appreciation.

Can There Be Substitutes for Cash? One courteous way to demonstrate appreciation is to send letters commending staff by name, particularly letters to the general manager of the hotel. This requires extra effort, but is a reasonable and workable substitute for cash. Other judicial educators bring symbolic gifts from the capital or university to leave as a tip.

Whom Should One Tip? Hotels differ in organizational structure, so there is diversity of responsibility and nomenclature. There is nothing wrong with asking the convention services manager, or CSM, who worked behind the scenes to make the program a success, who are the appropriate persons to tip. The set-

up crew, reservationists, and secretaries should not be overlooked.

After the program, judicial education staff should compare notes on which hotel persons were particularly helpful to them. In general, the sales manager is not given a monetary tip.

Although a service charge is added to each meal function, not all personnel receive the benefits. The CSM will know who receives what from meal service charges.

Extra service remains the norm for tipping.

How Much Should One Tip? This question too is subjective. It also depends on an office's policy and practice. The CSM is usually given the largest tip. This is because principal hotel meeting responsibility rests with the CSM. Switchboard and front-desk personnel can be sent flowers or candy.

When Should One Tip? Usually tipping occurs at a postmeeting review with the CSM. An exception to this may be the initial large-scale movement of materials for set-up purposes. Giving tips on such occasions ensures the right people receive immediate recognition.

For many, tipping may never have been an issue. Tippling perhaps, but not tipping.

Called to be versatile by the nature of the job, few judicial educators have equal strengths as content specialists, adult educators, and meeting planners. Those stronger in the first two arenas may not be as familiar with all aspects of the last.

Are judicial educators cheap? Unaware sometimes, hamstrung by money at other times, but cheap? Not willingly. ■

Australian Visitor Comes to Charleston Conference

When the British deported their convicts to Australia, the prison ships sailed for six months. London to Sidney is still a 24-hour plane flight, one-way. So what brought the precise, trim Australian visitor, dignified and articulate, to Charleston? "I went to participate in the NASJE conference, and to present two workshops there," Livingston Armytage explained.

After all, the gentleman was indeed a member of NASJE. "NASJE and JERITT have been a lifeline for me in Australia," Mr. Armytage noted.

When Dr. John Hudzik, upon visiting Australia with his Australian-born spouse, issued a personal invitation to him to participate in the NASJE conference, Livingston seized the moment to do just that.

Did he find the conference worthwhile?

"The conference was an excellent opportunity to focus on matters of common interest. It served as a forum to meet other leaders and workers in the field. It contributed to my understanding of our craft. I made

very good contacts. In sum, it was a very useful meeting."

Do his problems in Australia differ from those of judicial educators in the U.S.? "It was interesting—many problems we have are also problems in America. I did find the grants industry here interesting. I was also interested in the business of attitudes and values."

Livingston's own attitude was admirable. Of particular note is that he joined the "Fun Run." Not only did he run, he won! Livingston was quick to point out that three of the contestants jointly crossed the finish line together, linking hands. "We wanted to establish a tradition of noncompetitive leadership," he noted with a smile.

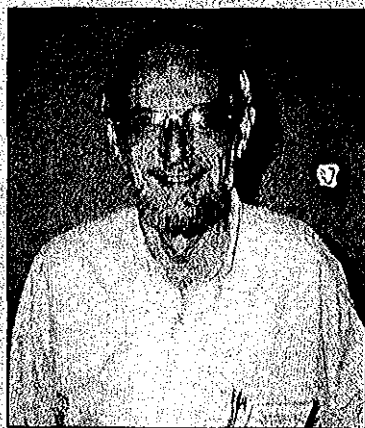
Livingston Armytage continued his running ways. Across the U.S. he ran: in the Washington mall, the hills of San Francisco, Michigan's fall leaf terrain, Reno's altitude, New York's Central Park, and finally—the



Livingston Armytage

coup de grace—the New York Marathon on November 1. (One of Livingston's Australian compatriots set a new woman's course record.)

"I want to continue the tradition of a representative of the New South Wales Judicial Commission coming to the NASJE conference," he explained. In the meantime, "please invite anyone coming to Sidney to come see me. I am right downtown." Those purchasing their tickets now can visit Livingston Armytage at 301 George Street, 5th level. ■



Richard Rosswurm (West Virginia) was elected NASJE southeastern regional director and will serve on the NASJE board.



The first official event at the conference was Rita Stratton's annual orientation of new members to NASJE's goals and to the services that are available to members.

And a Special Thanks ...

Kay Boothman, from Arkansas, was the ever-present, ever-gracious host of the annual conference. Kay's efforts led to a smoothly run, accessible, and, yes, fun conference. Kay is especially grateful to the assistance afforded her by Judge Louis Condon, who helped with many aspects of the conference, including a preconference reception that was hosted by the Charleston judicial council in the historic Long Room. ■

SJI Continues Funding NASJE News

We are pleased to report that the State Justice Institute will continue funding the NASJE newsletter through 1993. The Institute, however, has asked NASJE to seek professional publishing advice on potential alternative funding or production avenues.

Per suggestions from SJI, the newsletter committee will seek

advice from a publishing consultant on a variety of issues, from advertising and subscriptions to revising committee work procedures to offering for bid the printing and staffing of the project.

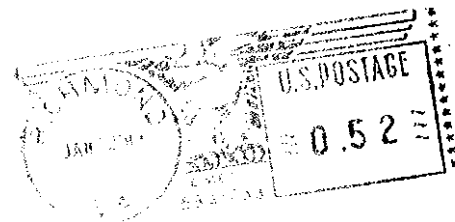
Your suggestions and comments are welcome. ■



National Association of State Judicial Educators

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The editorial committee encourages contributions to *NASJE News* from judicial educators and other interested parties. Not every contribution will receive a byline. Articles will receive a byline under the following guidelines:

The writing is intended to reflect the opinion of the author; the editorial committee finds it appropriate to give a byline to make clear that the writing does not reflect the opinion of the editorial committee; or the writing reflects a substantial piece of work that occupies a prominent place in the newsletter and is at least one newsletter page in length.

In applying these guidelines the committee will resolve close issues against giving bylines to committee members and in favor of giving bylines to noncommittee members. When noncommittee members make contributions not otherwise credited, their names will be listed as contributing to that newsletter.

This newsletter, published quarterly by NASJE through the National Center for State Courts, is made possible by a grant from the State Justice Institute. Opinions expressed herein, however, do not necessarily reflect the views of the State Justice Institute. Address all correspondence and inquiries to *NASJE News*, National Center for State Courts, 300 Newport Avenue, Williamsburg, Virginia 23187-8798; (804) 253-2000.

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