

# Partners Unlimited Bulletin Board

A Public Education Legal Services Project  
of the Washington Lawyers' Committee  
for Civil Rights and Urban Affairs

Fall 2002

## Having a Mentor Means a Lot

By Mikia Ross

My name is Mikia Ross. I'm in the seventh grade at Macfarland Middle School, and I write poetry. My mentor is Brenda Oliver. She is an attorney, and she works for **Fulbright & Jaworski**. We go places together, and we hang out.

We had a lot of fun the day we went to her law office. A limousine took twelve of us and Dr. Graham to the building on Pennsylvania Avenue. We saw lots and lots of law books because there are lots and lots of laws in the world. We sat around a big table and watched a tape about a case, and then we talked about it. It was interesting. You have to be smart to be an attorney. We also baked gingerbread cookies and made a gingerbread house, and we had pizza there. I liked being in Brenda's office. She has a big window, and she showed me where she buys cookies and where she got a present for me.

*(Continued on page7)*



*Mikia Ross, a Macfarland Middle School 7th grader who participates in Fulbright & Jaworski's Mentoring and*

## Committee Publishes Partnership Handbook

Last month, the Washington Lawyers' Committee published a partnership handbook for law firms interested in launching new public school partnerships or strengthening their continuing relationships. This handbook provides a wide range of practical information as well as a rationale for law firm/public school partnerships from the perspectives of the Committee, the schools, and law firms.

A chapter on organization covers budget, recruiting, kickoff activities, and tips based on past partnership experiences. There are also chapters on tutoring and support for the 3 Rs, career education, and preparation programs, enrichment efforts, and over a dozen other activities. A chart provides an overview of the activities being carried out by firms with school partnerships. The section on Partnership Contact Information makes it possible to contact the law firm partnership coordinators. Finally, there are

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# IRIS'

# INTERVIEWS



*Iris J. Toyer*

As we begin the 200203 school year, the need for our law firm/school partnerships are heartbreakingly clear. I've always looked forward to the beginning of a new school year, because, to me, it brings energy and a sense of wonderful possibilities. But this fall, the severe budget crisis facing our city's public schools has brought an element of dread to what should be a time of eager anticipation and optimism. In order to help prevent a projected \$325 million deficit, the city will cut \$30 million from the budget of the DC Public Schools.

It saddens me to realize that the loss of funds will adversely affect the quality of education our schools can provide. Reduced resources will, of course, have the greatest impact on our most vulnerable children. But I do take great comfort in knowing that law firms and law offices are maintaining their commitment to nearly 40 schools and several thousand students. And

I think it is fitting that in this issue, we have an account, beginning on the first page, of what a mentoring and enrichment program means to one student. As she explains what the involvement of a law firm means to her she is speaking for hundreds of other students, not only at her school, but also the other schools paired with law firms.

It's important to remember in this time of increased school needs that there are over 100 schools without law firm partners. And there are well over 100 firms who have not yet been matched with a school; if you can, share this newsletter with a colleague at one of those firms. If your colleague wants more information, be sure to let me know and a copy of our new handbook and other information will be on its way.

## *Iris*

Iris J. Toyer, Director  
Public Education Legal Services Project

# PRINCIPAL P

At Payne Elementary School, we believe that every child is special and deserves a worldclass education. We must make every school day an outstanding opportunity to learn. We want to nurture the young minds with which we have been entrusted to ensure that their educational experience lays the groundwork for them to become productive members of society.

Payne is an elementary school of 270 curious, lively students. Our staff and parents work together to provide a positive learning environment. Our children are fortunate because, there has been limited staff turnover. Therefore, within our school, we have been able to develop a strong sense of family. Payne has been most fortunate to welcome **Baker & McKenzie** into our school family.

In October 2001, we formally launched our school partnership with a wonderful signing ceremony witnessed by a significant portion of our student body and staff. This signaled to all of us the importance that the firm was placing on this venture.

It has been an exceptional partnership. Recently, the firm, along with Congresswoman Eleanor Holmes Norton's office, helped to coordinate a trip to the White House for our 3rd grade classes. After the tour, students were taken to lunch. This is only one example of the way this law firm has helped to enlarge the world for our children.

The firm's generosity to Payne has helped to make our school a better place. As a principal in a school system that is always underfunded, we are tremendously grateful for the firm's fundraising efforts and donations that help provide school uniforms and school supplies so that our students can be focused on learning. However, as an educator, I am more



*Dennis Homesley*

impressed with the commitment of human resources that Baker & McKenzie is willing to invest in my students.

Last fall, our 6th graders went to the firm for a visit. This was an exciting trip for our students to see a very different office environment from the office here at Payne. While there, the students engaged in animal mask making with firm staff members who provided all of the materials. I need not tell you that the kids are already looking forward to this fall's activity.

My Assistant Principal, Barbara Moses says that the value of this partnership is priceless. Baker & McKenzie has not only enriched the lives of our students, but the lives of our entire school community—and that is priceless.

*Dennis Homesley*

Dennis Homesley, Principal  
Payne Elementary School

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# NEWSWORTHY

# EVENTS



*Geography Bee Judges: L/R Adria Hicks and Adam Bodily from Akin, Gump, Strauss, Hauer & Feld and Valerie Ford who teaches at Tyler Elementary School.*

## Akin Gump Helps Tyler With Geography Bee

Last spring, **Akin, Gump, Strauss, Hauer & Feld** played a key role in the Geography Bee at Tyler Elementary School. The firm provided trophies and medallions that were awarded as prizes, and Adria Hicks and Adam Bodily represented Akin Gump as judges. The competitors were 4th, 5th, and 6th graders who had emerged from competition within individual classes as the students who were most knowledgeable about geography. After the event at Tyler, the winners there went on to compete in a citywide Geography Bee.

According to Adria Hicks, the 4th, 5th, and 6th graders who were not competing were very involved spectators. The competition was so intense that tiebreakers were required. She reported that these tiebreakers, which involved describing a randomly selected spot on a globe, were a big hit with the spectators. And the Geography Bee was a big hit with Akin Gump. "It was wonderful to see the children's enthusiasm and pride in learning," says Adria.

## Handbook Published (cont'd...)

*(Continued from page)*

recruiting and evaluation forms developed by several law firms. For information on the use of the evaluation form see page 8.

**Howrey, Simon, Arnold & White** generously supported production of the handbook. The cover was designed by the firm's creative director, and Howrey duplicated copies for distribution. If your firm has not received a copy of the handbook, contact Iris Toyer at the Committee.



## SCHOOL BY SCHOOL CHILD BY CHILD

**Launching and Growing Your  
Public School Partnership**

A School Partnership Handbook  
Published by:  
Washington Lawyers' Committee  
for Civil Rights and Urban Affairs

## U.S. Attorneys Involve Young Students In Legal Enrichment, Decision Making

Throughout the school year, at Amidon, followed by class exercises that help students develop critical thinking skills. Birney, Marie Reed, and 11 other elementary schools across the city, teams from the U.S. Attorney's Office for the District of Columbia teach fifth graders about the legal and public safety implications of the decisions they make. The project is called Legal Enrichment and Decision Making or Project LEAD. Project instructors serve a dual role of teacher and mentor, teaching children the legal and social consequences of drug abuse, gang involvement, hate crimes, and truancy, while at the same time developing their self-esteem and self confidence.

The twentytwo interactive lessons explore some of the most serious issues facing young people today: peer pressure, drinking and driving, racism and discrimination, and whether rules should be taken seriously. The lessons begin with a skit, which the students act out. One of the skits is about two girls who are harassed and beaten up because of their interracial friendship. The skits are

*(continued in next column)*

## Arnold & Porter Monitors Playground

Last spring, during school lunch periods, Arnold & Porter provided playground monitors for its partner school, Garrison Elementary. The additional monitors provided by the law firm made it possible for the students to enjoy a greater variety of activities and such games as Double Dutch and the favorite Four Square. The jump rope game, a big hit with the Garrison students, was a revelation to some of the Arnold & Porter volunteers, who discovered that their coordination skills need a lot of work. They also discovered that the rules for Four Square are fairly fluid.

The firm also integrated the playground monitoring into its summer program. Last spring, for some Arnold & Porter summer associates, the firm's traditional lunch with an associate became playground monitoring with an associate, followed by lunch. According to Leslie Nickel, " the playground monitoring enhanced the summer program and increased enthusiasm for the Garrison partnership throughout the firm."

The course culminates with a mock trial that allows the students to experience what it is like to be a member of the jury, a prosecutor, a witness, or a judge. The course also includes field trips. A class from Marie Reed, for example, visited the Holocaust Museum and D.C. Superior Court.

Assistant U.S. Attorney Laura Cordero coordinates the project and is part of a team that

*(Continued on page 9)*

## Pastries from Four Firms Take Taste-Off Honors

The pastries were delicious, and the competition was stiff in the 3rd Annual Cooking for Kids Bake Sale and Taste Off last June. **Holland & Knight** was the biggest prizewinner with Judith Sandalow's first place for her strawberry pie, a second place for pear squares baked by Mary Graham, and a third place for Sung Park Reynolds' chocolate chip cake.

Two firms managed to capture double honors. **Stepote & Johnson** got the best cookie prize for Judy Isenberg's Baby Ruth bar and won third place in the pie competition with Jeff Waldstreicher's chocolate whipped cream pie. **Fried, Frank, Harris, Shriver & Jacobson** won a second place honor for Diane Rose's peanut butter chocolate pie and third place recognition for Deneen Melanpen's chocolate chip cookie.

*(Continued on page 9)*



*3rd Annual Cooking for Kids Taste-Off: L/R Colleen Matan from **Stepote & Johnson**, one of the winning firms, and Iris Toyer, who directs the law firm/school partnership*

# MENTORS

MENTORS



*Michael McLaughlin from Macfarland Middle School with his Fulbright & Jaworski mentor, Ben Konop and the gingerbread house they made together.*

## Mentoring Program Proves Successful At Fulbright & Jaworski

Fulbright & Jaworski and MacFarland Middle School are looking forward to the 2002-2003 school year with a mentoring and enrichment program that is rewarding to both attorneys and students. It is also a program that is highly valued by the school's administration and staff and one that took some time to develop. The partnership started out as a weekly tutoring program at the school. The tutoring activity became difficult to sustain, however, and exposing students to cultural and historical activities in DC became a priority.

In the summer of 2001, Kristin McGovern and Letitia McKoy at Fulbright & Jaworski were planning an event for the firm's summer associates, and they wanted it to be distinctive. They got in touch with Donna Graham who was in charge of summer school at Macfarland and worked with her to plan a half day outing for the students that involved the summer associates. After lunch and an educational

*(Continued on page7)*

## A Teacher's View Of Mentoring Project

By Donna Graham

Middle school students need support and consistency. At this critical time in their lives, it's important for them to have an adult other than a parent or teacher to confide in. Our students who have mentors are very excited about the special attention they are getting. They look forward to seeing their mentors, and they often ask me "When are we all getting together again?" Those occasions are very enjoyable for the students. One of my favorites was the time the attorneys brought lunch to the school for their mentees and themselves. That made the students feel really special.

I do know the students talk to their mentors at times other than the occasion we get together. They talk on the phone and send e-mails. Last year, a couple of students in the program were having some serious behavior problems. I contacted their mentors, and said to them, "Your mentee is off the hook, and I would really hate for this student to get suspended." So the mentors

*(Continued on page10)*

*Another gingerbread house created by a Macfarland/Fulbright & Jaworski team.*





*Fulbright & Jaworski mentor, Brenda Oliver.*

## Being a Mentor Is My Good Fortune

By Brenda Oliver, Esq.

When I was in college, I participated in a mentoring project, and I really enjoyed the experience. Then when Kristen and Letitia let me know about the Macfarland opportunity, I thought it would be a good idea for me, especially if I got a chance to help a D.C. student.

A valentine's gift that I bought my mentee, Mikia, turned into a wonderful surprise for me. I bought her a little book that I thought was neat, because it was made out of bark and trees and recycled paper. You could see the grains. She really took to it and was very grateful. The next time I saw her she told me she made it into a journal poem book, and she read me a poem. Mikia is really bright and gifted. Then when we went to the Air and Space Museum, she surprised me with the poem she wrote for me. I was flattered and really touched.

I do feel that our relationship is making an impression on Mikia. She seems to remember certain things from the times we get together. It makes me feel that she enjoys being with me and really listens to what I have to say. As a mentor, I feel fortunate to have her. She's smart, outgoing, and personable. She is very mature for her age, but not at all blasé. She is wonderfully inquisitive and eager to learn more about the world.

I'm glad our project includes outings to historical and cultural sites in the area. These are places that some of the Macfarland students have not had a chance to visit. I'm not a native

*(Continued on page 10)*

## Having a Mentor (cont'd...)

Brenda gave me a book made out of bark and leaves. I made it a poem book. I like to write poems—observations about the way I feel. It helps keep me calm. I had a poem about Brenda, on about September 11th, and other different ones in the book. When we went on a trip to the Air and Space Museum, I showed it to Brenda, and she gave me a big hug.

Brenda is young, and she knows about everything. I talk to her about boys, what's happening at school, going to the mall. I hear from her at Christmas, on my birthday, and during the summer. I'm glad she's my mentor. She's the best.

## Program Proves Successful (cont'd...)

trivia game at the firm, the summer associates and 10 students went to the Air and Space Museum together. The event was such a big hit with both the students and summer associates that Kristin and Letitia recognized its potential for an ongoing partnership activity. They contacted Donna Graham at the beginning of the 200-2002 school year and worked out the parameters of the current program with her.

Mentors have established solid one-on-one bonds with their students outside of the formal enrichment activities. Some mentors and students correspond regularly through e-mail. Others plan activities outside of the program. One mentor, for example, includes his mentee in weekend outings with his own family. A key feature of the program is the continuity of the mentor relationship established with 6th graders during the 2001-2002

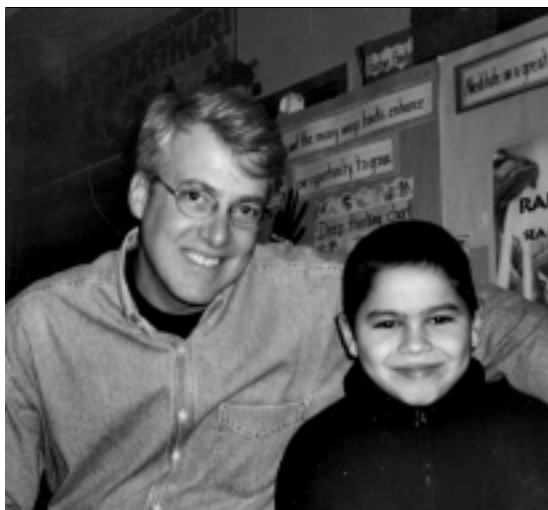
*(Continued on page 10)*

*Mikia Ross and her mentor, Brenda Oliver, enjoy pizza together.*



# BOOKS

# ASSIS



Rich Rector from Piper Rudnick with the Bruce Monroe Elementary student he tutors.

## After Evaluation Tutoring Reorganized At Piper Rudnick

After its initial year of tutoring and mentoring students at Bruce Monroe Elementary School, Piper Rudnick involved its law firm volunteers in an evaluation of the program. During the 2001-2002 school year, each tutor went to the school twice a month to work with a student who got help from another Piper Rudnick tutor on other days. The evaluation revealed that the firm's attorneys and staff were enthusiastic about the program but wanted their work with the students to have a stronger connection to the students' classroom experiences.

During this school year, tutors for each grade will be assigned to tutor on the same day. This will make it easier for coordinator David Rubenstein to channel information from the teachers to the tutors when they need it and for the tutors to get information from the students about what is happening in their classes.

Piper Rudnick will also be changing its system for substitute tutors. This year, it

will rely on two to four substitutes who will always tutor on the same day.

This will provide continuity for the students and make it possible for the substitute tutors to understand better the needs of the students. A copy of Piper Rudnick's evaluation form is in the handbook recently published by the Committee.

## Fun Can Be A Learning Tool

Tutors know from experience that fun is an important part of a child's learning experience. Almost every tutor has had to recognize that moment toward the end of a tutoring session when a student just can't recite one more multiplication table or do one more vocabulary drill. April Ferguson from Foley & Lardner and Trudy Williams from Pepper Hamilton handle these situations with activities they have developed that can both entertain and teach a child.

Rhyming provides opportunities for activities that are both fun and educational. When children identify words that rhyme, they are developing the ability to understand and hear that a word is made up of a series of discrete sounds. The following rhyming activities from the Bank Street College of Education will make it possible for students to learn while enjoying themselves.

**Rhyme Time:** Read a favorite poem or rhyme aloud, pointing to the words as you read. Ask the student to recite it with you. Once the student is familiar with the poem, ask him or her to tell you which words rhyme. Children will enjoy stomping their feet when they hear a rhyme and substituting new words for the rhyming words.

**Round Robin Rhymes:** Help the student to make up a story that rhymes by providing

(continued in next column)

(continued on pg. 9)





*Van loaded with school supplies on its way from Akin, Gump Strauss, Hauer & Feld to Tyler Elementary School.*

## Akin Gump, Other Firms Provide School Supplies

Enthusiasm for learning is essential for academic success. **Akin, Gump, Strauss, Hauer & Feld** and numerous other firms recognize that one way to foster enthusiasm is to help their partner schools make sure every student has the pencils, pens, notebooks, and crayons they need. The attorneys and staff at Akin Gump who have school children buy extra supplies for students at Tyler Elementary when they take their own youngsters shopping. Those who have no children rely on their memories and try to buy twenty-first century versions of what they used. Teachers and principals at schools paired with law firms that conduct drives for school supplies are very grateful to be able to provide book bags and pencil pouches for students who need them.

*(continued in next column)*

## Fun and Learning (cont'd...)

*(Continued from page 8)*

the beginning of each sentence that the student will finish. For example, *Once upon a time, a dog went to the park with a (hog, log, frog, clog). The dog saw a cat with a (bat, hat, mat, rat).*

**Word Riddles:** Give the student a word and a letter, and ask him or her to think of another word that rhymes and begins with the new letter. For example, *What word rhymes with dig and begins with "b?" Big.*

Books and stories with rhymes are good choices for projects that involve reading aloud to children. A book like *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss helps students understand how sounds make up a word.

*(Continued on page 10)*

Several firms have found a drive for school supplies to be a morale builder within the firm and an easy way to connect many employees with the partnership. Lisa Dewey and Amy DuVall from **Piper Rudnick** report that last year's drive for school supplies was a lot of fun and gave many of their colleagues who have never been to Bruce Monroe Elementary a feeling of being connected to the school.

Other firms that conduct drives for school supplies include **Arent, Fox, Kintner, Plotkin, & Kahn; Beveridge & Diamond; D.C. Office of Corporation Counsel; Foley & Lardner; Holland & Knight; McDermott, Will & Emery; Pepper Hamilton; Reed Smith; Steptoe & Johnson; Swidler Berlin Shereff & Friedman; and U.S. Courts.**

## U.S. Attorney's Involve Students (cont'd...)

*(Continued from page 6)*

carries it out at Marie Reed Elementary School. She finds it rewarding, because, "the students get so caught up in the skits and the mock trial and all the issues involved." Project LEAD was adapted from a program that the Los Angeles County District Attorney's Office used and adapted from a program developed by the District Attorney's Office in Kings County, California.

## Taste-Off Honors (cont'd...)

*(Continued from page 6)*

The Washington Lawyers' Committee's summer intern Zoe Levine won first place in the cake competition with her banana chocolate chip cake. **Weil, Gotshal & Manges** received second place for Connie Ericson's carrot cake.

The outstanding quality of the cookies, cake, and pies from the winning firms and from **Akin, Gump, Strauss, Hauer & Feld** and **Pepper Hamilton** presented a difficult challenge to the judges. The distinguished panel who selected the winners included Phyllis Frucht, a chef and teacher of international cuisine; Carla P. Hall, a former C.P.A. and model who is currently Director/Executive Chef for the Washington Club; and Katherine Tallmadge, a weightloss and nutrition expert and author of *Diet Simple*).

The morning before the Taste-Off, the four firms as well as Akin, Gump, Strauss, Hauer & Feld and Pepper Hamilton held bake sales to raise money for their partner schools.



*Dr. Donna Graham, the Macfarland Middle School teacher who coordinates the school's partnership with*

## Being A Mentor (cont'd...)

*(Continued from page 6)*

Washingtonian, and our trips are also giving me the opportunity to learn more about my new home.

I'm also glad that our relationship will continue for several years. This year, we can build on the bond we established during the last school year. And next year, we can have an even stronger friendship. I want to stay in touch with Mikia after she graduates from middle school. I know she's going to do well, and I want to keep up with her.

*Brenda Oliver is an attorney at Fulbright & Jaworski where she practices immigration law.*

## A Teacher's View (cont'd...)

*(Continued from page 6)*

talked to their students, and the behavior did improve. None of the mentees was suspended, and they are all returning to participate in the program this school year. *(Continued from page 7)* school year. The students who are now 7th graders will have the same mentors during this school year and the year after that.

The commitment of the law firm and the young attorneys means a lot to me. It's so important to follow through with students. I'm a former Macfarland assistant principal who has returned to the classroom and with me has come the administrative responsibility of coordinating with outside organizations. I know that when other groups approach the school about getting involved, they will probably want to do different kinds of activities. But our **Fulbright & Jaworski** partnership will be my standard for quality of involvement.

*Dr. Donna Graham is the Technology Coordinator at Macfarland Middle School.*

## Program Proves Successful (cont'd...)

A major reason for the success of the Fulbright & Jaworski/Macfarland partnership is the strong support of the firm's partners. They have provided financial support and continually ask us for updates on the program. They have also given the Macfarland Partnership its own "matter number," making it possible for attorneys to charge the time they spend on the program as pro bono.

Scheduling is a real challenge for the program coordinators. It takes a great deal of effort to find times that will work for 11 busy attorneys. During this school year, the program will be open to additional attorneys, which will make it possible for every student to have the full attention of an attorney even if his or her mentor runs into a last minute schedule conflict. Outings tentatively scheduled for this school year include a tour of the National Zoo and dinner; a tour of the Supreme Court; a performance of "Step Afrika!" at the Kennedy Center, a tour of the Spy Museum followed by dinner at the firm; DC Duck Tour of Washington Monuments; and a community service project.

## Fun and Learning (cont'd...)

*(Continued from page 9)*

Learning consonant sounds can also be entertaining. Children can enjoy and learn from alliterative sentences, such as *Sally sells seashells by the seashore*. Another game from the Bank Street College of Education involves identifying an object in the room from clues about the letters in the name of the object. The first clue about a table, for example, would likely be that it begins with the letter "t."

## PARTNERSHIPS

**Akin, Gump, Strauss, Hauer & Feld**  
Tyler Elementary School

**Arent Fox Kintner Plotkin & Kahn**  
Randle Highlands Elementary School

**Arnold & Porter**  
Garrison Elementary School

**Baker & McKenzie**  
Payne Elementary School

**Beveridge & Diamond**  
Birney Elementary School

**Covington & Burling**  
Cardozo Senior High School

**Crowell & Moring**  
Garnett-Patterson Middle School

**D.C. Office of Corporation Counsel**  
R.S. Terrell Junior High School

**Dickstein, Shapiro, Morin & Oshinsky**  
Ellington School of the Arts

**Fannie Mae's Corporate Legal Dept.**  
Marie H. Reed Learning Center

**Foley & Lardner**  
Wilkinson Elementary School

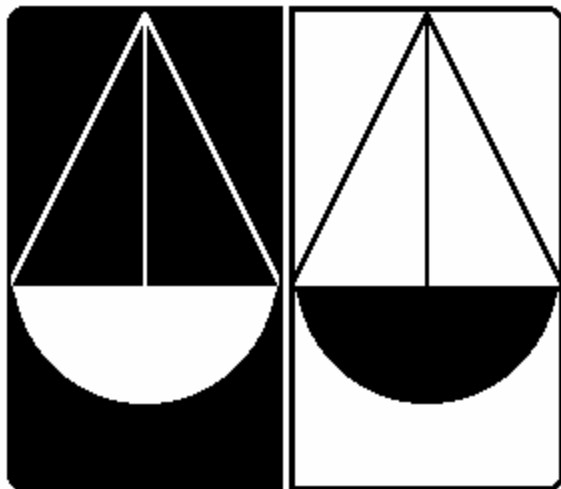
**Fried, Frank, Harris, Shriver & Jacobson**  
School Without Walls

**Fulbright & Jaworski**  
Macfarland Middle School

**Greater Washington Area Chapter  
Women Lawyers Division**

**National Bar Association**  
Malcolm X Elementary School

**Holland & Knight**  
Cleveland Elementary School



## FIRMS

**Howrey, Simon, Arnold & White**  
Bancroft Elementary School

**Levine Pierson Sullivan & Koch**  
H.D. Cooke Elementary School

**McDermott, Will & Emery**  
Bowen Elementary School

**McKenna Long & Aldridge**  
Stevens Elementary School

**Patton Boggs**  
Francis Junior High School

**Pepper Hamilton**  
Stanton Elementary School

**Piper & Rudnick**  
Bruce Monroe Elementary School;  
Law Scout Program  
Eastern, Dunbar and Duke  
Ellington Senior High Schools

**Reed Smith**  
Park View Elementary School

**Sidley Austin Brown & Wood**  
Thomson Elementary School

**Stephoe & Johnson**  
Montgomery Elementary School

**Sutherland, Asbill & Brennan**  
Bell Multicultural Senior High School

**Swidler Berlin Shereff Friedman**  
Adams Elementary School

**U.S. Attorney's Office for the  
District of Columbia**  
Amidon Elementary School

**U.S. Court of Appeals for the D.C. Circuit**  
J.O. Wilson Elementary School

**Washington Bar Association  
Young Lawyers' Division**  
Banneker & Ballou Senior High Schools

**Weil, Gotshal & Manges**  
Seaton Elementary School

**Williams & Connolly**  
Dunbar Senior High School

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Public Education Legal Services Project's  
**PARTNERS UNLIMITED  
BULLETIN BOARD**

Published by the  
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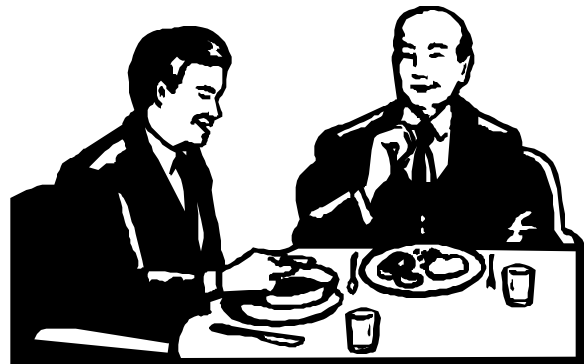
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Covington & Burling

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**2002 - 03  
PARTNERSHIP DATES**

<b>October 17</b>	<b>Partnership Luncheon</b>
<b>January 16</b>	<b>Partnership Luncheon</b>
<b>April 17</b>	<b>Partnership Luncheon</b>
<b>June 9</b>	<b>4<sup>th</sup> Annual Cooking For Kids Bake Sale and TasteOff</b>

Partnership lunches will be at  
**Akin, Gump, Strauss, Hauer & Feld.**



**PARTNERS UNLIMITED  
BULLETIN BOARD**

**WASHINGTON LAWYERS' COMMITTEE**  
for Civil Rights and Urban Affairs  
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