

**To: Participants in AALS Workshop for New Clinical Teachers**  
**From: Jane Aiken and Elliott Milstein**  
**RE: Preparation for Session on Goals of Clinical Education**

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It is our tradition as clinicians to build our theories from experience. This means that we will count upon each of you to participate and share your insights with the group. To give us a common starting point, attached is a file memorandum written by two students after their first client interview in a clinical program that handles asylum cases in the immigration system. **Please read the memo and think about the goals you would have for teaching these students, both immediately after the interview and also over the course of their year in the clinic.** We will discuss those goals and relate them to the evolution of the methods and goals of clinical education.

MEMORANDUM TO THE FILE OF  
K.P.

FROM: Clinic Students: Frank Wizner and Jane Salta

SUBJECT: Initial Interview of Client

INTERVIEW DATE: September 2, 2007

**I. Setting of the Interview**

We conducted an interview with K.P. in the presence of Mr. Richat, who translated for K.P. when needed. He was acquainted with K.P. 's family in Uighur. and is active in promoting human rights for people from Uighur.

Dr. Richat gave an introduction to Uighur. currently a province of China. Uighur was free from 1944 until 1948. the time of the Chinese revolution. Uighur people are ethnically, culturally and linguistically different from the Chinese people. They are similar to the Uzbek people and to a certain extent to the Kazakh people. On February 5. 2007, there was an incident in Ghulja (Chinese name of Yi Li) which involved demonstrations of Uighur people celebrating Ramadan, the Muslim holiday. The demonstration was held in response to the arrest and beating of young Muslims who had gathered during Ramadan. When the parents of those kids arrested asked the officials for an explanation, the soldiers opened fire and killed a seven year girl.

Dr. Richat stated that Uighur is allegedly an autonomous region in China, but people are banned from talking about Uighur-related issues, as well as about Islam, the religion of the Uighur people. People pray at home; “ they” come and arrest them if they find out about the prayers. After arrest, there is no open court. “They” have executed more than a dozen innocent people. People are detained indefinitely. Sometimes a sentence is given but this is merely a formality. People are imprisoned for political reasons.

**II. K.P.'s Experiences**

K.P. stated that she completed her junior year in high school while still in Uighur. In school they were taught primarily in the Uighur language but began learning Chinese as a second language from the third grade. She finished her senior year here as an exchange student in Oregon.

**A. Experiences in Uighur**

K.P. was learning English at the evening school in her home city of Urum-Qi. The evening school was founded and funded by a businesswoman named Biya Dirak who wanted Uighur students to be able to learn English. She currently lives under house arrest in China. Her husband applied for asylum in the United States and received it. He had participated in demonstrations for human rights in Uighur in the U.S.

K.P. was taught at the evening school by Maryn Bajur. a woman who also works at the same “unit” as her parents in China. While it “looked like” she was learning English at the evening school, she was really learning about Uighur history. culture and human rights. She really liked school because ever since she was a young child she had very strong feelings regarding her people and her culture. In the club, the students discussed about English. history and human rights. They did not discuss openly. She was “scared of discussing openly because some people could tell the government or the police and they would arrest us.” “If we talk about human rights,” she stated, “it is not a benefit to the Chinese government, because there are no political rights in China.”

K.P. came to the U.S. through the Education Forum International (EFI), an exchange students program.

### **B. Experiences in the U.S.**

K.P. attended High School here. She went to school and wrote to her friends back in China, telling them about America. She received a letter from her best friend. Asiva Grelya. in February 2007 in which Asiya wrote about the human rights situation in Uighur. Asiya told her to destroy the letter immediately because it could be dangerous and she did. K.P. wrote back, telling about the demonstration in the U.S. and recounting to Asiya the freedoms people have in the U.S. such as freedom of speech. Students here are taught political “stuff” in school, K.P. wrote her. She didn’t hear anything from her friend and was surprised. She wrote to her mom in April and did not receive a reply from her either. On the phone she asked if her parents had received the letter and she was told no. At the end of May she received a fax from her dad (untranslated copy in file) asking her how she was and telling her that she “did not need to rush back home”. It was a surprise to her to receive this letter. Until then she had been planning to return home two months later. He also said that her teacher was planning to visit the U.S. A few days later she phoned her mother and her mother told her “don’t come back” but said “don’t ask me why”. She was very close with her mother and was shocked to hear her mother say this. She cried for one week following this phone call.

On June 1. 2007, her teacher Maryn Bajur came to the U. S. Our client graduated high school on June 12, 2007. Maryn is at George Mason University studying computer science for the next two years. Maryn told her everything, she said (see attached Maryn letter for reference). Since February. students from the evening school were being arrested. Some students have disappeared and no one knows where they are. K.P. ‘s mother had asked Maryn to meet with K.P. to tell her that K.P.’s best friend had been arrested. maybe because she told people about the demonstration in February. Her friend disappeared. As far as K.P. knows, she is

still missing. Her mother said that the security police had called the house twice asking when K.P. was returning home. Her parents said it was dangerous if she went back to China; they definitely would arrest her, too.

Her dad has had trouble at work; he has not been invited for meetings at the unit anymore even though he is Vice Deputy Director of his unit. K.P. says her mother told Maryn that they thought it might be because of K.P. Her parents have not received many of the letters she has sent, although prior to the demonstration in February and her letters to her best friend and others in March and April, they had been getting them.

She says she is scared to go back. The situation in Xianjiang is really bad she says. Everybody is arrested for no reason, she said. It is really unusual for the police to call the house asking for her; they know about me now, she said. We asked K.P. what happened after people were arrested in Uighur. She replied that after they arrest people, they put people in jail. If the person is innocent, maybe they'll release the person after one year, maybe not, she said. All Uighur people are Muslim. In the winter in prison they make people stand barefoot in the snow. They ask the girls whether they believe in religion and if the girls do they burn them with cigarettes. Moreover, Biya Dirak is under house arrest. K.P. believes that because Ms. Dirak was helping K.P. and the other students to get into the exchange program, she is also in danger of being arrested. She does not know what happened to the school, nor does Aynar.

### III. Future Action

We told K.P. that we would review all the information she gave us, do some independent research on country conditions in China and Uighur, and think about whether her request for asylum is the most appropriate immigration option open to her. We told her that we would get back in touch with her in about two weeks.