

**Council on
Legal Education
for Professional
Responsibility, Inc.**

**Clinical Legal Education:
An Annotated Bibliography**

by

GEORGE S. GROSSMAN

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CLINICAL LEGAL EDUCATION:
AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

The first task of the bibliographer is to define his parameters. An effort has been made to limit this bibliography to publications which relate directly to the current clinical movement, the main thrust of which is to involve law students in actual lawyer-client relationships as part of the law school curriculum. Thus, much is omitted which may be of interest to clinical educators.

Apprenticeship is one such topic. Since law schools have never fully replaced apprenticeship,¹ the literature on apprenticeship continues to accumulate. An interesting period passed less than a decade ago, when Pennsylvania² and New Jersey³ debated their post-graduate apprenticeship requirements; and today, apprenticeship continues to be debated.⁴

Another relevant topic not covered is legal aid.⁵ Legal aid programs are distinguishable from the clinical programs of today by their extracurricular nature; neither law school credit nor law faculty involvement is characteristic of legal aid. However, such distinctions are at times difficult to draw, since some legal aid programs are consciously steered toward educational objectives.⁶

A third area of omission relates to non-clinical forms of "practical" training. Trial advocacy seminars; practice court and moot court exercises; courses in legal writing, research and drafting;

and modern experiments with "problem method" instruction should contain useful insights for clinicians. Likewise, teaching devices such as videotapes and programmed instruction are of interest to clinical instructors perhaps even more than others. Nevertheless, the bulk of the literature makes its inclusion impossible.⁷

A final topic of relevance which is not included in this bibliography is continuing legal education. But, again, the literature is too vast.⁸

From the definition of what is not included, it is hoped that a picture of what is included has emerged. Because the current clinical movement has interesting historical antecedents, the first part of the bibliography is devoted to history. Although the historical antecedents date back to the time of the First World War,⁹ this bibliography starts with the 1930's and 1940's when the Legal Realists--most notably, Jerome Frank--infused the call for clinical teaching with philosophic content, and the Neo-Realists--under the lead of Harold Lasswell and Myres McDougal--turned to "policy sciences" and away from clinical concepts. Section II takes up the 1950's, when a practitioner--Arch M. Cantrall--sparked a new debate on the clinical idea. In sections III and IV, the literature on the current clinical movement is considered from the Ford Foundation's establishment, in 1959, of the National Council on Legal Clinics, which sought to aid the teaching of professional responsibility in a variety of ways, to its development, in 1967, of The Council on Legal Education for Professional Responsibility (CLEPR) which has since single-mindedly encouraged the establishment of clinical programs in law schools. The current literature is divided into those dealing with the clinical method in general, and those describing

specific clinical programs. Last, in section V, an unannotated list of relevant foreign literature in English is appended.

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- 1 Fourteen states permit lawyers to qualify by "reading" law in a law office. New York Times, Jan. 14, 1974, p. 45, col. 1.
 - 2 See, M. Lefever, "Skills Course" vs. Law Practice Clerkship, 37 Penn. B.A.Q. 365 (1966); R. Meiners, Clerkship: A Legal Anachronism? 64 Dick. L. Rev. 31 (1959).
 - 3 See, New Jersey Supreme Court, Committee for the Practice of Law, Report (1957). New Jersey has instituted a required, post-graduate "skills course." See, E. Jarmel, The New Jersey Skills Training Course, 17 J. Legal Ed. 432 (1965).
 - 4 See, S. Balbach, Legal Education - The Lawyer's Responsibility, 58 A.B.A. J. 600 (1972); F. Trowbridge vom Baur, Revitalizing the Trial Bar, 55 A.B.A. J. 138 (1969). Both articles advocate the reinstatement of an apprenticeship requirement under controlled conditions.
 - 5 A major survey of such programs was published in 1951: Q. Johnstone, Legal Aid Clinic Reports (Survey of the Legal Profession, 1951), summarized in 3 J. Legal Ed. 535 (1951).
 - 6 The omissions from this bibliography may in part be remedied by resort to the major bibliography on legal education: D. Djonovich, Legal Education: A Selective Bibliography (Supplement to the Annual Survey of American Law, 1969/70); updated in each subsequent volume of the Annual Survey of American Law. Section I(J) lists publications on legal aid.
 - 7 See, Id., section III(C) (teaching techniques); section III(D) (5) (audio-visual aids); section IV(C) and (D) (moot court and practice court); and section V(C) (28) (legal research and writing). See also, S. Beatty, Law Schools and Trial Advocacy Courses: A Survey, 54 Judicature 293 (1971), which indicates wide-spread acceptance of skills training by non-clinical means.
 - 8 See, D. Djonovich, supra, note 6, section I(H) (continuing legal education); section VIII (bar admission training).
 - 9 W. Rowe, Legal Clinics and Better Trained Lawyers: A Necessity, 11 Ill. L. Rev. 591 (1917), is remarkably contemporary (except for a concern with the infusion of "foreign elements" into the legal profession); it calls for law school clinics run by law professors and involving practitioners for community service, practical training, and "professional character." Formal apprenticeship remained in this period and was looked upon favorably, at least in one survey. L. Vold, Legal Preparation Tested by Success in Practice, 33 Harv. L. Rev. 168 (1919) ("The striking feature about the comparison of law school and office preparation as reflected in success in practice is the strength of the combination of the two over either method when used alone.")

(I) REALISTS AND NEO-REALISTS: THE 1930's AND 1940's

Bradway, J.S., Some Distinctive Features of a Legal Aid Clinic Course, 1 U. Chi. L. Rev. 469 (1933).

The aims of clinical education and its uniqueness are discussed, taking into account the "mental processes" of practitioners and the social responsibilities of law schools. (This is Bradway's most frequently-cited article. He directed the Duke Law School clinic in the 1930's and 1940's and published several articles on clinical education and legal aid. He also prepared teaching materials for the Duke clinic. For a bibliography, see, D. Djonovich, Legal Education: A Selective Bibliography 72-74 (Supplement to the Annual Survey of American Law, 1969/70).)

Cavers, D.F., "Skills" and Understanding, 1 J. Legal Ed. 395 (1949).

Law schools should incorporate practical elements not for "training" students, but to develop "understanding."

David, L.T., The Clinical Lawyer-School: The Clinic, 83 U. Pa. L. Rev. 1 (1934).

Reviews the use of legal aid clinics at several law schools for educational purposes and finds that these programs possess advantages over the case method, over simulated practice courts and over law office apprenticeship.

deCapriles, M.A., A Report on the Inter-Professions Conference, 1 J. Legal Ed. 176 (1948).

Summary of reactions by several legal educators at a conference of lawyers, doctors, theologians and other professionals. Among the major topics discussed were "craftsmanship" training and apprenticeship.

Frank, J., Both Ends Against the Middle, 100 U. Pa. L. Rev. 20 (1951).

A late piece by Justice Frank in which he continues to urge legal educators to make use of the fact-finding process of trial courts. He expresses disappointment with simulated practice-courts ("ersatz teaching") and post-graduate law office training. He also expresses disappointment with the way the social sciences have come to be used in law schools--to study legal rules rather than facts--and he calls for the infusion of the humanities into the law curriculum for "poetic insight" and "empathy."

Frank, J., A Disturbing Look at the Law Schools, 2 J. Legal Ed. 189 (1949).

Criticism of the case method for ignoring the "human" factors and trial courts.

Frank, J., A Plea for Lawyer Schools, 56 Yale L.J. 1303 (1947).

A detailed and documented "restatement" of the failures of the case method and of the importance of facts. Judge Frank commends the policy orientation of the Neo-Realists, but unlike them, he stresses that policy questions must be concentrated on the factual level of the trial. (Reprinted in large part in Judge Frank's book, *Courts on Trial* (1949).)

Frank, J., What Constitutes a Good Legal Education? 19 A.B.A. J. 723 (1933).

In a speech, Judge Frank summarizes his article in the Pennsylvania Law Review. He again calls for the concentration of legal education on "law in action."

Frank, J., Why Not a Clinical Lawyer-School? 81 U. Pa. L. Rev. 907 (1933). Also in *Selected Readings*, at 3.

The classic indictment of the case method for its narrow concentration on appellate opinions and a call for "legal clinics" to help students understand the real workings of the legal system. (For responses, see, David, supra, and Gardner, infra.)

Fuchs, F.F., Educational Value of a Legal Clinic--Some Doubts and Queries, 8 Am. L. Sch. Rev. 857 (1937).

Clinics may be diverting attention from the main task needed to reform legal education--the synthesis of the social sciences. (See also, Harris, infra.)

Fuller, L.L., What the Law Schools Can Contribute to the Making of Lawyers, 1 J. Legal Ed. 189 (1948).

The eminent legal philosopher condemns the case method for its exclusive concentration on appellate opinions to the detriment of legislation and legal skills. He recommends the concentration of legal education on the "process" of conflict resolution and a union with the social sciences.

Gardner, G.K., Why Not a Clinical Lawyer-School? --Some Reflections, 82 U. Pa. L. Rev. 785 (1934).

An involved historical essay concluding that Judge Frank's suggestions should not be implemented until America develops its own legal framework, suited to modern industrial society. Until then, law schools should train students to "think effectively about modern problems"--including social and economic problems--and training for practice should be the task of the bar.

Hamilton, R.R., Teaching the Crafts, 23 Rocky Mt. L. Rev. 75 (1950).

A suggestion to teach skills "in the context of subject matter."

Harris, S.A., The Educational Value of A Legal Aid Clinic--A Reply, 8 Am. L. Sch. Rev. 860 (1937). Also in 3 Ohio St. L.J. 300 (1937).

Reply to Fuchs--stressing the benefits of clinics both in terms of "skills" and "attitudes."

Jackson, R.H., Training the Trial Lawyer: A Neglected Area of Legal Education, 3 Stan. L. Rev. 48 (1950).

The Supreme Court Justice deploras the prevalent quality of trial practice and places much of the blame on the law schools. "If the weakness of the apprentice system was to produce advocates without scholarship, the weakness of the law school system is to turn out scholars with no skills in advocacy." Student involvement in legal aid cases is suggested.

Johnson, A., A Lay View of Legal Education, 43 Colum. L. Rev. 462 (1943).

A layman suggests extending the scope of legal education both to take in "civilization" and practical experiences.

Lasswell, H. & M.S. McDougal, Legal Education and Public Policy: Professional Training in the Public Interest, 52 Yale L.J. 203 (1943).

An influential article calling for the interdisciplinary training of law students for policy-making roles--viewed by some as the antithesis of clinical education and labeled "the culmination of the academizing thrust of legal realism" in a special

issue of the Virginia Law Review 25 years later. See, Bergin, T.F., The Law Teacher: A Man Divided Against Himself, 54 Va. L. Rev. 637 (1968); Macaulay, S., Law School and The World Outside Their Doors, 54 Va. L. Rev. 617 (1968). For a supportive article, see, Clark, C.E., How Far Can Professional Competence and Responsibility be Taught? 13 J. Legal Ed. 472 (1961).

Levi, E.H., What Can the Law Schools Do? 18 U. Chi. L. Rev. 746 (1951).

Law schools are criticized both for inadequate practical training and for insufficient research. Dean Levi proposes increased use of social science research and a clinic for legal aid, public defender and civil liberties cases which would both provide a service and extend research. Justice Frank cited this article as a "promise that the University of Chicago Law School will adopt something of the sort of clinical teaching I have long advocated." (100 U. Pa. L. Rev. 20(1951).)

Llewellyn, K.N., The Current Crisis in Legal Education, 1 J. Legal Ed. 211 (1948).

While the case-method stimulates the entering law student, interest is lost in the upper years. The case-method is also an inefficient means of conveying information about factors surrounding litigation and it fails to instruct students in legal skills. Cases should be examined "from the front"--that is, from the "problem-raising situation" which brought them about.

Llewellyn, K.N., On What is Wrong with So-Called Legal Education, 35 Colum. L. Rev. 651 (1935).

Legal education is condemned, with wit, for failing to base its objectives on what lawyers do; for teaching "the emptiness of rules without facts"; and for failing to integrate "the human and the artistic with the legal." Suggested remedies include the teaching of the "background of social fact" and "making real (the) theoretical role by practical complement."

Llewellyn, K.N., Place of Skills in Legal Education, 45 Colum. L. Rev. 345 (1945).

A report of the AALS Committee on Curriculum -- generally attributed to Professor Llewellyn, its chairman. The report examines the skills developed by the case-method. It suggests broadening course offerings in public law and getting legal education "down to the roots of training for the law, and working up from those roots."

Miller, C.H., Clinical Training of Law Students, 2 J. Legal Ed. 298 (1950).

Suggests turning the legal aid clinic into a teaching device by careful office routines, complementary classroom work and supervision.

Pemberton, J. deJ., Report of the National Law Student Conference on Legal Education, 1 J. Legal Ed. 221 (1948).

A majority of those attending the Conference favored law school instruction in "craft techniques"--including case analysis, writing, research, advocacy, counseling, planning, drafting, and arbitration --with an emphasis on "doing" rather than merely "observing."

Pound, R., The University and the Legal Profession, 7 Ohio St. L.J. 3 (1940).

A comparative and historical account of the development of legal education, by the father of sociological jurisprudence, concluding that apprenticeship training developed a sense of social and professional responsibility which university law schools are failing to do.

Silver, B.S., Law Students and the Law: Experience-Employment in Legal Education, 35 A.B.A. J. 991 (1949).

Calls for summer internships in law offices as a part of legal education.

Stone, H.F., The Public Influence of the Bar, 48 Harv. L. Rev. 1 (1934).

Influential speech by the Chief Justice in which law schools are urged to better prepare students for the "social responsibilities" of the profession.

Wheaton, L.L., Law Teaching Pragmatism, 25 Geo. L.J. 338 (1937).

A favorable reiteration of many of Jerome Frank's suggestions.

(II) THE DEBATE OF THE 1950's

Brown, L.M., The Law Office--A Preventive Law Laboratory, 104 U. Pa. L. Rev. 940 (1956).

The author urges law schools to teach preventive law by teaching from the "hot facts" of law practice rather than "cold facts" of appellate opinions.

Calhoun, H.M., Law Schools and Practical Training, 55 W. Va. L. Rev. 83 (1953).

As a judge and a member of a Visiting Committee of the University of West Virginia Law School, the author found legal educators receptive to the idea of more practical training, but the author cautions that the realization of that idea is a complex and difficult problem, not to be approached in a "dogmatic way."

Cantrall, A.M., Law Schools and the Layman: Is Legal Education Doing Its Job? 38 A.B.A. J. 907 (1952).

This is the article which brought the debate of the 1950's to a head. The author, a practitioner, pointedly calls for the development of "how to do it" skills in law schools, emphasizing planning and dispute settlement. He bases his thesis on the danger to the public of incompetent newly admitted lawyers.

Cantrall, A.M., Practical Skills Can and Must be Taught in Law Schools, 6 J. Legal Ed. 316 (1954).

In a panel presentation at the Association of American Law Schools, the author exhorts legal educators to reform.

Clad, C.C., The Gap in Legal Education: A Proposed Bridge, 41 A.B.A. J. 45 (1955).

A post-graduate clinic is proposed to combine legal aid, lawyer referral services and practical training for new lawyers.

Clark, C.E., "Practical" Legal Training: An Illusion, 3 J. Legal Ed. 423 (1951).

Letter from a judge and former professor praising legal education and referring to the pressure for practical training as "professional baiting of the schools."

Comment, The Law Graduate--An Adequate Practitioner? 17 U. Det. L.J. 84 (1953-54).

Cites some of the critical quotes from current debate and suggests clinics "in conjunction with the law school itself."

Connor, J.T., Legal Education for What? A Lawyer's View of the Law Schools, 37 A.B.A. J. 119 (1951).

Law schools are condemned for over-reliance on the case-method and for a tendency to specialization.

Current Issues in Legal Education, 9 Clev.-Mar. L. Rev. 582 (1960).

A number of legal educators express brief views on the question of "theoretical" vs. "practical" training.

Cutler, A.S., Inadequate Law School Training: A Plan to Give Students Actual Practice, 37 A.B.A. J. 203 (1951).

A proposal for third-year clerkships with law firms.

Doyle, W.E., Teach the Law Student to be a Lawyer, 38 Dicta 289 (1961).

A judge calls for the use of legal institutions, especially courts, as "laboratories" for law training. He also suggests that if such training were to be implemented, comprehensive law school examinations should be considered as an alternative to bar examinations.

Elliott, S.H., Remarks on Legal Education, 6 J. Legal Ed. 158 (1953).

The author contrasts the views of Cantrall and McClain and points out that legal training must be geared to "tomorrow's practice", giving examples of changing procedures in courts, legislatures and administrative services.

Forer, L.G., Training the Lawyer, 47 A.B.A. J. 354 (1961).

A practitioner caustically indicts law schools for teaching students to be teachers or appellate judges rather than practitioners.

Griswold, E.N., English and American Legal Education, 10 J. Legal Ed. 429 (1958).

Among the contrasts, Dean Griswold points to the highly theoretical nature of British legal education, made possible by the requirement of post-graduate apprenticeship. In America, the Dean feels, theoretical and practical education are woven together.

Griswold, E.N., The Future of Legal Education, 5 J. Legal Ed. 438 (1953).

As part of a general talk, Dean Griswold concedes the need for "carefully planned and controlled" experimentation in practical legal education but condemns "violent and intemperate articles" (citing Cantrall) on the subject.

Griswold, E.N., Law Schools and Human Relations, 37 Chi. B. Record 199 (1956).

The case-method is criticized for failing to sensitize students to human relations and to professional responsibility. Examples are given of how the human relations insights of the social sciences can enter into law.

Griswold, E.N., Legal Education: The Extent to Which Know-How in Practice Should be Taught in Law Schools, 6 J. Legal Ed. 324 (1954).

..."law schools today are far more practical than Mr. Cantrall appreciates."

Harno, A.J., Legal Education in the United States 146 et seq. (1953).

A review of the views of Judge Frank and Charles E. Clark, and of a survey of recent Harvard Law School graduates--all indicating the need for more training for practice in law schools. The author, however, concludes that the law schools and the bar should be jointly responsible.

Harum, A.E., Internship Re-examined: A "Do" Program in Law Schools, 46 A.B.A. J. 713 (1960).

An exploration of several possible solutions to the problem of practical training and a proposal for law office internship for law school credit with contact between a faculty supervisor and a supervising attorney.

Joiner, C.W., Legal Education: The Extent to Which "Know-How" in Practice Should be Taught in Law Schools, 6 J. Legal Ed. 295 (1954).

Post-graduate practice instruction is proposed and the practice-oriented courses at the University of Michigan are described.

Kessler, R.A., Clerkship as a Means of Skills Training, 11 J. Legal Ed. 482 (1959).

A "modern" apprenticeship is proposed--involving adequate supervision and compensation.

Levi, E.H., The Graduate Legal Clinic: Restoring Lawyers' Research Responsibilities, 38 A.B.A. J. 189 (1952).

The Dean of the University of Chicago Law School describes that school's legal research and writing, legal aid and student internship programs. He views the major value of the latter two to lie in research rather than skills training and suggests legal clinics for graduate work.

McClain, J.A., Is Legal Education Doing Its Job? A Reply, 39 A.B.A. J. 120 (1953).

This article has come to represent the "academic" side of the debate of the 1950's. The author, Dean of Duke Law School, responds to Cantrall and places the responsibility for practical training on the bar.

McClain, J.A., Legal Education: The Extent to Which "Know-How" in Practice Should be Taught in Law Schools, 6 J. Legal Ed. 302 (1954).

A round-table presentation elaborating on the "impracticality" of Cantrall's suggestions.

Mehler, I.M., Medical Education: A Guide for the Law Schools,
44 A.B.A. J. 869 (1958).

Law students should be exposed to more teachers with
practice experience.

Morse, O., Let's Add Another Year, 7 J. Legal Ed. 252 (1954).

A fourth year of law school is needed to allow students
to integrate their law school experiences, gain practice
skills and do research.

Murchinson, W.C., A Young Lawyer Looks at His Law School Training,
6 S.C. L. Q. 194 (1953).

A recent graduate suggests practical training and training
for professional responsibility tied to certain courses.

Note, Modern Trends in Legal Education, 64 Colum. L. Rev. 710
(1964).

Contains a summary of the debate of the 1950's, concluding
that there are "fallacies and dangers" in law schools assuming
the task of skills training.

Nutting, C.B., Training Lawyers for the Future, 6 J. Legal Ed. 1
(1953).

Since law practice is ever-changing, "the most practical
instruction possible is the most theoretical." But practical
training is recommended for continuing legal education.

Orschel, A.K., Is Legal Education Doing Its Job? Brief of Amicus
Curiae, 40 A.B.A. J. 121 (1954).

A practitioner-turned-teacher chides law schools for their
teacher-selection criteria, for their emphasis on publishing
and for their unresponsiveness to needed change.

Orschel, A.K., The Teaching Approach of a Practical Lawyer, 5 J.
Legal Ed. 515 (1953).

Description of a practice-oriented "problem" seminar.

Panel, Legal Internships, 6 J. Legal Ed. 504 (1954).

Judge Lefever uses the medical example to urge practice training in law and raises Pennsylvania's preceptorship as one alternative. Professor L. Park reports on New Jersey's clerkship. And Dean Stason reviews the apprenticeship requirements of other countries and elaborates on the Institute for Post-Graduate Professional Education proposed in his A.B.A. Journal article.

Reese, W.L.M., Legal Aid and the Law Student: Four Truisms, 8 J. Legal Ed. 321 (1956).

A call for the expansion of legal aid and for student practice rules--for the sake of both justice for the poor and student experience.

Ritter, P., Views of Our Readers, 39 A.B.A. J. 69 (1953).

A letter responding to Cantrall's article alleging the impracticality of teaching skills in law school and calling instead for required apprenticeship.

Roberts, L.L., Performance Courses in the Study of Law: A Proposal for Reform of Legal Education, 36 A.B.A. J. 17 (1950).

Deplores the lack of practical instruction in law schools and calls for "laboratory" courses with "performance exercises."

Stason, E.B., Legal Education: Postgraduate Internships, 39 A.B.A. J. 463 (1953).

The Dean of the University of Michigan Law School protests that law schools cannot "bring live clients into the schools" or "take the class to the courtrooms." He suggests instead a post-graduate institute and a second bar examination to develop practical skills.

Stevens, G.N., Legal Education for Practice: What the Law Schools Can Do and Are Doing, 40 A.B.A. J. 211 (1954).

The Dean of the University of Washington Law School points out that practical training is being offered by law schools through legal aid, practice courts, legal research and writing courses, moot courts, draftsmanship seminars, etc. and sees too many other pressures on law schools to expand their curriculums.

Symposium, Legal Clinics for Law Students, 7 J. Legal Ed. 204 (1954).

Professors Bradway, Baust and MacNamara discuss the educational value of legal clinics with examples from Duke and Northwestern.

Vanderbilt, A.T., The Future of Legal Education, 43 A.B.A. J. 207 (1957).

The Chief Justice of New Jersey and former law school dean makes a range of recommendations for improving legal education-- including "problem" method teaching, practice experience for law faculty, and emphasis on fact gathering and presentation.

Weinstein, J.B., The Teaching of Fact Skills in Courses Presently in the Curriculum, 7 J. Legal Ed. 463 (1955).

Skills training is already taking place--by the pervasive approach.

(III) THE IMPACT OF THE FORD FOUNDATION: THE 1960's AND 1970's

Abbott, C.M., Primer on Clinical Legal Education, 9 Ga. St. B. Bull. 443 (1973).

Time and available resources are determinative of the structure of clinical programs. CLEPR emphasizes skills training and public service, but Emory University has embarked on a "law reform" model.

Allison, J.L., Argersinger and the Legal Clinic Program, 5 CLEPR Newsletter, no. 4, part II, at 1 (Dec. 1972).

The expansion of the right to counsel raises serious manpower problems and should serve as an impetus to clinical programs.

American Bar Association, Model Rule Relative to Legal Assistance by Law Students, 15 Student Lawyer J. 28 (Jan. 1970).

Text of the A.B.A. model student practice rule.

American Bar Association. Law Student Division. Committee on Education for Advocacy. The Law School Curriculum and Advocacy Training (1967).

Results of a survey on how advocacy is taught in American law schools. Both a statistical summary and a survey of teaching techniques--including clinical--are provided. An annotated bibliography of useful films and a bibliography of writings on brief preparation and oral advocacy are appended.

Association of American Law Schools. Committee on Legal Clinics. Reports.

1963 AALS Program and Reports 188: Sets out the goals of the Committee--"(1) to define the clinical concept; (2) to work out objectives of clinical programs; and (3) to compile a bibliography...." The Report of the subcommittee on the second goal sets out 9 objectives.

1964 AALS Proceedings, part I, at 118: Survey of student practice rules being conducted.

1965 AALS Proceedings, part I, at 109: A round table is suggested.

1966 AALS Proceedings, part I, at 114: Disbanding of Committee is suggested, since other organizations are dealing with the subject.

Association of American Law Schools. Committee on the Curriculum. Report. 1968 AALS Proceedings, part I, §2, at 7. "Myers Report".

The Committee's report favoring clinical programs brought a dissent from Professor Lefcoe and a response from Chairman Myers. Professor Lefcoe questions the aims and methods of clinical programs and urges law schools to stick to "what Lasswell and McDougal would call the intelligence functions."

Association of American Law Schools. Curriculum Study Project Committee. Training for the Public Profession of the Law: 1971. 1971 AALS Proceedings, part I, §2. "Carrington Report".

This major study sets forth a "Model Curriculum" of two years and concludes that clinical legal education "cannot withstand a cost-benefit analysis." Instead, simulated techniques are recommended for the teaching of practice skills. (A Proposed Final Draft, dated February 1971, contains an article by E.W. Kitch, not in the final draft.) (For a response, see, L. Brickman, Book Review, infra; see also, C.E. Silberman, infra.)

Association of American Law Schools. Statement ... Before the Labor and Health, Education and Welfare Subcommittee, United States Senate Committee on Appropriations ... 1970 AALS Proceedings, part I, §3, at 37.

AALS statement favoring government support for clinical legal education (Title XI of the Higher Education Act of 1968; 20 U.S.C. §1136). The statement points out the benefits of the clinical method, using an example from the University of Connecticut, and calls attention to the problems of financing clinics.

Bartels, R.D., Clinical Education and the Delivery of Legal Services: The View from the Prosecutor's Office, in Buck Hill Falls Conference, at 190.

Sets out the costs and benefits of the use of students for prosecution, with an aim "to exploit fully law student services." The author suggests broadening student practice rules, giving students maximum responsibility and rewarding them with credit rather than pay.

Bellow, G., On Teaching the Teachers: Some Preliminary Reflections on Clinical Education as Methodology, in Buck Hill Falls Conference, at 374.

An attempt to "sort out the implications and assumptions" of experience-based teaching, making use of the general literature on learning. The author, director of the Harvard Law School course on clinical teaching, indicts legal education for its failure to be self-analytic.

Bellow, G., Reflections on Case-Load Limitations, 27 Legal Aid Briefcase 195 (1969).

Harvard's clinical director (then at the University of Southern California) advises legal aid offices to limit case intake and concentrate on meaningful law reform.

Boden, R.F., Is Legal Education Deserting the Bar? 37 Ins. Counsel J. 97 (1970).

The Dean of Marquette Law School indicts legal education for "turning its back" on the profession's need for more competent practitioners and attacks Neo-Realist ideas of law training. He sees clinical legal education as a "great step forward," although he warns of its "pitfalls."

Bradway, J.S., The Unending Quest, 1 Calif. Western L. Rev. 46 (1965).

A pioneer of the 1930's describes the clinical method and predicts a period of "maturing and ... ascendancy" for it.

Brickman, L., Book Review, 2 U. Ill. L. Forum 843 (1972).

The AALS "Carrington Report" is reviewed and severely criticized for its "substantial deletion of clinical legal education from the curriculum."

Brickman, L., CLEPR and Clinical Education: A Review and Analysis, in Buck Hill Falls Conference, at 56.

An outline of CLEPR's "adroit implementational strategies" in funding clinical programs; articulations of clinical goals; and current trends to expand the clinical experience. The future of funding is a problem and may result in fee-generating cases.

Brickman, L., Clinical Education: Polemics and Pragmatics, 3 CLEPR Newsletter, no. 5, at 1 (Feb. 1971).

An examination of some practical problems bearing on the acceptance of clinical programs by law schools--writing requirements, grading, credit, faculty status for clinical instructors, and costs.

Brickman, L., Contributions of Clinical Programs to Training for Professionalism, 4 Conn. L. Rev. 437 (1971-72).

Part of a panel discussion. Praises clinical education for its ability to train students in legal skills and inculcate in them a sense of professional responsibility. A program model is suggested; and the preparation of a "casebook" is discussed.

Broden, T.F., Role of Law Schools in O.E.O.'s Legal Services Program, 41 Notre Dame Lawyer 898 (1966).

Although law schools have traditionally paid little attention to the legal needs of the poor or to legal aid programs, the O.E.O. has sparked a new interest and led to the creation of a variety of law school-O.E.O. programs.

Brown, J.R., The Trumpet Sounds: Gideon--A First Call to the Law Schools, 43 Tex. L. Rev. 312 (1965).

The unwillingness of the bar to meet the right-to-counsel requirements of the Gideon case provides an opportunity for law schools to upgrade criminal law and instill new attitudes in students.

"Buck Hill Falls Conference"

see, Council on Legal Education for Professional Responsibility, Clinical Education for the Law Student...

Burger, W.E., The Future of Legal Education, 2 CLEPR Newsletter, no. 2, at 7 (Nov. 1969); also in 15 Student Lawyer J. 18 (Jan. 1970); and Selected Readings, at 49.

Justice Burger indicts the case method for its failure to teach students to deal with "facts and people" and praises clinical experiments.

Burger, W.E., A Sick Profession, 27 Fed. B. J. 228 (1968).

The Chief Justice's now-famous indictment of the trial bar, placing much of the blame for its poor performance on legal education.

Carlin, J.E., Will Clinical Education Make It? 3 CLEPR Newsletter, no. 1, at 1 (Sept. 1970).

A few "full-scale" experimental programs are recommended to help answer questions on costs, faculty roles and goals.

Carr, J., Grading Clinic Students, 26 J. Legal Ed. 223 (1974).

Letter grades--rather than pass/fail--is advocated for clinics, since evaluative data is available and grading should create incentive to maintain quality legal services.

Carr, J., Report on the Ohio Clinical Directors' Conference, 3 CLEPR Newsletter, no. 10, at 1 (May 1971).

Condensed proceedings of discussions on the student practice rule; malpractice insurance; supervision; scheduling; case acceptance procedures; and classroom components.

"Chicago Conference"
see, Kitch, E.W.

Christenson, G.A., Studying Law as the Possibility of Principled Action, 50 Denver L. J. 413 (1974).

The Dean of American University Law School expresses skepticism about the "service" aims of clinical education and sees the most promising product of clinics to lie in "psychological insights."

Clark, T.C., Student Advocates in Court, 1 Seaton Hall L. Rev. 1 (1970).

The former Associate Justice of the Supreme Court urges the adoption of student practice rules and praises clinical legal education.

Cleary, J.J., Law Students in Criminal Law Practice, 16 DePaul L. Rev. 1 (1966).

The increase in the need for defense counsel provides an opportunity for law schools to use criminal cases for the training of students. Student practice rules are advocated with the warning that students must be supervised and defendants' rights safeguarded.

Clinical Teaching Materials, 6 CLEPR Newsletter, no. 3, at 1 (Sept. 1973).

A bibliography of unpublished teaching materials from law schools around the country.

Comment, Confidential Communications in Student Legal Clinics, 1972 L. & Soc. Order 668.

Confidential attorney-client communications may become compromised in clinical classroom discussions. The author suggests amendments to the rules of privilege and the canons of ethics to permit such discussions for educational purposes. Alternatively, client consent should be obtained or discussions should be curbed.

Comment, Law Schools or Lawyer Schools in Alabama? A Proposed Internship Program, 1 Cumberland-Samford L. Rev. 316 (1970).

Proposes a student practice rule for Alabama, and suggests characteristics which clinical programs should have.

Comment, Legal Internship in Missouri, 35 Mo. L. Rev. 367 (1970).

Urges the adoption of a student practice rule in Missouri.

Comment, Limited Student Practice in Arizona, 1971 L. & Soc. Order 148.

Comparison of several student practice rules, finding Arizona's "one of the most liberal" and urging that it not be given a "restricted interpretation."

Comment, Student Practice-- Limited Appearances in Court by Third Year Law Students, 6 U. Richmond L. Rev. 152 (1971).

The common objections to student practice rules--that they sanction unauthorized practice and fail to satisfy the right to effective representation--are disputed.

Conard, A.F., Letter from the Law Clinic, 6 CLEPR Newsletter, no. 6, at 1 (Nov. 1973); also in 26 J. Legal Ed. 194 (1974).

A traditional law teacher's essay, in a light style, of some of his experiences in clinical teaching. The value of clinics to students and clients is highlighted through an exploration of the types of cases handled. The essay concludes with a consideration of the impact of clinical programs on bar relations and student attitudes.

Council on Education in Professional Responsibility. Reports.

1965 AALS Proceedings, part I, at 284.

1966 AALS Proceedings, part I, at 140. --Listings of grants.

1967 AALS Proceedings, part I, at 140.

Council on Legal Education for Professional Responsibility.
Biennial Reports.

First, for period ended December 31, 1970.

The "President's Report" traces the history of clinical efforts from the National Council on Legal Clinics, set up in 1959, to CLEPR and anticipates continued spread of the clinical idea into full-year, required, in-house programs. A "Program Report" gives statistics on grants and outlines their objectives, emphasizing "student lawyer-client work for academic credit under faculty supervision."

Second, for period ended December 31, 1972.

The "President's Report" points to "dramatic" advances. It reasserts the role of "service" and calls for the integration of the clinical method into all years of the law school curriculum. The "Program Report" stresses new developments such as full-semester clinical programs, prosecutor programs, closer faculty supervision, para-professional training and the training of clinical teachers. An ambitious program of workshops and conferences is outlined and statistics are again given.

Council on Legal Education for Professional Responsibility.

Clinical Education for the Law Student: Legal Education in a Service Setting (1973). "Herein cited as "Buck Hill Falls Conference".

Working papers prepared for a national conference sponsored by CLEPR. A Report of Proceedings is separately published and a preliminary planning session is reported in 5 CLEPR Newsletter, no. 8, at 1 (March 1973).

Council on Legal Education for Professional Responsibility,
Clinical Education--What Is It? Where Are We? Where Do We
Go From Here? 16 Student Lawyer J. 16 (May 1971).

Condensation of points discussed in several CLEPR workshops. Topics include classroom components and field work supervision.

Council on Legal Education for Professional Responsibility.
Newsletter. 1969 - present.

Contains individual articles as well as program descriptions,
reports of workshops and grant data.

Council on Legal Education for Professional Responsibility.
«Workshops and conferences»

First (1969-70), 2 CLEPR Newsletter, no. 2 (Nov. 1969).
Second (1969-70), 2 CLEPR Newsletter, no. 6 (Jan. 1970).
Third (1969-70), 2 CLEPR Newsletter, no. 9 (Apr. 1970).
"Law Student Clinical Work in Prisons and Jails,"
3 CLEPR Newsletter, no. 3 (Nov. 1970).
Second (1970-71), 3 CLEPR Newsletter, no. 4 (Jan. 1971).
"Prosecution Workshop," 4 CLEPR Newsletter, no. 1 (July 1971).
"Life and Times of a Clinical Professor," 4 CLEPR Newsletter,
no. 6, at 6 (Nov. 1971).
"Paraprofessional Conferences," 4 CLEPR Newsletter, no. 10
(March 1972).
"Role of Clinical Legal Education at the Metropolitan and
Regional Law School," 4 CLEPR Newsletter, no. 12 (May 1972).
"Clinical Teaching," 5 CLEPR Newsletter, no. 2 (July 1972).
"The Future Law School Curriculum," 5 CLEPR Newsletter, no. 3,
at 1 (Aug. 1972).
"Training of Clinical Professors," 5 CLEPR Newsletter, no. 3,
at 14 (Aug. 1972).
"Paraprofessionals and Clinical Training," 5 CLEPR Newsletter,
no. 3, at 22 (Aug. 1972).
"Developments Abroad in Clinical Training," 5 CLEPR Newsletter,
no. 3, at 32 (Aug. 1972).
"Argersinger v. Hamlin: The Challenge to the Law Schools," 5
CLEPR Newsletter, no. 4 (Dec. 1972).
"Teaching Professional Responsibility in Law School Clinics,"
5 CLEPR Newsletter, no. 6 (Feb. 1973).
"Clinical Work in the First and Second Year of Law School,"
6 CLEPR Newsletter, no. 7 (Dec. 1973).

Cowgill, C., W.G. Hoerger & M.D. Ridberg, Report of Student
Participants, in Chicago Conference, at 29.

Three students value clinical work for the teaching of
professional ethics, skills training and exposure to
society. They also drop suggestions for interdisciplinary
clinical work, diversity of clinical topics (including
fee-generating cases) and the devotion of an uninterrupted
period of time to clinical work.

Creger, W.P. & R.J. Glaser, Clinical Teaching in Medicine: Its Relevance to Legal Education, in Chicago Conference, at 77; also in 2 CLEPR Newsletter, no 3, at 1 (Nov. 1969).

Two medical educators describe the development of clinical education in medicine and its parallels to law. Among the insights are the medical clinic's 4-to-1 faculty-student ratio, and the growing social consciousness among medical students.

Daurer, E.A., Expanding Clinical Teaching Methods to the Commercial Law Curriculum, 25 J. Legal Ed. 76 (1973).

The "lawyering skills" needed in commercial law are examined and a "multiphasic approach" to teaching is recommended--including classroom, programmed learning, simulation and clinical work.

Dente, J.M., Need for More Professors Who Have Practiced Law, 18 Clev.-Mar. L. Rev. 252 (1969).

A former practitioner who has turned to teaching dissents from the over-emphasis on purely academic credentials in faculty selection.

Dunn, R.E., Legal Education and the Attitudes of Practicing Attorneys, 22 J. Legal Ed. 220 (1969).

Questionnaire survey of attorneys reveals strong sentiment in favor of teaching practical skills in law schools.

Ericksen, S.C., Learning Theory and the Law School Classroom, 6 CLEPR Newsletter, no. 4, at 2 (Oct. 1973).

Psychologist examines the goals and methods of legal education and urges student "involvement" in the learning process, calling clinical education the "most significant single step."

Ferren, J.M., Goals, Models and Prospects for Clinical Legal Education, in Chicago Conference, at 94.

The director of Harvard's clinical program identifies two goals for clinical teaching: the development of practice skills and the understanding of official behavior. He discusses nine "models" based on where the clinical work is done (in law school, in neighborhood law office, in government agency, etc.). The longest part of the article

examines critically the interrelationship of the goals and the models and the contributions of classroom components and close supervision. An appendix gives statistical breakdowns on O.E.O. and Harvard clinical cases. A much-quoted and widely-praised article. (See, e.g., Young, infra.)

Ferren, J.M., The Teaching Mission of the Legal Aid Clinic, 1969 L. & Soc. Order 37; also in Selected Readings, at 156.

Clinical programs take advantage of student social consciousness to develop skills as well as professional, institutional and personal awareness. Clinics should be controlled by law schools, but located in poor neighborhoods; well supervised, but not overly confining; and related to the rest of the law school.

Flaherty, J.T., Clinical Experience and the College Work-Study Program, 19 Clev.-Mar. L. Rev. 194 (1970).

A proposal to use the Work-Study program to aid low income students and gain for them some law-related work experience. An experimental effort to do this at Cleveland-Marshall Law School is described.

Freeman, H., Legal Education: Some Farther-Out Proposals, 17 J. Legal Ed. 272 (1965).

A series of suggestions for improving legal education, including combining the "apprenticeship system ... with the tutorial pattern."

Freeman, H. & H. Weihofen, Clinical Law Training: Interviewing and Counseling (1972).

A text published by West Publishing Company, designed to teach interviewing and counseling. Widely used in the classroom components of clinical programs.

Gellhorn, W., The Second and Third Years of Law Study, 17 J. Legal Ed. 1 (1964).

While the case method is well accepted in the first year, its limitations for the upper years are severe. Seminars and research courses simply package the case method in a different form. Therefore, more far-reaching innovations are suggested--including taking advantage of "practice-minded" third year students to teach evidence and trial practice in realistic settings.

Glen, J.E., Jailhouse Law Students: A Report on Law-Student-in-Correction Programs (National Council on Crime and Delinquency, 1973).

Report on a 1969 CLEPR-instigated conference of legal educators, law students, correctional personnel and attorneys. Rather than publish the proceedings, the editor summarizes in an organized fashion the varieties of correctional clinical programs, their advantages and their problems, as perceived by the conference participants.

Gorman, R.A., Clinical Legal Education: A Prospectus, 44 S. Cal. L. Rev. 537 (1971).

Describes various approaches to clinical education (simulation, legal aid, internships, etc.) and their timing and intensity. The pros and cons of clinical teaching are discussed and standards are suggested stressing the educational role of clinics.

Gorman, R.A., Proposals for Reform of Legal Education, 119 U. Pa. L. Rev. 845 (1971).

Brief overview of several threads in current reform movements --including clinical work and "skills training."

Greene, H.H., Judging the Students: Judicial Attitudes to Student Practice, in Buck Hill Falls Conference, at 262.

Chief Judge of the D.C. Superior Court recounts some of the concerns of his fellow judges over student practice, but warns against student practice rules which "overregulate."

Grismer, R.T., & T.L. Shaffer, Experience-Based Teaching Methods in Legal Counseling, 19 Clev.-Mar. L. Rev. 448 (1970).

Draws assumptions from psychological literature about the teachability of law counseling and describes several interdisciplinary programs using client interviews or student-to-student encounters at Minnesota, Florida, Houston and Notre Dame.

Griswold, E.N., Hopes--Past and Future, 31 Harv. L. S. Bull. 36 (June 1970).

The former Dean of Harvard Law School looks back on 50 years and expresses the hope that Harvard will "not go overboard" on clinical education.

Grossman, G.S., Clinical Legal Education and the Law Library, 67 L. Library J. 60 (1974).

The library needs of clinical programs are explored through a survey and found to vary according to the "model" involved. Cost figures for a clinical library are estimated and a bibliography of materials useful for clinical teaching is appended.

Grossman, G.S., Clinical Legal Education: History and Diagnosis, 26 J. Legal Ed. 162 (1974).

After a discussion of historical phrases in the 1930's, 1950's and 1960's, several "models" of clinical education are described and the educational goals of clinical teaching are explored--concluding with praise for programs which use the clinical method for "theoretical understanding."

Haskell, P.G., Legal Education Can Be Cheaper, Quicker and Better, 22 Case W. Res. L. Rev. 515 (1971).

In an article favoring a two-year law school of all-required courses, the author speculates that clinical education is prohibitively expensive.

Institute of Judicial Administration, State Rules Permitting the Student Practice of Law: Comparisons and Comments (1971?).

An essay by Professor C.L. Knapp compares student practice rules in various states with respect to purpose, eligibility, authorized activities, supervision and professional responsibility requirements. He detects a trend toward broader rules. A bibliography and texts of rules are appended. Second edition (1973) written by S.H. Leleiko.

Johnson, E., Education Versus Service: Three Variations on a Theme, in Buck Hill Falls Conference, at 414.

"Service" and "education" are not incompatible as long as case intake is limited. Both educational value and service impact should be maximized.

Johnson, E., Professional Responsibility Aspects of Legal Services Programs, 41 U. Colo. L. Rev. 319 (1969).

How the O.E.O. Legal Services Programs fulfill the profession's responsibility to provide representation and engage in law reform--and how it involves students in the process.

Jones, W.B., Trained Trial Bar, 15 Trial Lawyers' Guide 105 (1971).

A task force of the A.B.A. Section of Judicial Administration recommends a "national institute" to develop training programs for advocates.

Kaufman, I.R., "The Education of the Advocate", 6 CLEPR Newsletter, no. 9, at 2 (Feb. 1974).

Chief Judge Kaufman of the Second Circuit deplures the decline in advocacy and suggests improvements through clinical education and bar admission standards.

Kayne, M.S., Cases Illustrating Ethical Problems, in Buck Hill Falls Conference, at 114.

26 examples, seriatim, of cases illustrating how students confront professional responsibility in the clinic.

Kimball, E.L., Involvement and Clinical Training: An Evaluation, 41 U. Colo. L. Rev. 463 (1969).

A report of the Second Boulder Conference on Professional Responsibility on the potential of the clinical method and some suggestions for clinical programs.

King, M.H., Report on Law Students in Corrections Conference, 15 Student Lawyer J. 4 (May 1970).

Preliminary report of a student participant, emphasizing the inadequacy of the "academic orientation" of traditional law faculty. (For a later report, see, J.E. Glen, supra.)

Kitch, E.W., ed., Clinical Education and the Law School of the Future: Law Students in Court (University of Chicago Conference Series, no. 20, 1969). Herein cited as "Chicago Conference".

Includes a foreword by the editor who expresses skepticism at the objectives and costs of clinical education. (See also, the AALS "Carrington Report," supra; R.L. Young, infra.)

Leleiko, S.H., Legal Education--Some Crucial Frontiers, 23 J. Legal Ed. 502 (1971).

A call for a thorough reform of legal education, including the establishment of the clinical law school. A suggested curriculum would involve clinical experience in all areas of law--not only in aid to the poor.

Levittan, S.R., The Clinical Program for Law Students--A View from the Bench, in Buck Hill Falls Conference, at 279.

On the basis of experience with practicing students at New York University, the Judge of the Criminal Court of New York City gives a very favorable report on the usefulness of clinical programs to students, law schools, clients and courts.

Lindsay, J.V., New Directions for the Administration of Criminal Justice, 52 Judicature 228 (Jan. 1969).

The Mayor of New York calls for a 7-month full-time legal intern program to concentrate on the reform of criminal law.

McKay, R.B., The Trial Lawyer and Legal Education, 4 CLEPR Newsletter, no 5, at 1 (Nov. 1971); also in 7 Trial 12 (July/Aug. 1971).

The Dean of New York University Law School urges the bar to support clinical programs.

Marden, O.S., CLEPR: Origins and Program, in Buck Hill Falls Conference, at 3.

Reviews grants made by CLEPR and its predecessors and lists members of the board and staff.

Meltsner, M. & P. G. Schrag, Public Interest Advocacy: Materials for Clinical Legal Education (1974).

The first casebook to grow out of a clinical program. Published by Little, Brown and Company.

Note, Law Student Appearance Rule, 7 Willamette L.J. 201 (1971).

Examination of an apparent conflict between Oregon's student practice rule and the omission of students from a statute designating who may practice law.

Note, Law Student Representation of Indigent Criminal Defendants in Illinois, 2 John Marshall J. of Practice and Procedure 364 (1969).

Proposal for a student practice rule for Illinois.

Note, Legal Education--A Step in the Practical Direction, 21 S.C. L. Rev. 236 (1969).

A review of some of the literature of the 1950's and a description of three experimental programs.

Note, Model Student Practice Rule: Clinical Education for Law Students, 24 Ark. L. Rev. 367 (1970).

Several quotations in praise of student practice and the text of the new Arkansas student practice rule.

Note, Student Practice Rule: A Proposal for Expansion, 6 Suffolk U. L. Rev. 1006 (1972).

A call for the expansion of the Massachusetts rule from its exclusive concentration on providing student legal help to indigents to the California model which allows broad student practice under supervision.

Oaks, D.H., Law Student Use by C.J.A. Counsel, 14 Student Lawyer J. 3 (Dec. 1968).

Summary of a study on the use of law students to meet the right-to-counsel provisions of the Criminal Justice Act. Successful programs in Montana and Mississippi are reported, but the study concludes that "law students can't be used to real advantage without exploiting them."

O'Hara, W.T. & L.H. Greif, Trial Advocacy: Classroom to Courtroom, 44 Conn. B. J. 387 (1970).

A professor and a law student urge the adoption of a student practice rule for Connecticut.

Oliver, J.W., Uses and Limitations of Law Students in Prison Legal Assistance Programs, 1969 Wash. U. L. Q. 381 (1969).

Prisoners should have experienced counsel; law students should be limited to doing research. Nevertheless law student involvement is valuable in that it creates awareness of the problems of corrections.

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

In a report to the Carnegie Commission, the two Stanford authors express doubts about clinical education because of its costs and its "anti-intellectual tendency." Nevertheless, they see a "useful role" for it. The AALS "Carrington Report" is appended.

Panel, Financing Student Clinical Programs, in Chicago Conference, at 34.

Panel of John Ferren, W.B. Harvey, William Pincus and J.W. Reitz, moderated by Robert Burt, discuss how to develop funding for the admittedly costly clinical movement.

Paulsen, M., Involvement and Clinical Training: An Evaluation, 41 U. Colo. L. Rev. 461 (1969).

A Brief recap by Virginia's Dean of the "service" versus "education" controversy at the Second Boulder Conference on Professional Responsibility.

Paulsen, M., The Law Schools and the War on Poverty, 1965 National Conference on Law and Poverty, Proceedings (U.S. Office of Economic Opportunity and U.S. Attorney General, 1966).

The War on Poverty has sparked interest in law schools as evidenced by curriculum reforms, research and clinical programs. Several programs supported by the National Council on Legal Clinics are used as illustrations.

Peden, J.R., The Role of Practical Training in Legal Education: American and Australian Experiences, 24 J. Legal Ed. 503 (1972).

An Australian lawyer recommends that, instead of legal clinics, the U.S. adopt the Commonwealth model of controlled apprenticeship and bar-run skills courses.

Pincus, W., Changing Today's Law Schools, 4 CLEPR Newsletter, no. 4, at 1 (Sept. 1971).

The President of CLEPR stresses the responsibility of law schools to train practitioners and calls for a "clinical year" in law school, post-graduate internships and para-professional training. He refers to Great Britain's "Ormrod Report" which recommends a fourth year of law school for "vocational" training.

Pincus, W., The Clinical Component in University Professional Education, 32 Ohio St. L. J. 283 (1971).

The merits of clinical teaching are defined, with a stress on its ability to treat the student as a "whole person" and on its social and ethical aspects. In-house clinics are favored and law schools are urged to use attorneys and judges in the teaching process.

Pincus, W., Clinical Practice Innovations in Law Schools, 28 Legal Aid Briefcase 47 (1969).

Description of several CLEPR-funded programs and one proposed program involving fee-generating cases--with a call for federal funding of law clinics.

Pincus, W., The Involvement of Tomorrow's Law School, 13 Student Lawyer J. 11 (Oct. 1967).

Speech at a meeting of the American Law Student Association emphasizing the trend in legal education to "embrace life." The role of bar examinations is questioned.

Pincus, W., The Lawyer's Professional Responsibility, 22 J. Legal Ed. 1 (1969).

Professional responsibility extends to the provision of legal services; the simplification and improvement of the machinery of justice; and the reform of legal education. The last should include both the infusion of social sciences and clinical education.

Pincus, W., Legal Education in a Service Setting, in Buck Hill Falls Conference, at 27.

Education should take place not only in the classroom and in research, but also in realistic service settings. Future CLEPR support will concentrate on required clinics; full-year programs; in-house clinics with a variety of cases; increases in clinical faculty salaries; paraprofessional training; and post-graduate internships.

Pincus, W., Programs to Supplement Law Offices for the Poor, 41 Notre Dame Lawyer 887 (1966).

Legal services should be extended to all classes through group legal services. Where such programs operate "within 50 miles" of a law school, the law school should be actively involved--and legal education should be restructured in line with that involvement.

Pincus, W., Reforming Legal Education, 53 A.B.A. J. 436 (1967).

"Service to the public should be the primary concern of the law schools and the profession." Toward this end, law schools should be concerned with law reform, interdisciplinary work and clinical programs.

Pincus, W., The Role of the Law School in Improving the Delivery of Legal Services, 5 CLEPR Newsletter, no. 5, at 2 (Jan. 1973).

Law schools can improve legal services by teaching and research and by having law clinics which not only engage students in service, but become laboratories for experimentation on improving service delivery.

Pincus, W., A Small Proposal for a Big Change in Legal Education, 2 U. Toledo L. Rev. 913 (1970).

A reduction of law school to two years is favored, with better integration of law school and pre-law studies.

Probert, W. & C.M. Brown, Theories and Practices in the Legal Profession, 19 U. Fla. L. Rev. 447 (1967).

Legal theory fails to take sufficient account of the activities of lawyers; yet, lawyering, too, is grounded in theory. Lawyering should be subjected to "clear-eyed" theoretical scrutiny.

Problems in Legal Education, 17 Clev.-Mar. L. Rev. 189, 193 (1968).

Comments by several legal educators on the granting of credit for clinical programs.

Problems in Legal Education, 19 Clev.-Mar. L. Rev. 427, 432 (1970).

14 legal educators express support for some degree of "practical law schooling."

Pye, A.K., Clinical Education in the Law Schools, 39 Bar Exam., nos. 1-2, at 9 (1970).

A panel presentation reviewing clinical education for an audience of practitioners, with emphasis on problems of funding and bar support.

Ridberg, M., Student Practice Rules and Statutes, in Chicago Conference, at 233.

This survey has been superseded by the publications of the Institute of Judicial Administration.

Rosenberg, A.H., A New Lawyer Looks at an Old Problem, 52 A.B.A. J. 157 (1966).

Law schools "have not integrated the practice of law with the theory of law." The author recommends a pervasive approach to skills training, especially in practice and procedure courses.

Rubin, A.B., The View from the Bench, in Buck Hill Falls Conference, at 251.

Judges responding to a questionnaire report generally favorable reactions to student practice.

Sacks, H.R., Education for Professional Responsibility: The National Council on Legal Clinics, 46 A.B.A. J. 1110 (1960).

The Administrator of the NCLC (predecessor to CLEPR) describes that body's policies favoring the development of teaching materials and its special interest in clinical experiments for teaching not only "competence," but also "responsibility ... for dealing with social problems."

Sacks, H.R., Student Fieldwork as a Technique in Educating Law Students in Professional Responsibility, 20 J. Legal Ed. 291 (1968).

A review of the value of using "reality" in teaching professional responsibility; examples of several programs; and conclusions drawn from early evaluations of programs. Among the conclusions is an emphasis on a strong classroom component. A separate section is devoted to summer fieldwork.

Schneider, J.D., Constitutional Limitations on Law Students Representation of Criminals, 13 Student Lawyer J. 10 (Apr. 1968).

Students should be allowed to practice where no constitutional right-to-counsel exists. Where such a right does exist, students should be allowed to practice with supervision from an attorney.

Selected Readings in Clinical Legal Education (1973). "Herein cited as "Selected Readings"."

A collection of articles published jointly by CLEPR and the International Legal Center.

Seymour, W.N., CLEPR from the Viewpoint of the Bar, in Buck Hill Falls Conference, at 12.

Introductory remarks listing the values of clinical training.

Silberman, C.E., Educational Trends and the Law, 4 CLEPR Newsletter, no. 2, at 1 (Aug. 1971); also in Selected Readings, at 139.

A Critique of the AALS "Carrington Report" for its opposition to clinical education. The author, a non-lawyer educator, points to the value of clinical education in the "socialization" of students to the profession. He stresses the need for a value-oriented educational process.

Silverman, H.W., The Practitioner as Law Teacher, 23 J. Legal Ed. 424 (1971).

A plea for more practitioner-law teachers to bridge "the deep chasm between what the law schools teach and what the lawyer practices."

Smith, E.L., Is Education for Professional Responsibility Possible? 40 U. Colo. L. Rev. 509 (1968).

The author asks whether legal skills are communicable and whether the "inefficiencies and diversions" of clinical programs are too costly. He also examines studies on the ethics of law students and lawyers and raises the possibility that early exposure to practice may reduce responsiveness to issues of professional responsibility.

Smith, J.A., Forum Juridicum: Indigent Representation by Law Students, 30 La. L. Rev. 476 (1970).

Proposal for a student practice rule in Louisiana.

Sneed, J.T., Message from the President--Action Programs and Academic Freedom, 21 J. Legal Ed. 217 (1968).

"Doubts and reservations" about providing a "sanctuary" in law schools for controversial action programs aimed at social change.

Stern, D.K., Delivery of Legal Services: Clinical Education and Group Legal Services, in Buck Hill Falls Conference, at 214.

To improve both the service and educational aspects of clinics, law schools should set up "Teaching Law Firms" based on prepaid or insurance-funded group legal services.

Stevens, R., Legal Education: Historical Perspectives, in Buck Hill Falls Conference, at 43.

An account of the replacement of apprenticeship by the three-year required law school and the rise of discontent along the way--resulting in some flexibility today.

Stiegler, M.H., Reconstruction of the National Council on Legal Clinics, 24 Legal Aid Briefcase 279 (1966).

Announcement of the rechanneling of Ford Foundation funding from the National Legal Aid and Defender Association (which was largely in charge of the NCLC) to the Association of American Law Schools (which then set up the Council on Education in Professional Responsibility--the immediate predecessor of CLEPR).

Stolz, P., Clinical Experience in American Legal Education: Why Has It Failed? In Chicago Conference, at 54.

Drawing from the lessons of history, the author cautions that current clinical programs should not stress narrow skills training, nor be overly confined to local law; instead, attention to "transferable" skills is advised (e.g., interviewing, research techniques, writing, and marshalling facts).

Stone, A.A., Legal Education on a Couch, 85 Harv. L. Rev. 392 (1971); also in Selected Readings, at 85.

A psychiatrist who has been involved in legal education examines the divisive tendencies of the traditional case-Socratic method and suggests a turn to cooperative value-oriented teaching--including clinical work. He warns, however, that any pedagogic method must be justified not merely on therapeutic grounds, but on its educational worth. He also warns that inadequately supervised clinical work can lead either to depersonalization or to emotional entanglement. As an antidote, he recommends a program of "human relations training" centered on interviewing. An important article.

Swords, P., The Future of Clinical Legal Education in American Law Schools, 16 Student Lawyer J. 24 (May 1971).

The author describes the widespread acceptance of clinical programs, their popularity with students, and sees a lasting impact on legal education.

Swords, P., Including Clinical Education in the Law School Budget, in Buck Hill Falls Conference, at 309.

Preliminary report on a major study of the fiscal implications of clinical education based on CLEPR experience. Clinical programs are found economically viable, although some schools may have to trade off some non-clinical small-enrollment offerings. (An earlier survey is published in 6 CLEPR Newsletter, no. 2, at 1 (Aug. 1973).)

Swords, P., The Public Service Responsibilities of the Bar: The Goal for Clinical Legal Education, 25 U. Miami L. Rev. 267 (1971).

The rationale of clinical education is based squarely on teaching the social responsibilities of the profession. The author, a CLEPR staff member, promotes the central role of the classroom component and favors neighborhood law offices over in-house clinics.

Symposium, From Student to Lawyer--Transition Without Trauma, 34 Bar Exam., nos. 1-2, at 4 (1965).

Practitioner, E.M. Thomas points out the "gap" between what law schools teach and what is needed in practice. P.R. Dean, Dean of the Georgetown Law Center describes the Prettyman Fellowships and other programs at Georgetown. R. Spangenberg discusses the Boston University Defender Project. And judges G.B. Harris and E.A. Tamm discuss the development of the right to counsel and the need for trained trial lawyers. Justice Tom C. Clark in moderator.

Symposium, Philosophy and Legal Vocationalism, 19 J. Legal Ed. 169 (1966).

A symposium considering whether the traditional law curriculum is not too practical and vocation oriented.

Tauro, G.J., Law School Curricula Must Change to Give Bar More Trial Lawyers, 4 Trial 48 (Oct./Nov. 1968).

The Chief Justice of the Superior Court of Massachusetts calls upon law schools to attract and train trial lawyers. He favors simulated teaching techniques over real cases.

Thomas, R.C., Practical Training in Advocacy: A Proposal, 2 Tulsa L.J. 45 (1965).

The author reviews several simulated practice court programs, but favors the use of actual cases. Georgetown's Prettyman Fellowships are praised.

Toll, M.J., CLEPR from the Viewpoint of Legal Aid and Legal Services, in Buck Hill Falls Conference, at 17.

The use of students in legal aid programs is reviewed and seen as a means of providing legal services and generating support for legal aid. The author favors the handling of selected cases only and the use of legal aid to teach professional responsibility.

Tracey, J.P., Clinical Legal Education at the Crossroads, 29 Legal Aid Briefcase 133 (1971).

The author fears that federal aid for clinical programs, as authorized by Title XI of the Higher Education Act of 1968, may get sidetracked.

Vukovich, W.T., The Lack of Practical Training in the Law Schools: Criticisms, Causes and Programs for Change, 23 Case W. Res. L. Rev. 140 (1970).

An enumeration of reasons why law schools have not traditionally engaged in practical training--which the author views as substantial enough to conclude that practical training should be left to be acquired in practice.

Watson, A.S., On Teaching Lawyers Professionalism: A Continuing Psychiatric Analysis, in Buck Hill Falls Conference, at 139.

Clinical education allows training for the emotional aspects of law practice if experience is adequately "interpreted" for students by behavioral specialists.

Watson, A.S., Professionalizing the Lawyer's Role as Counselor: Risk-Taking for Rewards, 1969 L. & Soc. Order 17.

Law schools should teach counseling, employing psychologists and others from the "helping" professions and utilizing law clinics.

Watson, A.S., The Quest for Professional Competence: Psychological Aspects of Legal Education, 37 U. Cin. L. Rev. 93 (1968).

A psychologist examines the psychological traits of law students ("aggressiveness") and law faculty ("intellectualization"); the psychological impact of the case-Socratic method and its alternatives; "collaborative teaching" with behavioral scientists; and post-graduate education involving practitioners.

Wenke, R.A., My View from the Bench, in Buck Hill Falls Conference, at 292.

A judge advises that courts should favorably receive student practitioners, and that the cooperation of the bar is needed to make student practice meaningful.

Wright, E.A., Progress Toward Legal Internship, 53 Judicature 184 (1969).

The author sees inadequacies both in law school clinical programs and in continuing legal education courses. He praises the apprenticeship concept of Northeastern University and the practice course required of Wisconsin law graduates.

Young, R.L., Book Review, 1970 Utah L. Rev. 688.

Review of the Chicago Conference papers--very critical of the introduction by Kitch; laudatory of the paper by Ferren; and concluding that, as a precondition to any appraisal of the clinical method, it is necessary to have a "goal-oriented" evaluation of all of legal education.

(IV) INDIVIDUAL PROGRAMS*

Abbott, C.M., supra, p. 16.

Contains a description of a "law reform" program at Emory.

Anderson, M.J. & G.O. Kornblum, Clinical Legal Education: A Growing Reform, 57 A.B.A. J. 591 (1971).

Dean and Assistant Dean of Hastings describe the Hastings/Boalt Hall Joint Program of Clinical Studies, a one-semester combination field work-seminar program in civil advocacy, trial practice, juvenile law, criminal indigent appeals, and criminal law from both the defense and prosecution sides. Also mentioned are new clinics in private practice and judicial clerkship.

Ares, C.E., Legal Education and the Problems of the Poor, 17 J. Legal Ed. 307 (1965).

Frustrated with the emphasis of the law curriculum on serving wealthy clients, the author tried teaching the legal problems of the poor through a bail project and an interdisciplinary seminar. He concludes that clinical experience is needed.

Ash, M. & J.A. Guest, The Harvard Student District Attorney Project, 13 Student Lawyer J. 4 (March 1968).

Student awareness of law enforcement problems is thought to be the major benefit of this ground-breaking prosecutor clinical program.

Asheville Conference of Law School Deans on Education for Professional Responsibility, 1965. Proceedings. (Council on Education in Professional Responsibility, 1965).

* Much valuable material on individual programs exists in unpublished form. Internal law school documents, such as curriculum committee reports and clinical project evaluations, can often be obtained by writing law schools. Such documents are also collected in the files of CLEPR, but any information about individual law school programs must be obtained directly from those schools.

Proceedings of a Conference called by the National Council on Legal Clinics to consider the teaching of professional responsibility both through field work and the pervasive method. The description of 19 NCLC-supported projects and comments thereon makes up the bulk of the volume.

Association of American Law Schools. Statement ..., supra, p. 17.

Contains a description of a clinical program at the University of Connecticut.

Baier, P.R. & T.J. Lesinski, In Aid of the Judicial Process: A Proposal for Law Curricular and Student Involvement, 56 Judicature 100 (1972).

Proposal for a clinical clerkship program.

Banzhaf, J.F., An Experiment in Legal Education: Student Clinical Team Projects, in Hearings Before the Subcommittee on Administrative Practice and Procedures of the Senate Committee on the Judiciary, on S. 1423, 92d Cong., 1st sess., pt. 2, at 365 (1971).

Law reform projects by student teams practicing in front of administrative agencies as part of a course in Unfair Trade Practices at George Washington University. Followed by statements of involved students and records of cases.

Barrett, E.F., The Law School and Training in Trial Advocacy, in Chicago Conference, at 214.

A simulated practice court program at Notre Dame.

Bellow, G. & E. Johnson, Reflections on the University of Southern California's Clinical Semester, 44 S. Cal. L. Rev. 664 (1971); also in Selected Readings, at 231.

More than a descriptive article. Much insight into pedagogy is conveyed in the course of analyzing Southern California's full-semester clinical program and its classroom components. The program aims neither at service, nor at skills training, but at the development of understanding through the construction of models of "problem-solving and decision-making" in the "lawyering process."

Blasier, R.D., Programs for Clinical Experience in Criminal Cases at Harvard, in Chicago Conference, at 195.

The Harvard Voluntary Defenders interview and represent indigent clients, work on civil cases of "defective delinquents" and do research for appeals. The Harvard Student District Attorneys start as courtroom observers and go on to participate in cases. Statistics on cases and financing are appended.

Boden, R.F., Bridging the Gap: Skills Training for Advocay Office Proficiency at Marquette University Law School, 42 Wis. B. Bull. 27 (Oct. 1969).

A broad curriculum of skills training, stopping short of student practice.

Botein, B., The Manhattan Bail Project: Its Impact on Criminology and the Criminal Process, 43 Tex. L. Rev. 319 (1965).

The project, which involved law students interviewing prisoners awaiting trial, is described by the judge who helped initiate it.

Bradway, J.S., see, supra, p. 4.

Brown, L.M., Teaching the Low Visible Decision Processes of the Lawyer, 25 J. Legal Ed. 386 (1973).

Description of the University of Southern California's "pervasive approach" to the teaching of the "decisions-processes" of lawyers advising clients. Only simulated techniques were used.

"Buck Hill Falls Conference"

see, Council on Legal Education for Professional Responsibility, Clinical Education for the Law Student..., supra, p. 22.

Campbell, T.P., Training Law Students Outside the Classroom, 26 J. Legal Ed. 208 (1974).

A report on Northeastern University's "cooperative education program" from 1970 to 1972. The program places law students in law offices. The author concludes that substantial faculty resources should be committed to oversee the program.

Carr, J.G., More on "Farm-Out" and "In-House" Clinics--The University of Toledo Experience, 3 CLEPR Newsletter, no. 7, at 3 (March 1971).

Toledo experienced dissatisfaction with both "farm-out" and "in-house" clinics and turned to developing a hybrid with a limited number of students.

Casad, R.C., The Kansas Trial Judge Clerkship Program, 18 J. Legal Ed. 75 (1965).

A favorable report on a 7-to-8 weeks clerkship program with trial judges combined with a classroom component.

"Chicago Conference"
see, E.W. Kitch, supra, p. 28.

Clark, L.D. & S.H. Leleiko, House Counsel for the Poor: An Experiment in Clinical Legal Education, 17 How. L. J. 614 (1972).

A graduate program at New York University, placing students with community groups, which involved students in some non-traditional legal work, including organizing.

Clark, T.C., Fair Play and Decency, 3 San Diego L Rev. 1 (1966).

The development of the right to counsel creates the need to "unite the academics of the law with the practical" in a program aimed at all aspects of law enforcement. The Student Federal Defender Program in the federal courts of Chicago is given as an example. (For a brief descriptive announcement of the program, see, The Federal Defender Program, 15 DePaul L. Rev. 313 (1966).)

Clinical Education Expands, 45 Fla. B. J. 631 (1971).

News report on Florida law schools' enthusiastic response to the new Florida student practice rule.

Clinical Education: The Student View, 18 N.Y.U. L. Center Bull., no. 3, at 9 (1971).

Four students describe their experiences at N.Y.U. law clinics.

Cohen, F., The University of Texas' Criminal Justice Project: An Example of Involvement and Clinical Training, 41 U. Colo. L. Rev. 438 (1969).

An integrated program of seminars and "participant-observer" summer internships aimed at the development of research and writing skills.

Cohen, M.P., The Law Office as a Law School: Two Experiments in New York City, in Chicago Conference, at 204.

The director of a program using students from several law schools at a community law office evaluates the program as a success in serving the community, but a failure in educating the students. A second program, with New York University students only, involved a strong classroom component and was more successful educationally.

Comment, A Legal Internship Program for the University of Mississippi Law School? 41 Miss. L.J. 112 (1969).

A survey of existing clinical programs, recommending a committee representing the bar, the judiciary and the law school to launch clinical training in Mississippi.

Council on Legal Education for Professional Responsibility, Clinical Legal Education in the Law School Curriculum (1971).

Reports of faculty committees recommending the establishment or expansion of clinical programs for credit at U.C.L.A. and N.Y.U. in 1968 and 1969.

Council on Legal Education for Professional Responsibility, Survey of Clinical Legal Education, 1970/71- .

An annual survey of law schools offering clinical programs, based on a questionnaire. The 1970/71 Survey simply reprints the responses; in later years, the results are tabulated for easy comparisons of such factors as fields of law, "model" ("Placement," "In-house," "Selective casework"), credit, enrollment, funding, grading, student practice rules, and classroom components. The surveys are also useful as directories of clinical faculty. (A "profile" of clinical law teachers was compiled from the surveys and published in 6 CLEPR Newsletter, no. 5, at 1 (Nov. 1973).)

Culp, J.M., A.R. Deaton & B.J. Cooper, Legal Internship Pilot Program, Oklahoma Bar Association, 14 Student Lawyer J. 14 (Dec. 1968).

Report on a successful experimental program of limited student practice initiated by the bar.

Directory of Law-Student-in-Corrections Programs (National Council on Crime and Delinquency, 1970).

Based on a questionnaire-survey of law schools.

Ehrlich, T. & T.E. Headrick, The Changing Structure of Education at Stanford Law School, 22 J. Legal Ed. 452 (1970).

Stanford's "extern" program is described at pages 461 to 463. The program allows student placement away from the law school on a full-time basis.

Everett, R.O., The Duke Law School Legal Internship Project, 18 J. Legal Ed. 185 (1965).

A farm-out criminal defense program and a summer program are enthusiastically endorsed for their impact on student understanding of the problems of poverty and the administration of justice.

Ferren, J.M., What Is Legal Education Coming To? 19 Harv. L. S. Bull. 10 (Nov. 1967).

A description of Harvard's Community Legal Assistance Office, a non-credit neighborhood law clinic funded by O.E.O. and some penetrating insights into students' social concern and the values of clinical exposure.

Fleisher, S.M., The Practice of Law by Law Students, in Chicago Conference, at 125.

The Harvard C.L.A.O. program is described, with statistics on student success--which make a case for student competence. The question of unauthorized practice is also explored.

Frakt, A.N., Supervising Students in Legal Clinics Outside the Law School, 3 CLEPR Newsletter, no. 2, at 1 (Oct. 1970).

Critical analysis of the Rutgers-Camden program involving placement of students with outside agencies.

Gozansky, N.E., Interviewing and Counseling Workshops: Using Videotape to Teach Clinical Skills, 3 CLEPR Newsletter, no. 6, at 1 (March 1971).

Report on Emory's experimental program of videotaping student interviews of clients.

Grismer, R.T. & T.L. Shaffer, supra, p. 26.

Includes descriptions of programs at Minnesota, Florida, Houston and Notre Dame.

Handler, J.F., Field Research Strategies in Urban Legal Studies, 8 Osgoode Hall L. J. 401 (1970).

A joint law school-medical school community project at the University of Wisconsin is used as an example of an "action-demonstration" technique of urban research, which the author calls "suspect."

Harrington, E.M., Preventive Law for Low Income Groups: The Texas Southern Experience, 21 J. Legal Ed. 339 (1969).

An attempt at community education by law students. The article finds "futility" in such part-time efforts, but sees some hope for a more concerted program.

Hunter, R.S., A Practical Program of Legal Internship, 76 Case & Comment 3 (July/Aug. 1971).

A practitioner's program for training law student employees in his law firm.

Hyman, J., Clinical Education in the First Year, 6 CLEPR Newsletter, no. 8, at 2 (Feb. 1974).

Report on Northwestern's experience with a clinical program for freshmen.

Jones, C.P., Law School Clinical Programs: The View from the Defender's Office, in Buck Hill Falls Conference, at 181.

Law students have helped meet the need for legal services to indigent criminal defendants and prisoners in Minnesota.

Kadane, D.K., The Story of Hofstra Law School's In-House Clinic, 4 CLEPR Newsletter, no. 9, at 1 (Feb. 1972); also in Selected Readings, at 181.

Description of an in-house, but off-campus program and its development. Student work does not involve litigation, but is tied to a course.

Kagan, P.I., The Law Student in Small Claims Court, 9 Trial Judge's J., no. 2, at 32 (1970); also in 16 Student Lawyer J. 26 (Oct. 1970).

A student participant relates the cases he has handled in a small-claims clinical program at Seton Hall Law School.

Kimball, E.L., Correctional Internship--A Wisconsin Experiment in Education for Professional Responsibility, 18 J. Legal Ed. 86 (1965).

A summer placement program--favorably reviewed for its impact on professional responsibility, career choices and the understanding of corrections.

King, D.B., Training in Juvenile Delinquency Law: The St. Louis University Law School Forum-Clinic, 12 St. Louis U. L. Rev. 597 (1968).

Involvement of law students in the juvenile court under interdisciplinary supervision has led to their desire to seek "justice for the child and ... reforms in the Juvenile Court system ..."

Koblentz, M.R., Student Prosecutor Program in Prince George's County, Maryland, 17 Student Lawyer J. 8 (Dec. 1971).

A student intern reports on a prosecutor program at American University Law School. Charts of office structures and procedures are included.

LaFrance, A.B., Clinical Education: "To Turn Ideals Into Effective Vision", 44 S. Cal. L. Rev. 624 (1971).

Reviews much of the literature calling for practical training in law and describes the program at Arizona State which uses outside placement, but strives for a high level of "academic input."

Lanckton, A. VanC., The Community Legal Assistance Office: Harvard Law School Neighborhood Law Office, in Chicago Conference, at 188.

A non-credit course in cooperation with an O.E.O. law office.

Lawless, W.B., Training the Trial Lawyer, 52 Judicature 374 (1969).

Dean of Notre Dame Law School reports on the school's simulated trial program.

Leleiko, S.H., The Clinic at N.Y.U., 24 J. Legal Ed. 429 (1972).

Draws together three years of experimentation with a variety of techniques, noting problems and suggesting solutions. Extensively documented from internal reports.

McArdle, M.J., Law Students Participation in NDP Projects, 24 Legal Aid Briefcase 262 (1966).

Brief description of student involvement in the National Defender Project at the University of San Francisco, University of Missouri and Duke.

McAuliffe, J.W., The Urban Law Program at the University of Detroit, 20 J. Legal Ed. 83 (1967).

The entire curriculum was realigned to gear the law school to urban problems--The realignment included a clinic.

McCarthy, T.F., "Interns at Law": Chicago's Novel Contribution to Legal Education, 49 Chicago B. Rec. 46 (1967).

Annual report of a program involving 10 students from 6 participating law schools in both criminal and civil work.

Meltsner, M., Clinical Education at Columbia: The Columbia Legal Assistance Resource, 24 J. Legal Ed. 237 (1972).

A "faculty-litigator model" centering on significant law reform cases.

Merson, A., Denver Law Students in Court: The First Sixty-five Years, in Chicago Conference, at 138.

Colorado has had a student practice rule since the early part of the Century, and the University of Denver has had a clinical program since 1948. The early phase of the program is described, as well as its redirection in 1960 toward the teaching of professional responsibility and its present link to legal aid. Future plans call for the expansion of internships with government agencies.

Miller, C.H., Living Professional Responsibility--Clinical Approach, in Buck Hill Falls Conference, at 99.

Description of the work of the clinic at the University of Tennessee, which emphasizes the development of professional responsibility.

Monaghan, H.P., Gideon's Army: Student Soldiers, 45 B.U.L. Rev. 445 (1965).

Boston University's Roxbury Defender Project is used to illustrate that law students should help meet the need for representation of indigents created by the right-to-counsel holding in the Gideon case.

Moulton, B.A., Clinical Education: As Much Theory as Practice, 24 Harv. L. S. Bull. 16 (Oct. 1972).

Description of Harvard's clinical programs by a supervising attorney, concentrating on the classroom component in which training in substantive law, pre-trial and trial skills is combined with an "attempt to analyze the skills involved in lawyering and develop criteria for evaluation and self-learning."

National Council of Legal Clinics, Education for Professional Responsibility in the Law School: Preliminary Reports on Seven Experimental Projects (1962).

The N.C.L.C. was set up by the Ford Foundation to further the teaching of professional responsibility in a variety of ways -- including clinical. This report describes how clinical education was used to teach professional responsibility at Willamette, Denver, Northwestern, Ohio State, Minnesota, Tennessee and Temple.

National Council on Legal Clinics, Summaries of Law School Projects Supported by the National Council on Legal Clinics (1965).

Descriptions of 20 N.C.L.C.-supported projects, 19 involving some form of "field work."

New York University Law School, Curriculum Committee on Clinical Programs Report, 4 CLEPR Newsletter, no. 8, at 1 (Jan. 1972).

Excerpts regarding costs of clinical programs and their value to students--favorable to clinical education.

Note, University of South Carolina Law School Corrections Clinic, 23 S.C. L. Rev. 294 (1971).

Outlines the most common problems dealt with in the South Carolina corrections clinic.

Oliphant, R.E., Clinical Education at the University of Minnesota, in Chicago Conference, at 148.

Description of a well-organized two-year program involving students in cases with the staffs of the State Public Defender, the County Legal Assistance and the city Police Department.

Oliphant, R.E., Directing and Managing Legal Education in a Service Setting, in Buck Hill Falls Conference, at 356.

Managerial suggestions for operating a clinical program--based on the experience at the University of Minnesota.

Oliphant, R.E., Reflections on the Lower Court System: The Development of a Unique Clinical Misdemeanor and a Public Defender Program, 57 Minn. L. Rev. 545 (Jan. 1973).

An in-house clinic at the University of Minnesota with a Public Defender which has been farmed-out to the law school. One problem: the unfavorable reactions of some judges. (Largely repeated in 5 CLEPR Newsletter, no. 7, at 1 (March 1973).)

O'Toole, T.J., Realistic Legal Education, 54 A.B.A. J. 774 (1968).

Northeastern's unique "cooperative plan" described by the Dean.

Parker, K.E., New Approaches to Clinical Legal Education, 8 Calif. Western L. Rev. 146 (1971).

A proposal for an "atypical" clinical program based on community organization, community education and empirical research. Housing is given as an example, and projects on food stamps and school lunches conducted at the University of California at Davis are described.

Peden, W.B., Obtaining Courtroom "Know-How": The Judicial Assistanceship Program at the University of Louisville, 12 J. Legal Ed. 431 (1960).

A non-credit judicial clerkship program for law students.

Pye, A.K., Legal Internships: Georgetown's Experiment in Legal Education, 49 A.B.A. J. 554 (1963).

Description of the widely-praised Prettyman Fellowship Program at Georgetown, involving both instruction and supervised handling of cases at the graduate level.

Redlich, A., Perceptions of a Clinical Program, 44 S. Cal. L. Rev. 574 (1971).

The University of Wisconsin's "legal aid model" clinical program--"clearly a program that failed." The author's corrective advice is to de-emphasize the "legal-aid" and "skills training" aspects of clinical work and to pay close attention to the evaluation of student work. An appendix contains excerpts from student responses to a questionnaire.

Romero, L.M., Second Annual Project Report, 5 CLEPR Newsletter, no. 9, at 1 (April 1973).

Dickinson's report is used as an illustration of information required in reports of CLEPR-funded programs.

Rothschild, D.P., The Legal Internship Program at the National Law Center, George Washington University, 2 U. Toledo L. Rev. 791 (1970).

A summer internship program with firms and government agencies aimed at both financial assistance to students and clinical exposure.

Royane, J.A., A Summer Legal Intern Program for Law Students in District Attorney's Offices, 22 J. Legal E. 105 (1969).

A pilot program is evaluated favorably by a sub-committee of the New York Criminal Justice Coordinating Council. An outline of a classroom component is attached.

Runkel, R., Willamette's Internship Program and the Proposed Student Practice Rule, 6 Willamette L. J. 1 (1970).

Describes Willamette's student internship with public and private agencies and advocates a student practice rule for Oregon.

Rutter, I.C., A Jurisprudence of Lawyers' Operations, 13 J. Legal Ed. 301 (1961).

A non-clinical Applied Skills Program at the University of Cincinnati. The author sets out an organized framework for studying what lawyers do and appends course materials.

Sacks, H.R., Human Relations Training for Law Students and Lawyers, 11 J. Legal Ed. 316 (1959).

The soon-to-be director of the National Council on Legal Clinics sets down his ideas on human relations training and describes a non-clinical course at Northwestern, which involved unique self-directed "training groups."

Sacks, H.R., Remarks on Involvement and Clinical Training, 41 U. Colo. L. Rev. 452 (1969).

Brief descriptions of 9 clinical programs and of the advantages and problems of clinical training.

Seidman, M.J., National Institute for Trial Advocacy, 8 Trial 34 (Nov./Dec. 1972).

A favorable report on a summer simulated trial advocacy program for law students held at the University of Colorado.

Seidman, M.J., The Welfare Department Project at the Harvard Law School, 49 J. Urban L. 363 (1971).

A credit course combining field work and a seminar, centered on the Aid to Families with Dependent Children program.

"Selected Readings"
see, supra, p. 34.

Shapo, M.S., An Internship Seminar for Law Students: A Test of Theory, A Critique of Practice, 46 Tex. L. Rev. 479 (1968).

Summer placement of University of Texas students with a Legal Aid and Defender Society. A research paper was required at the end of the summer. A "multi-track" plan is proposed, depending on student records.

Silverberg, H.M., Law School Legal Aid Clinics: A Sample Plan; Their Legal Status, 117 U. Pa. L. Rev. 970 (1969).

The University of Pennsylvania's Prison Research Council involves students in research--not in representation; nevertheless, the author urges that law schools seek judicial authorization for such programs to avoid problems of unauthorized practice. Malpractice is also considered.

Slowinski, J.S., Seton Hall Practice of Law Project, 13 Student Lawyer J. 15 (Apr. 1968).

Small claims litigation and negotiation by law students in New Jersey.

Sokol, R.P., In Forma Pauperis Appeals: The University of Virginia Experiment with a Neglected Asset, 18 J. Legal Ed. 96 (1965).

Appellate practice by faculty was turned into clinical experience for students in an Appellate Litigation seminar.

Spangenberg, R.L., Legal Services for the Poor: The Boston University Roxbury Defender Project, 1965 U. Ill. L. Forum 63 (1965).

Description of the mechanics of the program involving defense of indigents and brief outlines of programs at several other law schools.

Steinfeld, J.D. & E.C. Hamada, Report of the Boston College Law School--Commission on Law and Social Action Intern Program, 1968, 22 J Legal Ed. 240 (1969).

Summer placement of students with a variety of agencies dealing with housing, consumer protection, crime, discrimination and education.

Swords, P., Law Students in Prison Legal Services, 4 CLEPR Newsletter, no. 13, at 1 (May 1972).

Descriptions of clinical programs in corrections at the Universities of Kansas, Arizona, South Carolina, and at Capital University, with examples of cases--concluding that "inmate legal assistance projects make first-rate clinical legal education programs."

Symposium, From Student to Lawyer..., *supra*, p. 37.

Includes descriptions of Georgetown's Prettyman Fellowship and Boston University's Defender Project.

U.S. Department of Justice. Office of Law Enforcement Assistance. Harvard Student District Attorney Project--A Clinical Experience in Prosecution of Minor Criminal Cases by Senior Law Students (1968).

Report on a pilot prosecutor clinical program funded by the Law Enforcement Assistance Administration. Teaching materials, forms and three brief descriptive published articles are appended.

Vetri, D.R., Educating the Lawyer: Clinical Experience as an Integral Part of Legal Education, 50 Oreg. L. Rev. 57 (1970). Also in Selected Readings, at 198.

After an historical review, the author describes several clinical programs at the University of Oregon, concentrating on a civil program. He predicts the expansion of long-term clinics and the development of paraprofessional training.

White, J.J., The Anatomy of a Clinical Law Course, in Chicago Conference, at 158.

Description of a summer course at the University of Michigan placing students with a County legal aid clinic. Several typical cases are detailed. The need for case selection and careful preparation is stressed.

White, J.J., The Lawyer as Negotiator: An Adventure in Understanding and Teaching the Art of Negotiation, 19 J. Legal Ed. 337 (1967).

A simulated negotiation "tournament" with the participation of a psychiatrist.

Wilson, J.P., Clinical Programs at the Boston University School of Law, in Chicago Conference, at 176.

Descriptions of two criminal programs and one legal aid non-credit civil program. The programs are praised, but problems are noted with attorney supervision and student insistence on pro forma correctness.

Wolf, P.H., D.C. Law Students in the Courtroom, 35-36 D.C. B. J. 41 (Nov. 1968/Feb. 1969).

Recounts the adoption of the D.C. student practice rule and describes the anticipated operation of the clinical program to be offered by a five-school consortium.

Wolf, R.C., The Delivery of Legal Services: Some Ethical Considerations in the Use of Law Students, in Buck Hill Falls Conference, at 236.

How the Catholic University law clinic--operating in a black neighborhood--tries to assure quality legal services.

Woodruff, O.E. & R.A. Falco, The Defender Workshop: A Clinical Experiment in Criminal Law, 52 A.B.A. J. 233 (1966).

A description of the difficulties and successes of the University of San Francisco clinical program, which involved a guest-lecturer series and a bail project.

(V) INTERNATIONAL PERSPECTIVES

Alston, P. & P. Cashman, The Purpose of Setting Up Legal Aid Clinics, 3 Sing. L. Rev. 27 (1971/72).

Cosgrove, The Teaching of Law Students or Graduates the Techniques of Practical Application to Real Problems of Learned Law (Canberra, Winston Churchill Memorial Trust, 1970).

Council on Legal Education in Professional Responsibility, Developments Abroad in Clinical Training, 5 CLEPR Newsletter, no. 3, at 32 (Aug. 1972). [A panel]

Cratsley, J.C., Clinical Legal Education in the United States, 3 Sing. L. Rev. 236 (1971/72).

Fairbairn, L.S., Legal Aid Clinics for Ontario Law Schools, 3 Osgoode Hall L. J. 316 (1965).

Gower, L.C.B., English Legal Training, 13 Mod. L. Rev. 137 (1965).

Great Britain. Committee on Legal Education. Report (1971). [Ormrod Report]

LeDain, G., Practical Training of Law Students in the Province of Quebec, 3 Can. B. J. 242 (1960).

Lin, R. & M. Wu, Varieties of Clinical Experience, 3 Sing. L. Rev. 132 (1971/72).

Lowry, D.R., Clinical Programs Outside the United States: Canada, in Selected Readings, at 271.

Lowry, D.R., A Plea for Clinical Law, 50 Can. B. Rev. 132 (1971/72).

Menon, N.R.M., Clinical Programs Outside the United States: India,
in Selected Readings, at 305.

Meredith, W.C.J., A Four-Year Course of Theoretical and Practical
Instruction, 31 Can. B. Rev. 886 (1953).

Metzger, B., Clinical Programs Outside the United States: Africa,
Asia and Latin America, in Selected Readings, at 324.

Ormrod, R., Reforming Legal Education in England, 57 A.B.A. J.
676 (1971).

Peden, J.R., Professional Legal Education and Skills Training for
Australian Lawyers, 46 Aust. L. J. 157 (1972). "See also,
supra, p. 31."

Platt, G.I., Clinical Programs Outside the United States: Chile,
in Selected Readings, at 354.

Practical Training in Legal Education: Report of a Special
Committee of the Conference of the Governing Bodies of
the Legal Profession in Canada, 2 Can. B. J. 121 (1959).

Proceedings of the British-Canadian-American Conference on
Legal Education, 14 J. Legal Ed. 1 (1961).

"Selected Readings"
see, supra, p.34.

Shaw, S., Practical Training for the Law Student: Apprenticeship
System or Legal Clinics? 15 Can. B. Rev. 361 (1937).

Stein, A.L., Practical Training for Trial of Civil Cases, 7 McG.
L. J. 207 (1961).

Symposium, Academic Preparation for the Practice of Law, 14 J.
Legal Ed. 11 (1961). "A conference of British and American
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