

Educating Judges on Clinical Education:

A Staple of the Law Student Diet

"I took nothing but bread-and-butter classes, not 'Law and Poverty' or other made-up stuff. . . . Take serious classes."

Justice Antonin Scalia

CLINICAL LEGAL EDUCATION

theory + practice

ethics in context

live client interaction

reflective lawyering

self-directed learning

professional identity

Representing
the
Unrepresented

Misconceptions About Law School Clinics:

- Legal services offices with no distinguishable academic purpose
- Cases formulaic, repetitive, and lack intellectual rigor
- "Make work" for the bench and bar
- Seek out controversial or unpopular causes and clients
- Should represent pro se parties
- Cases unworthy, due to economics of law practice
- Staffed by full-time practitioners with small caseloads
- Faculty do not share scholarship and service demands of doctrinal colleagues

Messages We Want to Convey:

- Clinical legal education is based on sound pedagogy with defined educational goals
- Clinic courses facilitate essential doctrinal application, skills development, and professional values
- Clinic students are better-prepared for all areas of practice
- Clinic clients are entitled to high quality representation
- Faculty academic responsibilities should be considered

Opportunities to Change The Mindset:

- Present at judicial education programs
- Invite judges to participate in clinic classes
- Seize on law school public relations efforts
- Meet with influential critics and proponents of clinics