

4. Federal clerkships. Seven or eight students have enrolled each semester to serve as part-time clerks for judges.

5. Department of Justice. Three or four students have enrolled each semester to serve as interns with the Consumer Protection Division of the State Department of Justice.

6. Labor Law internships. Six to eight students have enrolled each semester to serve as interns with the Milwaukee office of the National Labor Relations Board or the Wisconsin Employment Relations Commission.

7. State Public Defender's Office. Up to ten students have enrolled each semester to serve as interns in the Public Defender's Office.

#### 8. Miscellaneous programs.

Among other offices in which law students have served as interns recently are the State Department of Agriculture, Milwaukee Legal Services, Governor's Commission on Status of Women, Office of the Commissioner of Securities and the Office of the U.S. Attorneys in the Eastern and Western Districts of Wisconsin.

So far I fear I have emphasized the problems which clinical-type instruction poses. On the positive side, there is no doubt that a well-run clinical program can be a very effective means of legal education. Mr. William Pincus, President of the Council on Legal Education for Professional Responsibility, has summarized the advantages of clinical instruction as follows:

1. It provides opportunity for training in skills such as fact gathering, interviewing, counseling, drafting, trial strategy and trial and appellate advocacy.

2. It provides opportunity for the law student to make a transition in the professional school from theory to practice, and it does this under educational auspices which expose him to a standard of performance which can serve as an example for his future professional life.

3. It develops the emotional part of the person which grows only when the person has experience with responsibility and enjoys or suffers the consequences of his actions in a complexity of human relationships which go beyond teacher and student.

4. It re-humanizes the educational process and reminds the professional-to-be that his services are personal services in the literal sense of the word and that a primary part of professional responsibility is the capacity to respond on a one-to-one basis to another human being's need for help.

5. It can give lasting lessons in ethics and morality by requiring the student to resolve ethical and moral dilemmas through action.

Most of these benefits are conferred by our better programs. The challenge which the faculty presently faces is to adopt workable guidelines which will eliminate the programs which do not provide reasonable assurance of living up to these high educational standards without eliminating

those that do. So far, the only programs which have been definitely tagged as meeting the new guidelines are the Legal Assistance to Inmates, Center for Public Representation and Ordinance Defense programs. Some others no doubt will be brought into conformity.

A second challenge involves allocation of resources. The high-quality programs demand a student-faculty ratio which is almost the equivalent of a tutorial situation. This obviously poses a question of what portion of limited educational resources should be devoted to this type of training as compared with other forms of instruction.

Orrin L. Helstad  
Dean

## PROGRESS IN THE FUND DRIVE

Detailed Report Due in June

A larger number of alumni contributors, and a larger amount of alumni contributions have marked the 1977 Alumni Fund campaign, which ends on April 1. Six hundred ninety-two alumni had made contributions by February 1, 1977, compared to six hundred sixty-five in all of last year's drive. On February 1, total contributions to WLAA—from all sources, both alumni and non-alumni, exceeded the last drive's year-end total by almost 15%. Contributions to the University of Wisconsin Foundation earmarked for the Law School have grown substantially.