

THE HALE AND DORR LEGAL SERVICES CENTER OF HARVARD LAW SCHOOL

1993-2003

Ten Years of Creative Collaboration Among a Law School,
Its Legal Services Center, and a Private Law Firm



By Shira Shaiman

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AUTHOR'S NOTE

In preparation for its tenth anniversary celebration, the Hale and Dorr Legal Services Center (the Center) and the law firm of Hale and Dorr LLP (Hale and Dorr) decided it was time to begin relaying their story of unique partnership. An anniversary provides the ideal moment to reflect on past accomplishments and begin to anticipate the decade ahead. Having published very little about the partnership, and not for wide-scale circulation, Jeanne Charn and John Hamilton made the decision to hire a writer who could construct a narrative of what the Center and the firm have developed together. This paper is a result of that effort.

When I was approached with the interesting challenge to study and document this unique collaboration, I soon realized that this story includes several narrative threads, any of which could be—and have been—the subject of significant research: the evolving role of legal clinical education in the United States; the history of pro bono; the history of legal services; and the obligation to be of service to those without means. If I doubted my appropriateness for the job—I am neither an academic nor an attorney, though I come from a legal family—my concerns were assuaged as soon as I began to talk to those involved. I already knew the principal stakeholders were passionately committed to the collaboration, but I was unprepared for the consistent enthusiasm and devotion shared by every subject I interviewed.

In the course of researching this oral history, I conducted numerous interviews, speaking to Center staff, students, law school administrators, Hale and Dorr attorneys, and former firm partners who had previously been involved in the partnership. Over the ten years, many people have touched this relationship, and while I spoke to many key players, it simply was not practical to interview them all. In addition to combing through hundreds of pages of transcripts—generously typed by the firm's administrative support staff—I also read as much pertinent printed matter as could be located. These included published interviews, newspaper articles, law school publications, student papers, grant request proposals, student evaluations of the Center, and compelling memorial tributes to the Center's co-founder Gary Bellow, whose zeal for rectifying the inequalities in legal access continues to inspire so many attorneys today.

This oral history is only a first step toward recording this unique and creative partnership. Now that this foundation exists, I know it will lead the way to studies of a more critical nature to benefit the fields of pro bono, clinical education, and legal services.

I wish to thank the many people who made time in their busy schedules to talk to me and share their stories here. While this paper truly reflects the collaborative efforts of several individuals, I wish to acknowledge in particular the help of Liz Solar of the Bellow-Sacks Access to Civil Legal Services Project of Harvard Law School. She caught me up on a good 10 to 15 years of history, gave me a mini-course in legal services, answered my numerous questions, and coordinated many aspects of this project.

Shira Shaiman

INTRODUCTION

“Through his work on behalf of individual clients and causes, Professor Bellow recognized that his true calling was to move to larger forums and to take on bigger battles. He accomplished this goal by articulating a vastly expanded vision of the delivery of civil legal services and by helping to build a movement in law schools—the clinical legal education movement—that ultimately provided representation by dedicated, trained, and supervised law students to hundreds of thousands of indigent clients in wide-ranging areas of legal need. Professor Bellow created a model for the delivery of legal services, and a model of clinical legal education, that not only brought him much deserved recognition, but also enabled many clients finally to feel empowered despite the persistent and often devastating poverty in which they lived.”

—Charles J. Ogletree, Jr., Jesse Climenko Professor of Law; Vice Dean for the
Clinical Programs, Harvard Law School¹

In October 2003, the Hale and Dorr Legal Services Center of Harvard Law School (the Center) will celebrate its tenth anniversary in its permanent home in the ethnically, racially, and culturally diverse urban neighborhood of Jamaica Plain, Massachusetts. The anniversary also marks a decade of creative collaboration by the law school, its legal services center, and the prestigious Boston law firm of Hale and Dorr, whose \$2 million gift funded the purchase and renovation of the Center’s four-story building.

When asked to describe the history of Harvard Law School’s oldest and largest clinical teaching facility, Jeanne Charn, director and co-founder with her late husband and Harvard Law School professor Gary Bellow, sums up nearly 25 years of history as “a story of change.” Indeed, since its inception as a year-long clinical program in 1980, the Center has undergone a continual series of changes, which don’t show signs of letting up any time soon. That’s because the Center has never been an enterprise to rest on its laurels. Those who had the honor to work or study with Professor Bellow know that rigorous self-scrutiny was a hallmark practice he demanded not only of himself, his students, and his legal services’ colleagues, but also of the Center he helped build. This attitude has fostered a working and learning environment where change is not only possible, but also an essential outcome of

ongoing self-reflection and the drive to improve both legal education and access to quality legal services in this country.

“From the beginning,” explains Charn, “the Center was conceived of as a laboratory for study and innovation in approaches to clinical teaching and delivery of legal services to low- and moderate-income clients.”² The experimental nature of the teaching law office has allowed the Center to test different approaches to training, continually expand its service offerings in response to client needs and student interests, and develop into an innovator of clinical legal education.

The Center currently employs a staff of 33, which includes 20 clinical instructors plus several fellows who all maintain active caseloads, and administrative support. The Center has the capacity to train as many as 180 second- and third-year law students each academic year and helps over 2,000 low- and moderate-income individuals with their civil legal problems. Clients are primarily in the Boston communities of Jamaica Plain, Dorchester, Mattapan, and Roxbury. Students receive clinical credit for their work in one of four practice areas: the Family and Children’s Law Unit; the Housing/Litigation Unit; the Health, Employment, Living Legacy and Planning (HELLP) Unit—an administrative and transactional practice that involves work, income support, and planning services; and the Community Enterprise Project (CEP)—a transactional practice that involves representing nonprofits and small businesses, and handling matters related to affordable housing development, home purchases, and foreclosure prevention.

The CEP is a prime example of the Center’s willingness to test new ground, improve the experience of the students, and expand the areas of service to its clients. In 1994, the CEP was created in collaboration with attorneys from Hale and Dorr in response to faculty and student interest in community economic development. Since then, the CEP has been a consistently popular placement, allowing up to 20 students a semester to engage in the practice of corporate and transactional law on behalf of small businesses, nonprofit organizations, and individual homeowners.

It was in the spirit of experimentation that the Center formed its unique partnership with the private firm of Hale and Dorr. In the early 1990s, Hale and Dorr and its Harvard Law School alumni partners decided to provide the funds to purchase and renovate permanent office space for the Center. At the time, Harvard’s capital campaign included other naming opportunities; but the idea of contributing directly to a legal services center made perfect sense to a firm whose commitment to

legal aid dates back to its first managing partner, Reginald Heber Smith, who is known as the “father of legal aid” in the United States. At about this same time, the firm became a charter signatory of the ABA’s Pro Bono Challenge, committing to contribute 3 to 5 percent of its annual revenues to pro bono services, which currently translates to free legal services having a value of approximately \$9 million.

True to his firm’s strong pro bono culture, then Managing Partner and current Chairman of the Firm John Hamilton was passionate that Hale and Dorr’s contribution to the Center not merely be one of “bricks and mortar.” He viewed the building as an opportunity to form a rewarding relationship that would further each organization’s commitment to providing legal services to those in need and improving the professional development of lawyers. Inspired by this vision, Charn, Bellow, and Robert Clark, former dean of Harvard Law School, soon became excited about this unique venture among an educational institution, its poverty law office, and a private law firm.

In the last decade, the collaboration has proven to be more successful than any of the original decision-makers had imagined, truly a “win-win” for all. Actually, the formula is surprisingly simple. The law school benefits from the additional resources invested in its clinical program. The Legal Services Center receives much-appreciated assistance from experienced attorneys, and gains access to Hale and Dorr’s vast expertise, including many of the firm’s resources and training opportunities, while exposing thousands of students to a model of a corporate law firm that also is concerned with giving back to society. Finally, Hale and Dorr enjoys increased visibility among talented students of a prestigious law school and the satisfaction of performing meaningful pro bono work in the community of Boston, as well as securing training opportunities for its younger attorneys.

“We have always stood for excellent quality, and that’s one of Gary Bellow’s mantras,” says Hamilton. “To Gary, equal access to justice meant equal quality access. It does no good to have a lawyer who isn’t prepared stand up in court on behalf of an indigent person; that person does not get justice. We have to balance the enormous need for legal services with maintaining quality standards. There has to be a way to establish more quickly some standards and methodologies that will be taught, not just at Harvard but at other law schools. That’s why it’s so important that this be a model. Harvard has such an influential reputation, and if it can get this right and show the way, then others can copy. We certainly don’t want to copyright this model. What we want most is to share it.”

Now that it is clear the partnership can be successful over a significant period of time, the three entities are ready to convey the story of their unusual collaboration to a broader audience. If this model can function so well at Harvard, then why not at other law schools and in other cities with other law firms? The question is admittedly rhetorical, as everyone involved believes the collaborative model of a law school, legal services center, and law firm is neither exceptional nor impossible to replicate elsewhere. Furthermore, the impact of similar partnerships forming across the country could mean a significant increase in the delivery of quality legal services to the many in need. Currently, the model of this tripartite legal partnership is understood to be unique, but the hope is that one day it may be quite common.

PART I: HISTORY

“We want to work with our students on how one learns to develop a quality, reflective, self-taught practice in a pressured real-world setting. Many harried lawyers have things to teach. And students have to learn to be taught by the experienced—without being overwhelmed by them. Part of clinical education has to involve teaching lawyers how to learn from each other. . . . I would like to see clinical centers created across the country—centers where law is practiced as it is critiqued and taught.”

—Gary Bellow, interview in CLEPR
Fourth Biennial Report³

THE ORIGINS OF THE TEACHING LAW OFFICE: 1971–1979

In the early 1970s, only a decade after graduating from Harvard Law School, Gary Bellow (’60) had already earned the reputation of being one of the best legal aid lawyers in the country. His fierce advocacy on behalf of the poor and disenfranchised, including representing Cesar Chavez and the United Farm Workers and the Black Panthers, and his original approaches to clinical education at the University of Southern California Law School attracted national attention. Among those taking notice of Bellow’s successes and progressive ideas was Harvard Law School.

In 1971, in response to student complaints that there was no relevance to their legal education, the law school recruited Bellow to establish a clinical program similar to the one he and longtime friend and colleague Earl Johnson founded at USC. Initially, Bellow agreed to return east for one year as a visiting professor. The following year, he joined the Harvard faculty as a tenured professor, teaching two elective clinical courses per semester: the Lawyering Process–Civil and the Lawyering Process–Criminal, both of which continue to be offered today. Bellow spent the next three decades at Harvard, until his untimely death in April 2000, establishing one of the largest and most successful clinical programs in the country.

Bellow had to create Harvard’s clinical program from the ground up, starting with establishing a staff that would help him develop and administer the extensive program of practice placements where students would be assigned for their clinical work. In 1972, he received support for the creation of an assistant deanship for Clinical Programs, which was filled by Jeanne Charn (HLS ’70), the first woman to hold a high-level administrative position at Harvard Law School. Like Bellow, Charn too had dedicated her legal career to helping the poor, having worked in legal aid throughout law school, and afterward in the Community Legal Assistance office in Cambridge and at the Massachusetts Law Reform Institute before returning to Harvard Law School as an assistant dean.

The meeting of Bellow and Charn marked the beginning of one of those rare and powerful alliances, a true meeting of mind and spirit. Their combined commitment and ardor for eradicating poverty, providing not just legal access to all but quality legal services, and reforming the American legal education system fueled a nearly 30-year collaboration that ultimately would expand to a life partnership and marriage. Those who worked closely with the two describe them as soul mates—in life and work, and in every other sense of the term. Together, their innovative contributions to improving the delivery of legal services and expanding the scope of legal education would help thousands of clients and students and ideally serve as a model for other institutions.

During the first decade of their collaboration, Bellow and Charn worked to develop a practice program to train students for a career in legal services. Throughout the ’70s, the burgeoning field of legal services promised thousands of new jobs for poverty lawyers, yet few opportunities existed to train young attorneys for the particular challenges of the legal services office. Overwhelmed by the sheer volume of cases, the complexity and range of substantive knowledge required, the lack of

resources, and the chaotic nature of many legal services offices, most young lawyers burned out after only two or three years. Bellow and Charn looked to address this problem not just by analyzing the conditions of legal services but by turning their critical attention to the institutions that initially educate lawyers.

Bellow's and Charn's early vision of clinical legal education sought to bridge the gulf that historically existed in law schools between the theory and practice of the law. It is commonly understood that law schools do not take responsibility for training students in the actual practice of law. Charn comments that "no law school in this country will tell you that it prepares graduates to practice law. That is not what they purport to do. They introduce students to doctrine, to a mode of analysis and thinking, to modes of debating and argument." In essence, law schools teach the theory and analytical process of the law but do not provide broad training for practice. Even if clinical courses and practice placements are offered, the assumption remains that students will develop their lawyering skills from their employers upon graduation. The onus of professional legal training, therefore, has traditionally fallen on the law firms that employ novice graduates. Under Bellow's direction, Harvard's clinical program would seek the most effective ways that a law school could teach practical lawyering skills, ultimately arriving at the model of the teaching law office as a laboratory for best professional practice and legal training.

From the time it was first established through to the mid-'70s, Harvard's clinical model was comprised of clinical courses with externship placements in legal aid offices, public defender offices, government law offices, and other organizations outside the school. Students worked between 15 and 20 hours per week in an office, and were supervised by the agency's staff; therefore, students' clinical training varied depending on their particular placement and the supervisor with whom they were matched. Eventually, chronic quality problems became apparent regarding student supervision and the practice environments in which students learned. Most agency attorneys were harried by large caseloads, and were not necessarily trained as educators or mentors. Moreover, the office environments themselves did not necessarily present the best example of a well-run law office. With students dispersed in offices throughout the Boston area, the law school had no realistic way to ensure consistent standards of training.

To ameliorate the problem of uneven supervision, Bellow sought resources from the Council on Legal Education for Professional Responsibility (CLEPR) to fund two-year clinical fellowships for experienced attorneys who would help supervise the law

students at their externship placements. The CLEPR Fellows improved student supervision, created opportunities for more students to engage in clinical coursework, and provided valuable and much-needed assistance to the offices where they were assigned. But significant problems persisted, especially that of controlling the practice environment. What's more, the graduate fellows added an additional layer of complexity to the program: because the fellowship was only for two years, a good deal of time and effort was required to hire, train, supervise, and help the CLEPR Fellows secure jobs upon graduation. Despite the improvements gained, the clinical fellows program proved too expensive and difficult to maintain, causing Bellow and Charn to yet again reevaluate their approach.

In her paper describing the history of Harvard's clinical education program, Charn summarizes what would eventually become the cornerstone of Harvard's clinical model as follows: "Ultimately, Gary's assessment was that the clinical fellow program, while a substantial improvement over the previous externship model, did not offer the optimal level of quality or flexibility he was seeking. For the courses that he had pioneered, where the goal was to offer students the maximum opportunity to practice law and to begin to develop and understand lawyer skills, values and judgment, we sought a fully functioning law office that was in every respect both a practice and teaching center—a teaching law office. This undertaking occupied the next two decades of Harvard's clinical program."⁴

THE LEGAL SERVICES INSTITUTE: 1979–1982

The concept of the teaching law office was new to legal education, but its prototype had long been established in the form of the teaching hospital. Practical medical training is integral to medical education. To receive certification to practice medicine, medical students must complete at least two years of clinical training during the four-year medical school program, and no less than one year in a full-time postgraduate residency. Medical students receive essential hands-on training while at the same time helping to facilitate, under supervision, the delivery of medical services to thousands of patients. Many other professions, from physical therapists to acupuncturists, have standards of required practice hours prior to the issuance of professional licenses. However, the legal bar has no such practical requirements. A novice attorney, fresh out of law school, may begin representing clients immediately, despite his or her lack of adequate skills or training. With the teaching hospital as their inspiration, it occurred to Bellow and Charn that there was

no reason why a similar model could not be adapted to the legal profession in general, and to the training of legal services lawyers in particular.

Although they were directing the clinical program at Harvard, Bellow and Charn never imagined implementing their proposed model at the law school. In the late '70s, few graduates of Harvard Law School pursued legal services jobs. According to Charn, fewer than 5 percent enter legal aid or public defender work upon graduation from law school. Therefore, they assumed they would take their model elsewhere, to law schools whose graduates were more likely to enter legal aid, defender, or small firm practice. They also considered attempting to work within the legal aid system directly, creating a school within a law office. But when former Dean Albert M. Sacks learned of Bellow's and Charn's plan, he liked what he heard, and invited them to develop a proposal that would allow Harvard to establish a new practice-based educational program. The unexpected invitation prompted Bellow and Charn to wrestle with the fundamental premise of their mission: Were they interested in training students or in training legal services lawyers? The answer was: both.

The Legal Services Institute (the Institute), as it would be called, was designed to provide legal training and create a core of professionals who would later share the skills and knowledge necessary for effective advocacy. "What we're looking for," Bellow commented in an interview, "is to draw patterns out of the experience and through case files, manuals, and shared knowledge lead young people through the jobs they'll confront, so that they can do it without being overwhelmed, so they can feel in control.... We have to go through cases carefully and analytically, and as experienced lawyers, we have to do it as well as we can a number of times. Then we'll have built a reservoir of materials and experience which can help less experienced lawyers in their first encounter with legal services work. Maybe then, when they get into a legal services office, they'll stay."⁵

In 1979, the Legal Services Institute, the precursor to the Hale and Dorr Legal Services Center of Harvard Law School, was established by unanimous vote of the Harvard Law School faculty. The Institute received a four-year \$2 million grant from the federal Legal Services Corporation, providing 80 percent of its budget. Harvard financed the remaining 20 percent.

In January 1979, the Institute accepted its first class and opened its doors in a little two-story house in the diverse urban neighborhood of Jamaica Plain, Massachusetts

to prepare for its first class of students, due in the summer of 1980. After a year and a half of practice and preparation, as well as a move to renovated factory space, 24 third-year law students from Harvard, Northeastern, and other universities were enrolled in its full-year program. Students received a full year's credit for working and studying full time at the Jamaica Plain office. Students were also asked to commit five years to a legal services job upon graduation. The Institute faculty all practiced, supervised students, and taught courses. Faculty came from Harvard and Northeastern Law Schools and included policy analysts from MIT. The Institute aimed to deliver practical training while developing an interdisciplinary poverty law curriculum that focused on law, sociology, politics, and history.

The Institute would test out the hypothesis that students learn implicitly as well as explicitly: the office environment itself would be a powerful teacher. Students would learn by observing experienced lawyers in action; engaging in “lawyer talk”; handling direct client responsibilities; and interacting with people with different backgrounds and experiences. Maintaining the administrative systems necessary to run a law office also would provide crucial training.

In founding the Institute, Bellow and Charn also had to test their ideas of how a legal services office should be run. Many of the guiding principles used to create the Institute can be found in Bellow's controversial 1977 critique of the legal services system: *From Turning Solutions Into Problems: The Legal Aid Experience*.⁶ Central to the Institute, as well as to the Hale and Dorr Legal Services Center, is an open atmosphere and the systematic scrutiny of the delivery of legal services. Meetings with supervisors, case presentations (similar to medical rounds), self-evaluations, and other methods all sought to inculcate the importance of self-reflection in students. What can I learn from my experience? How could I have done it differently? How can I do it better?

“The idea was that all the students would be committed to going into legal services,” Charn says nearly 25 years later. “Really, we were doing a full year of training, and you didn't have to pay salaries because the students received credit, and paid tuition. Ideally, there also would be post-graduate training, but you could now send new attorneys—who were trained in a well-run office and who had already gotten basic training and orientation—into the field. And the Legal Services Corporation funding allowed us to do this. Twenty-four annual salaries would have cost them less than a million dollars in those days, but you couldn't afford an entire legal services

office on that budget. It was probably a good trade-off for the Corporation. So that was our plan. It was a great idea; it is still a great idea.”

In November of 1980, just months after the Institute opened, Ronald Reagan was elected president. Upon taking office that January, the administration immediately cut all of the Institute’s federal funding. Because Bellow had sued the former governor of California numerous times on behalf of migrant farm workers when he was deputy director of California Rural Legal Assistance, the Reagan administration refused to support anything associated with Gary Bellow. With the Legal Services Corporation grant terminated, the Institute barely managed to scrape together enough funding to complete its second, and final, academic year. By the spring of 1982, less than three years after the experiment called the Legal Services Institute was launched, the program found itself at a difficult crossroads: Would it shut down, or would it redefine itself?

STRUGGLE FOR SURVIVAL: THE LEGAL SERVICES CENTER: 1983–1992

The 1980s found the Institute struggling to survive, as were many other legal services offices and clinical programs during this era of significant cuts to legal services funding and high inflation. Despite financial difficulties, the Institute managed to keep its doors open, continuing to provide legal services to its indigent and low-income clientele. While the Institute didn’t change its mission as a legal services office, it did refocus its educational objectives. Scaling back from a year-long intensive program that trained future legal services lawyers, the Institute became a one-semester clinical placement primarily for second- and third-year Harvard Law School students—closely resembling its current structure. Reflecting this more general approach, the new incarnation of the Institute was named the Legal Services Center (the Center).

The core elements of the original mission endured: the Center was both a training environment in which to learn about and deliver early professional training to law students and a laboratory for experimenting with cost-effective and quality ways of providing legal services. Even if students were not interested in becoming legal services attorneys, it was clear that the consciously controlled setting of the teaching law office offered important real-world skills and experiences that could be applied to any legal career.

“In a setting like this,” reflects Charn, “all learning channels are open. Students learn not just from what they are told, but also from what they are shown, and from being in the office environment. One agenda we wanted to make clear is that working for low-income people is challenging; it is in part social work and complex legal work. We have straightforward cases but there are many challenging cases students also get exposed to. You can learn things here that will be transferable to lots of other places. Over the years the Center has been popular with the students. Even when it wasn’t clear we would survive, the students helped us keep going.”

Acknowledging the Center’s efficacy and its popularity among students, the law school eventually supported it as its primary civil practice facility with capacity of up to 70 law students, supervised in ratios averaging no more than five or six students per full-time clinical instructor. By the early 1990s, the end of the second decade of Harvard’s clinical program, the law school funded 75 percent of the Center’s budget, with the remaining 25 percent coming from Boston-based public legal services funds and fees collected at the Center.

THE HALE AND DORR LEGAL SERVICES CENTER OF HARVARD LAW SCHOOL: 1993-PRESENT

“The Hale and Dorr Legal Services Center of Harvard Law School represents the renewal of the school’s commitment to leadership in clinical legal education, a renewal of our commitment to assisting those for whom the legal system would otherwise be inaccessible and a renewal of the concept of a community-based law firm.”

—Dean Robert Clark, at the October 27, 1993, dedication of the
Hale and Dorr Legal Services Center of Harvard Law School

The Legal Services Center had endured a long period of uncertainty to successfully come out the other side with a well-run legal services office, which is today Harvard’s largest and most popular civil clinical legal program. Jeanne Charn credits the steady commitment of former dean Bob Clark for helping the program to grow. In 1992, when Gary Bellow approached Dean Clark with a proposal to rent desperately needed new office space, Bellow and his staff were unprepared for the dean’s

response: instead of renting another office, the dean suggested that Harvard raise funds to buy the Center a permanent building.

For over a decade, the Center had been making do in the same run-down building on Washington Street in Jamaica Plain. The office had cramped quarters for the staff and students, and poor facilities for client meetings and interviews. At times there was little or no heat. A permanent building presented an extraordinary gift. As important, it was a signal that Harvard viewed the program as an established part of the school, and was willing to make a long-term commitment to its future.

“I felt personally that Harvard was saying: You are really a part of us. You’re a solid program, and we’re going to keep you around,” says Associate Director Cheryl Burg Rusk, who has worked with Bellow and Charn since 1976. “I think it sent that message to many of our staff as well. It also sent a message to the client community. Even though we’d been in Jamaica Plain for many years, purchasing the building gave the clients a sense of permanence.” While the school had supported the Center since its inception, and never indicated it would do otherwise, a permanent building provided a sense of security the program never had before. It was a key turning point in the Center’s history.

Not only did Dean Clark propose to Bellow a permanent home for the Center, but a modern, first-class facility funded by the gift of a large corporate law firm. At the time, Jack Cogan (HLS ’52), then chairman of the Boston law firm of Hale and Dorr, was chairing Harvard Law School’s capital campaign. When he learned of all the naming opportunities available, the purchase and renovation of a vacant building for the new Legal Services Center’s office piqued his interest as a good place for Hale and Dorr to put its name.

Cogan presented the idea to John Hamilton (HLS ’60), then the firm’s managing partner, who also happened to be a law school classmate of Bellow. Hamilton remembered Bellow, had followed his career with interest over the years, but had not had contact with him since law school. The more Hamilton reflected on his classmate’s contribution to the delivery of legal services, the more he perceived this as an opportunity for Hale and Dorr to contribute “more than bricks and mortar,” as he would later phrase it at the building’s dedication in the fall of 1993. The \$2 million gift from Hale and Dorr and its Harvard Law School alumni would alone have been quite generous. But Hamilton didn’t just want the firm’s name on a building. As an attorney deeply committed to pro bono, and under whose leadership

Hale and Dorr significantly expanded its pro bono efforts, Hamilton perceived an opportunity to do more.

“I met with Gary on a number of occasions,” Hamilton explains, “and I sensed that even though we had taken very different paths with our careers, we had the same value systems and saw some of the same need. We thought that working together from two very different perspectives—his from the delivery end and ours from the resource end—could result in our offering more than a building.” It turned out that many parallels existed between the two former classmates. As Hamilton says, they may have chosen different career paths, but each had become a leader in his respective area of the law, had grown organizations through his visionary and creative abilities, and was passionately dedicated to providing quality pro bono legal services—as well as being known for seizing opportunity when it presented itself.

Even though a tremendous opportunity had practically fallen into the Center’s lap, Bellow pursued the proposed expensive building renovation with understandable caution. Having worked for 30 years as a storefront lawyer in neighborhood legal services offices, he thought that’s where they should remain to attract the clientele they intended to serve. “Both Dean Clark and I worked hard at persuading him that the Center should have a first-class facility,” Hamilton recalls. Just because clients are poor, they argued, didn’t mean the facility should be of lesser quality. “We believed that people would not be put off by a nice facility; in fact, they would feel more esteemed. It would offer respect to clients by simply showing them they were worthy of that kind of facility. And it proved out that way. We did finally succeed in convincing him that this was a good idea, and he was very quick after the fact to acknowledge it. People love coming to the Center,” says Hamilton.

In March of 1993, the newly named Hale and Dorr Legal Services Center of Harvard Law School opened in a four-story renovated warehouse in Jamaica Plain. The new facility has all the amenities of a medium-size law office, with individual work spaces for up to 80 students (including computer access at every desk), pleasant client interview rooms, private offices for over 30 staff, an extensive law library, a student lounge, conference rooms, and state-of-the-art computer and technological resources for the Center’s general law practice. Eager to implement the new relationship, Hale and Dorr also made in-kind donations of furniture and computers; even the head of the firm’s IT department got involved with helping the Center set up its initial technology systems.

For the second time since it was established in 1979, the Center had changed its name to reflect another stage of its evolution. What's in a name? If the title of a legal services center is book-ended by two of the most prestigious names in the field of law, a lot. When the Center opened its new facility, it made sure not to alienate or confuse its client population with its new name, which now also included the name of a Boston law firm. From the street, the large granite sign reads simply Legal Services Center, with the Spanish "Centro de Servicios Legales" etched in smaller type below. To the community, it had always been known as the Legal Services Center, and it was important to maintain that continuity with its clients. The Center's full name—the Hale and Dorr Legal Services Center of Harvard Law School—is modestly set in a granite plaque in the pathway near the building's entrance.

Naturally, the name change was an expected byproduct of the \$2 million gift and the building it purchased. But the new facility and its new name called into question for many of the staff the Center's new identity. The Center's associate director candidly admits to the staff's initial reluctance. "There was concern from a lot of the staff over what the name change meant," remembers Burg Rusk. "Were we selling out? How would this look to others? People thought the new name sounded too much like a law firm, and then they worried clients would get confused and think we are the firm of Hale and Dorr, and not a legal services center. Everything we did for a while questioned who we were and what we were called, and when we should use the various derivations of our name. At that point all Hale and Dorr had done was give us the money for the building, which was extremely generous. Remember that we were just at the beginning stages of forming a partnership, and people were concerned about a big private law firm just throwing their name on our building. Over time things changed and it stopped being an issue because we saw that Hale and Dorr truly wanted to partner with us. And it's really attractive to students. The law students are impressed when we tell them that the firm of Hale and Dorr didn't just give us money for this building, but they formed a partnership with us."

Hale and Dorr's former training partner, Brenda Fingold, perceives the early days of the partnership similarly. "If memory serves me right, there was a period of proving ourselves to the Center," recalls Fingold. "A lot of people at the firm are devoted to legal services, and we were absolutely convinced of the Center's mission. I think trust grew in the relationship when we started conversations about their actual needs, where we could help. One of my first efforts was to talk to lawyers at the firm about this amazing partnership, and explain how it's a real opportunity to do pro bono and

for our younger associates to get training as well as practice supervising students. It was only through working together over the course of that first year that the Center really got excited, and realized they were getting people who are passionate about working, who are skilled, and who can offer the resources of the firm.”

As Hamilton foresaw, a building doesn’t constitute a relationship. Partnerships like the one the leaders of the Center and the law firm sought to form must evolve with commitment, trust, and honest communication about the self-interests of each side. Cementing a vital partnership between the Center and the firm required experience, and experience simply takes time.

PART II: CREATIVE COLLABORATION

“Hale and Dorr receives a number of benefits from this collaboration. First and foremost, we support a relationship with Harvard Law School as an institution from which many of us have graduated, at which many of us got our introduction to clinical programs, and which we applaud for trying to expand both its clinical training and the amount of outreach it does in the community to help poor people and other people in need of legal services. Second, the Legal Services Center provides us a vehicle through which we can do some creative new programs, and through which we can focus and leverage our pro bono resources. We know that when we do a project with the law school and with the Legal Services Center, it is likely to have impact in a broader community, it is likely to have staying power, and it is likely to have very good people involved in supervisory and strategic capacities along with us. And, finally, we have the satisfaction of seeing day-to-day results in the community, in the city of Boston, in which we practice.”

—Richard A. Johnston, Senior Litigation Partner, Hale and Dorr,
Harvard Law School class of ’76

CEMENTING THE RELATIONSHIP

During the ten years that the Legal Services Center and Hale and Dorr have worked together, a multifaceted and mutually beneficial partnership has formed. The firm’s

partners and associates represent clients, supervise students, advise and mentor Center attorneys, and provide students training in depositions, business formations, negotiation skills, the rules of evidence, and other legal practice topics. Hale and Dorr has contributed thousands of pro bono hours to the Center, primarily in its estate planning, corporate, and litigation practices. In 2002, for example, the firm spent 1,989 pro bono hours—at a value of \$784,904—representing clients, supervising students, and providing other legal assistance to the Center.

Hale and Dorr’s involvement with the Legal Services Center actually predates the gift they made for the purchase of the new building. Before 1993, Hale and Dorr attorneys had been involved with the Center informally, representing clients and assisting in matters on an ad hoc pro bono basis. For example, in the late 1980s, when the Center started one of the first HIV/AIDS law clinics in the country—and the first school-based HIV/AIDS law program—the head of the new unit received invaluable assistance from Hale and Dorr’s trust and estates attorneys.

According to the Center’s HIV/AIDS Law Clinic director, Robert Greenwald, as soon as the Center advertised free legal services for people with HIV/AIDS, they immediately became overwhelmed with the demand. “We simply didn’t have enough resources at the time,” explains Greenwald. “I trained people in different units how to prepare a simple will or handle insurance company disputes, for example, and they volunteered their time to help me with the HIV cases. We would literally go from hospital to hospital, writing wills as people were on their death beds. But then the cases started to get more challenging. I was completely self-taught in estate planning, and nobody here had experience, so I had no place to turn. Finally, someone suggested that Hale and Dorr might be able to help us, and I was put in touch with Nan Giner, who’s now a senior partner in the Private Client Department. Nan has been an incredible support. I would be surprised if more than a month or two has gone by in the last 10 years that I have not been on the phone directly with Nan herself or with one of her staff. They’ve helped with hundreds of estate planning cases, and between insurance, bankruptcy, and probate, they’ve co-counseled on about 10 or more full litigation cases.”

While informal connections between the Center and the firm already existed, a more structured relationship could only form if it were valued as a priority by the top decision-makers. With the firm’s chairman and managing partner, the Center’s directors, and the dean of the law school all in support of the idea of partnership, the next step was to ascertain what a working relationship would consist of exactly. “We

took the risk of being frank about what our interests were on each side,” says Charn. “We didn’t want to be simply the object of benefactors. We wanted to know what they got out of it, and they wanted to understand our needs so we could determine if we really could have a partnership, or if this was a donor and donee relationship. It could have been just that, which is perfectly acceptable, but that’s not the same thing as a partnership.”

Hale and Dorr Chairman John Hamilton is up front about the firm’s motivation in developing a partnership with the Legal Services Center and Harvard Law School. In addition to the firm’s real commitment to pro bono, a relationship with the Center offered the firm a recruiting opportunity at one of the best law schools in the country. “One of our reasons for doing this was to provide a window for some of the talent coming out of Harvard Law School,” says Hamilton. “This was a way to get the real Hale and Dorr seen by students—as opposed to what they read in the Vault or other student-oriented publications—to give them a sense of our values, what we stand for, to see that this is a pretty good place to be.”

Prior to its association with the Hale and Dorr Legal Services Center, the firm didn’t have a particularly strong presence on the law school campus, other than its reputation as one of Boston’s most prominent firms and the fact that over 20 percent of its attorneys are Harvard Law School alumni. Furthermore, Hale and Dorr also faced healthy competition for Harvard Law School talent from other Boston firms. The firm viewed its partnership with the Legal Services Center as a way to increase student awareness of its existence. According to Hamilton, the tactic appears to have worked. “I think our reputation at the law school is significantly better today than it was back then. We get more applicants from Harvard, and we’ve had more hires. Whether they’ve participated at the Center or not, they know of the Center. The Center has engendered a fair amount of publicity within Harvard publications and Harvard has been very generous in its reference to the Hale and Dorr Legal Services Center.”

Moreover, this novel partnership with a legal services center, whose mission also is to educate students, offered numerous training possibilities for Hale and Dorr’s younger associates. In the early 1990s, the firm launched an initiative to revamp its training programs, starting with the unusual decision to assign a senior attorney as full-time partner overseeing training programs. Recognizing the training opportunities for both the firm’s associates and Harvard’s students, Hamilton quickly brought his new training partner, Brenda Fingold, into strategic discussions with the Center.

As training partner, Fingold would assume responsibility for coordinating the firm's training and work with the Center. Although the Hale and Dorr Legal Services Center had received a good deal of attention in the firm around the time of the building's dedication, Fingold had to market the pro bono and training opportunities the new relationship created. "The first step was to get people excited about this new opportunity to do good and to get training," explains Fingold. "Young trial lawyers may have to wait five or eight years before they can get certain trial work, and the Center offered them a chance to go to trial, be second chair. It gave our young lawyers an opportunity to get their feet wet and to get involved with real lawyering, to get actual trial experience, because so much of the early years at a big firm can consist of paperwork or discrete work on big cases." Once the attorneys expressed interest, Fingold matched them with the appropriate unit heads at the Center, a structure that has worked well over the last 10 years.

Fingold describes the attorneys who work with the Center as a "self-selecting group, who deeply want to do good and deeply want to develop their skills as lawyers." Over the last decade, liaisons from the firm have maintained regular contact with the senior clinical instructors who direct the Center's units. In addition to those involved in the core aspects of the partnership—from department liaisons to attorneys who take on cases, co-counsel, supervise students, and provide trainings—firm lawyers also make themselves available to answer questions and provide other assistance on an as-needed basis.

For instance, tacked up on a bulletin board in the office of Brian Price, senior clinical instructor of the Community Enterprise Project, is a contact list of Hale and Dorr attorneys who are willing to answer his or his students' questions, give advice, supply a model document, or offer a variety of other assistance. Price, who has worked for the Center since 1997, literally has at his fingertips a resource he can rely on for tremendous expertise and knowledge. The fact that Price or one of his students can readily call a Hale and Dorr lawyer with a question about a case confirms the steadiness of the relationship that has formed between the two organizations.

Hale and Dorr furthered its commitment to the Center in 1996 when Vin McCarthy (HLS '65), a senior real estate partner who has been at the firm since 1965, became a visiting clinical instructor at the Center. For the past seven years, McCarthy has spent 20 to 30 hours a week at the Center, supervising students and representing clients, all fully subsidized by Hale and Dorr. His consistent physical presence at the Center serves as an important bridge between the Center and the firm, a position

that Hamilton describes as essential to the ongoing health of the relationship. “I think having a Hale and Dorr attorney regularly at the Center gives a presence to the program that is critical. It’s essential for people at the Center to know there is somebody they can turn to as an extra pair of hands, a Hale and Dorr second hand that’s visible. The continuity and momentum of that presence are very important pieces of the puzzle.”

Over the last decade, the partnership has had its ebbs and flows, with periods of more and less activity. At the Center, the client caseload and number of students remains a constant, and the primary focus of the staff’s efforts. While the firm has delivered on every commitment, when business is brisk it is more difficult to engage in new projects. When business is a bit slower, that is a good time for expansion and initiatives. Both partners—the Center and Hale and Dorr—acknowledge this asymmetry and have made it an advantage rather than a detriment to collaboration. It takes time to get a new effort up and running, but once in place, the firm’s and the Center’s work usually runs smoothly.

One key element that has remained constant over the years is the lawyers themselves. Many of the Hale and Dorr attorneys who work with the Center, such as Private Client Department Senior Partner Nan Giner, have been involved since the early days of the relationship. “The continuity is really what makes it fun,” says Giner about her 10-year involvement with the Center. “I think if the Center had a lot of turnover it would make things very difficult. Of course, the students change, and the clients change. But the people at the Center don’t change very often, so you can develop relationships, which makes the experience much more satisfying.” Both the Center and the firm experience remarkably low attrition, which facilitates the longevity of the relationships between the two organizations. Of the senior attorneys involved with the Hale and Dorr Legal Services Center, many have worked their entire careers at the firm. Likewise, the Center has very low turnover: unlike most legal services offices where the attorney turnover rate commonly is two to three years, the Center’s clinical instructors tend to stay much longer.

Like Giner, many of the Hale and Dorr attorneys involved with the Center comment on the gratification that comes with feeling connected to a community. Clearly, the firm lawyers who choose to collaborate with the Center are compelled by pro bono work. Yet, the relationship with the Center provides attorneys in a large law firm the unusual opportunity to positively impact an individual person’s life and to be part of a vibrant community with a social justice mission. As a corporate junior partner

in a large firm who represents businesses and corporations from all over the country, Belinda Juran (HLS '98) engages with clients mostly by phone or email. The business environment of the large corporate firm, where one's daily human interactions may be primarily remote, is in stark contrast to the bustling atmosphere of a legal services office that serves a geographically local community of clients. During walk-in intake hours, every chair in the waiting area is usually taken. The comparably small size of the staff and the physical office layout also foster a high level of interaction among the students and clinical instructors.

For people like Juran, who enjoy the rigors of corporate legal practice and the culture of the big law firm, but also crave this level of human interaction, the Center offers a chance for invaluable "face time," to work directly with individual clients, students, and a close-knit staff who are passionate about their work. "It's rewarding to have connections with the individuals there, and to be part of the community that the Center created, as well as part of the larger community in which the Center operates," says Juran, who had taken clinical courses with Charn at Harvard. Since joining Hale and Dorr after graduating law school in 1998, Juran has maintained informal contact with the Center, gladly helping when opportunities arise. "When I go back to participate in open houses or other events, for example, and we're socializing with students and the staff, I just really enjoy feeling part of this very positive and open community that they've created. And I think students quickly get pulled into it too. That's the picture that comes to mind when I think about the Center."

THE COMMUNITY ENTERPRISE PROJECT

Like most legal services offices, the Center's practice focused primarily on litigation and poverty law issues, including landlord/tenant cases. As a consequence, many of the first matters that Hale and Dorr lawyers assisted with were tenant advocacy cases, which offered pro bono opportunities for litigators but not corporate attorneys, as is generally the norm for pro bono work. Likewise, students who worked at the Center had ample exposure to litigation cases but fewer opportunities to learn other areas of practice that may have been more relevant to their interests. Throughout the 1980s and 1990s, the career trend of Harvard graduates was toward corporate law, not trial law, and student feedback urged more transactional clinical opportunities.

As the example of the HIV/AIDS Law Clinic demonstrates, the Center has always had the flexibility to adapt in response to the needs and interests of its two primary

client populations—the low-income clients it serves and Harvard Law School students. To make the educational experience of the Center more relevant to student and faculty interests, Charn and Bellow examined creative ways to develop a transactional practice. The Center had been operating in certain low-income communities for a long time, representing individuals with welfare, social security, immigration, housing and eviction issues, and most recently offering services to people with HIV, AIDS, and other chronic or terminal disabilities. Up to this point, however, the Center’s practice had never addressed the legal needs of the small businesses, nonprofits, and organizations that operate within the minority and low-income communities it served. If the Center could represent individuals from these communities, then why not also provide affordable legal services to the small shops or bodegas that operate in the same neighborhoods?

Hale and Dorr had the substantive business expertise and resources to help the Center get this entirely new area of practice off the ground. The Center’s exploration into community economic development particularly aligned with the interests of Nancy Kelly, a former Hale and Dorr corporate partner who, while a student at Harvard Law School and the Kennedy School of Government, had done extensive research in community economic renewal. Later, as a corporate attorney working with cutting-edge technology companies, Kelly began to make the connection between the various corporate legal tools that exist to form companies and the possibility of using this same legal framework for social innovation and entrepreneurship. “The concept for me was about how you use legal corporate tools to create and drive social innovation from an investment and an organizational perspective, and then how you train people who will be able to perfect this kind of change,” says Kelly.

Bellow, Charn, and Kelly teamed up to develop a proposal for a transactional clinical program that aimed to stimulate community development through economic empowerment. They called this ambitious initiative the Community Enterprise Project (CEP), and secured funding from the Amelia Peabody Foundation for its establishment. According to the original CEP Handbook: “The primary mission of CEP is to provide legal assistance to neighborhood entrepreneurs, business owners, nonprofit organizations, first-time home purchasers, alternative lenders, community residents, and neighborhood developers in order to facilitate economic development, access to capital, and equity ownership within their communities.”

The CEP was first offered in the 1994–1995 academic year to overwhelming student interest (the first year had a waitlist of more than 65 students) and has remained a

consistently popular placement to this day. Students who enrolled in CEP were required to take the companion clinical course on corporate law and community renewal, now titled “Community Economic Development.” Kelly, who previously taught at the Kennedy School, was appointed to a two-year lectureship to teach the new course. During these first years of CEP, students in Kelly’s class were assigned externship placements in civic organizations that serve low-income communities, in addition to placements at the Center representing small businesses, nonprofits, first-time homebuyers, and CDCs. Additionally, students were paired up with Hale and Dorr lawyers who volunteered to supervise them and provide legal assistance to the organizations where they worked. Examples of externship placements include City on a Hill charter school, Citizen Schools, City Year, and the Massachusetts Minority Enterprise Investment Corporation.

“It was a real incentive for the community organizations to take on students, which of course is an extra burden,” comments Kelly. “They have to train them, create space for them, and so forth. But in exchange they got the benefit of a large legal firm like Hale and Dorr. So it was a nice way of drawing lawyers out of the 28th floor onto the streets, law students into the community (which is where they wanted to be), and giving community organizations the assistance they needed.”

In 1994, the Center hired attorney Liz Solar to implement the project, which entailed not only finding appropriate externship placements for the CEP students, but also drumming up business for the Center’s new practice. “We did all kinds of creative things to make our services known and widely available,” says Solar. “We went to Boston’s Empowerment Zone’s Small Business Assistance Center, SCORE (Service Corps of Retired Executives), attended local business association meetings, met with micro-lenders, and made presentations at various grassroots organizations. I think we’ve been successful in that we are now part of the infrastructure of city services available to small business entrepreneurs, nonprofits, and CDCs.”

“We knew there was probably client interest but nobody was asking us for these services,” explains Charn. “Legal services of any kind serve such a small percentage of a population that you can’t read people’s interests from who walks in your door. Who comes in your door are people who have heard about you and they come because you have well established lines of service. If you want a different kind of clientele, you have to get out there and advertise. All lawyers do that. In fact, at first it was hard to get small business clients. Now we work on referrals and have a steady stream of clients, but it’s been almost 10 years since we started the project.”

The launching of CEP also meant another significant shift in the Center's identity. With the expansion into community economic development and transactional legal services, the Center revised its criteria for the clients it would accept. Now, low- and moderate-income individuals (with household incomes up to \$44,000 for a family of four), nonprofit organizations, community development corporations, and small businesses (preferably women- and minority-owned businesses) could receive legal services. The Center also started regularly charging co-payments or reduced, fixed fees for many of its services, including most services to moderate-income clients. Business and nonprofit formation, contracts, house purchases or sales, and trademarks, for example, are all charged flat rates priced well below market.

This new direction sent its share of shock waves through the Center. Staff worried that business clients and attorney fees jeopardized the integrity of the Center's mission to help the needy, and potentially could conflict with the Center's overall strategies for combating poverty. For example, the work of the Housing Unit focuses around tenants' rights and keeping low-income individuals in their homes at affordable rents. With the advent of CEP, the Center began representing landlords as well as tenants.

Consider the complexities inherent in the following scenario: The Center represents a low- or moderate-income homebuyer who purchases a multifamily dwelling in which tenants currently live. In order to meet mortgage payments, the new homeowner is forced to raise his rents to rates beyond the tenants' means. Now faced with possible eviction, if the tenants seek legal help from the Center, the Housing Unit cannot accept their case since it would represent a conflict of interest.

CEP attempts to ward off potential conflicts such as these by counseling homeowners on how to be fair landlords. The Center's staff has come to understand that the benefits of CEP significantly outweigh any tensions it may occasionally stir up. Regular meetings to discuss cases and strategies, and clear lines of communication among the Units, help the Center maintain its overall strategy to improve the lives of all its clients.

CEP also opened the doors for Hale and Dorr to have more widespread involvement with the Center, as the new menu of transactional services created opportunities for corporate, tax, real estate, intellectual property, and other lawyers to provide pro bono assistance. "The attorneys are interested and available," says Brian Price, senior clinical instructor of CEP, "which is a good situation for us and for the students."

Hale and Dorr corporate attorneys supervise students, conduct training workshops on topics such as intellectual property, corporate tax, choice of entity, and negotiation, and co-counsel or take on cases when the Center attorneys and students are at capacity. “When we can’t accept more work, we’ll refer cases to Hale and Dorr, which they generally assign to their associates,” explains Price. “We also have an interest in keeping Hale and Dorr involved, so we look for opportunities to refer good case work to them, usually business cases. When the opportunity presents itself, we make a referral.”

As CEP grew into an established program, it eventually became incorporated into the Center’s mission and regular structure. A few years into the project, the Center reallocated staff resources to CEP to supervise students and handle the increasing volume of cases, and the program moved away from the externship model. Today, CEP is one of the units offered at the Center, like Housing or Family, and at any given time has an open caseload of 225 or 250 cases. As one of the busiest and most popular units, CEP has a staff of five: three clinical instructors, one fellow, and the visiting clinical instructor from Hale and Dorr—currently Vin McCarthy, who spends 20–30 hours a week at the Center and who upon his retirement at the end of 2003 will be succeeded by Hugh Jones, a senior corporate partner with an extensive background in the field of nonprofit organizations. While externships are still an option, most CEP students complete their clinical work at the Center, handling anywhere from two to six or more cases a semester, which range in complexity from business formations and contracts to more involved matters like affordable housing developments.

CEP continues to seek out new opportunities to expand or enhance its program. In recent years, CEP added the student-initiated Recording Artist Project (RAP), which focuses on entertainment law issues for small production companies and individual artists in the community. Currently, CEP and attorneys from Hale and Dorr’s litigation and bankruptcy departments are working on a mortgage foreclosure prevention project that focuses on curbing the abuses of predatory lending.

PART III: THE COMMITMENT TO PRO BONO

“I think all lawyers have an obligation to make the legal system more accessible to those who cannot afford a lawyer. We also have the responsibility to communicate this to our students, along with the obvious message that the legal system does not serve all people equally. For these reasons, I’ve generally supported pro bono requirements by law schools. I do think, however, that students’ sense of commitment to indigent clients is best developed and nurtured by a serious educational program. The service to thousands of poor people that grows out of our clinical courses bears witness to this commitment and adds to the ability, and willingness, of our students to do pro bono work after graduation.

The opportunity to explore, discuss, and question this experience adds to its depth and richness. My sense is that it helps pro bono commitments become, after graduation, not just good work, but part of what it means to be lawyers.”

—Gary Bellow, interview in the Harvard Law School Bulletin⁷

While the differences between a corporate law firm that represents some of society’s wealthiest and most powerful individuals and a legal services office are obvious, at the heart of the relationship between Hale and Dorr and the Legal Services Center is the shared commitment to increasing access to quality legal services for those in

need. In their own ways, the leaders of both organizations had each asked themselves how they can have the biggest impact on helping the poor. Gary Bellow's answers led him to legal services, and ultimately to the arena of clinical legal education, where, by training thousands of students in classes and clinical programs, the sphere of assistance to low-income clients could be expanded exponentially. Working within the private sector, John Hamilton strove to enhance and formalize Hale and Dorr's longstanding pro bono commitment through activities like its partnership with the Center and its participation in the American Bar Association's Pro Bono Challenge, through which it pledged to contribute 3 to 5 percent of its annual revenues to pro bono services.

"Talking to young people over the years, one of the things I have struggled with is the concept that corporate law and public interest or pro-bono work are binary—you're either in public interest or you've sold your soul to the corporate law firm—and I think that's a myth that should be exploded," says Hamilton. Whereas the overwhelming majority of Harvard Law School students graduate to careers in large firms, the partnership between Hale and Dorr and the Center delivers an important message: it is possible to work in a corporate law firm, if one so chooses, and still contribute to the public good. Speaking from over 40 years' experience, Hamilton observes that it's simply a matter of balance, "which is what life is all about anyway, so why not bring balance into your career that way?"

Although the Legal Services Center no longer has a primary goal of training students specifically for legal services careers, the Center still aims to inspire a dedication to helping those in need—regardless of the career paths students choose. "The goal is to get as many students in the door as possible," says David Grossman (HLS '88), senior clinical instructor of the Housing Unit, who himself had completed four semesters at the Center while a Harvard Law School student before returning as a clinical instructor in 1995. "Once students start working at the Center and get exposed to what the law can do, many of them just naturally become excited about it, the same way I did 15 years ago. Even if their plan is to go out and work in firms, the seed has been planted that you still can do good, and that it's really a lot of fun. But I'm careful to not be too moralistic when I teach or supervise students, because you lose people that way. I think the best way to teach social responsibility is just by exposing students to what we do, and letting them have fun doing the work."

While clinical work has never been mandatory at Harvard, the law school recently took a proactive position vis-à-vis pro bono service. Effective with the class admitted

in September 2002, pro bono work is now an official requirement for the completion of the J.D. degree. As described in the Harvard Law School Course Catalog, the pro bono requirement mandates that: “All students are required to perform a minimum of 40 hours of uncompensated public interest work at some point during their Law School career as a prerequisite for graduation.”⁸ (For the full description of the Pro Bono Requirement, see the Harvard Law School Catalog, available online at www.law.harvard.edu/academics/registrar/catalog/cat_main.html.) In making pro bono service mandatory, the law school has taken the overt stance that social responsibility is an important value of the legal profession, and an ethic a Harvard Law School education should instill.

A 2001 survey of first-years conducted by students in Jeanne Charn’s clinical course *Legal Profession: Delivery of Legal Services*, revealed that the majority of Harvard Law School students favor a mandatory pro bono requirement. According to the survey results, the overwhelming percentage of students believe that Harvard’s pro bono program will benefit Harvard’s public image, promote ethical responsibilities of lawyers, and have a positive impact beyond the law school. Furthermore, over 90 percent of the survey respondents agree that they “would derive intellectual and career benefit” and “personal satisfaction” from fulfilling the pro bono requirement.⁹

In response to the students who voiced objection to the new pro bono requirement, citing among other complaints the infringement upon their individual rights, the Administration formulated the following answer: “We have carefully considered objections to the mandatory nature of the program. However, the mandatory feature is an important expression by the Law School of the view that pro bono work is part of what we think it means to be a legal professional. . . . Though there is not good empirical evidence on the point, it is our hope and best guess that a well-run program will get a substantial number of people not now involved with pro bono work to experience the personal and professional value of doing such work and that they will build on this experience during their careers.”¹⁰

The Legal Services Center has never tracked the activities of its graduates, but anecdotal evidence would indicate that hands-on legal services experience and exposure to attorneys who do public service work are equally important influences in instilling the value of pro bono service. Through the Center’s partnership with Hale and Dorr, students in a formative stage of their careers can see a firm that respects and values pro bono legal services. By seeing the Hale and Dorr attorneys’ collegial interactions with clinical instructors and by witnessing the respect they

show their pro bono clients, students have an opportunity to observe how attorneys at even the most elite firms can give back to the community. “Most of my students have no intention of going into legal services, but meeting the Hale and Dorr lawyers exposes them to different possibilities of what it could be like at a firm,” observes Senior Clinical Instructor Robert Greenwald. “It expands their vision of their future, and the understanding that being a lawyer involves a whole range of obligations. And that’s a real benefit to our students.”

Of the Hale and Dorr attorneys involved with the Center, most have had positive clinical experiences while they were law students at their respective alma maters. Ever since he was a first-year associate, Rich Johnston, a senior litigation partner (HLS ’76), has been involved in pro bono work, including chairing Hale and Dorr’s Pro Bono Committee and playing a key role in the firm’s relationship with the Center. Johnston partially credits his clinical experience in a trial advocacy course for his 10-year association with the Center. “When I was at Harvard I felt that the trial advocacy program I took with Jeanne Charn was the most, and maybe the only, practical course I had. It was tremendous in teaching me how to practice in the courts and helping me get rid of the stage fright and jitters that typically accompany somebody the first time they appear in court. So, I have an allegiance to the clinical programs at Harvard and to Jeanne as somebody whom I learned a lot from in law school and respect.”

Johnston readily acknowledges Hale and Dorr’s liberal pro bono policy as the principal reason he has stayed at the firm for more than 25 years, instead of the two he originally had intended. “I figured I would work here for a couple of years and then go into either a government position or some sort of public interest job,” Johnston explains, “but the Hale and Dorr pro bono program was so liberal I stayed. I have regarded almost all of the pro bono work that I’ve done at the firm as paramount to how I view myself as a professional and as a practicing lawyer. I think that lawyers have an obligation, based on the fact that they are given a professional license, to give back to their community. Hale and Dorr has allowed me to do that, and in a very significant way the Legal Services Center’s relationship with Hale and Dorr has allowed not just me but many attorneys in multiple departments to do pro bono work.”

Of course, any firm can claim to allow its attorneys to do pro bono work, but unless the policies and culture exist to support it, pro bono contributions would be difficult at best. Hale and Dorr’s unusually strong pro bono culture originates with its first

managing partner, Reginald Heber Smith, whose public spiritedness has been upheld by each succeeding managing partner. Esteemed by senior management, pro bono work is valued just as highly as work for paying clients. Pro bono hours are counted the same as regular client hours, and associates may take on pro bono clients as early in their careers as they wish. According to Hamilton, senior leadership encourages associates and partners to treat pro bono cases with every bit of the advocacy skills they would give to a paying client. “Otherwise, we shouldn’t do it,” he says. “Regardless if the work is pro bono or not, Hale and Dorr’s reputation is on the line, and when Hale and Dorr has a success in the pro bono field, we celebrate it internally just as much as we do a paying case.” (For more information about Hale and Dorr’s pro bono history and current pro bono practice, visit Hale and Dorr’s Web site at www.haledorr.com.)

In 2002, Hale and Dorr contributed over 18,000 hours in pro bono legal services. When asked how a firm can afford to make such generous contributions, even gifts of \$2 million to a legal services center, Hamilton counters with: “How can a firm afford not to?” Hamilton views pro bono in general, and the firm’s contributions to the Center in particular, as an investment. “You’re not just giving resources; you’re investing in the future health of your own firm, not only from the standpoint of recruiting, but also of retention. You can retain people who like to do this kind of work, like the Janet Spreens of the world who derive satisfaction out of pro bono work in a focused setting, where they can carry their case loads at the firm yet still feel they are doing something to give back to the community.”

Since joining Hale and Dorr, Janet Spreen, a fourth-year associate in the Corporate Department, has volunteered to tutor high school students through the firm’s public service activities. “I always feel like it is much more valuable to give your time than to just write a check, so I have always wanted to do service,” she says. “There hadn’t been that many legal opportunities for a corporate lawyer to help, so I was happy when I was asked to work with a student who was interested in corporate work.” For one semester, Spreen spent about 10 to 15 hours a week co-supervising a Harvard Law School student in the CEP Unit, helping him contact clients and draft agreements, discussing different approaches to problems, and attending client meetings with him.

The experience was surprisingly self-affirming for the young associate. “I realized how much I have learned in just these three and a half years that I’ve been working,” she laughs. Spreen also comments on the difference between her role with clients at

the firm and her role with the pro bono clients, for whom she had primary responsibility. While her firm clients will contact her directly, they typically call with more administrative matters, or with a relevant issue they need discussed with a partner who may be more difficult to reach than Spreen. In contrast, Spreen assumed much greater responsibility for her pro bono clients.

“It’s challenging,” she says candidly. “And it makes you realize what a great support network you have in a large firm. If you recommend a big decision to your client, you can always run it up the flagpole and get the advice of somebody with more experience. But at the same time there’s personal satisfaction in having that responsibility on your shoulders. You think more about the business issues involved in what you’re client is trying to achieve. My pro bono experience took me a step back from what I do every day, and gave me the chance to look at the big picture.”

The fact that pro bono work usually is different from the firm attorney’s daily practice is one of its significant appeals. Not only does the Center provide opportunities for litigators to help indigent clients, but its transactional and individual rights practices also offer pro bono opportunities for corporate and trust and estates lawyers who typically don’t have the chance to do pro bono service. “It seems that every case I bring to Hale and Dorr from my individual rights practice,” says Robert Greenwald, “involves either the elderly African American woman from the projects who’s getting ripped off by somebody, or the gay man whose four straight brothers threw him out of the family house because they found out he’s gay and are trying to keep him from his inheritance. The Hale and Dorr lawyers are applying the same legal skills to the work, but I think it makes their day a little more interesting when the characters are different from their usual clients.”

In desiring to help people other than Hale and Dorr’s paying clientele, Nan Giner echoes the theme of professional obligation voiced by her colleagues and reiterated by Harvard Law School through its pro bono requirement. “Personally, as a lawyer, I want to do something that benefits a wide variety of people, and not just the wealthy who can afford Hale and Dorr’s rates,” Giner states. Moreover, her contact with clients from the socially diverse communities that the Center serves has kept her in touch with a broader cross-section of society than her professional life would have allowed, and put her face-to-face with the chronic problems encountered by people in economically depressed neighborhoods.

“I’ve learned that pro bono work is enormously complicated,” she continues. “I tell my clients who have money and those who don’t that the law is not a very good way of correcting injustice. Rather, the law is just one piece of the puzzle, and most people whom I’ve encountered through pro bono clearly need more than just legal help. This is very different from my everyday experience as a big firm lawyer. I would say that it’s been an eye opener in terms of getting me out of the glass tower.”

PART IV: THE CENTER

“I want our students to have a rich appreciation of practice as a human enterprise, as a way of solving problems, as a way of thinking about the world. That’s one level of purpose. At a second level, I want them to be able to work within that culture. This is a separate dimension. . . . [H]elping students to develop the skill needed to work within legal culture involves a set of thoughts and actions—starting with entry-level ideas, and entry-level behaviors—which are needed to do lawyering. Among these are self-understanding, a capacity to deal with one’s emotions, the ability to project oneself into the life of another, all of which are required of any good lawyer.”

—Gary Bellow, interview by Charles Nesson¹¹

Each academic year, approximately 400 second- and third-year Harvard Law School students take clinical courses with practice components. As many as 150 of those students complete their clinical work at the Hale and Dorr Legal Services Center. Students average 15 hours per week of clinical work, and are assigned to one of four units: the Family and Children’s Law Unit; the Housing/Litigation Unit; the Health, Employment, Living Legacy and Planning (HELLP) Unit; and the Community Enterprise Project (CEP) Unit. Regardless of the specialized area in which they are immersed, all students have the opportunity to hone skills that are fundamental to the practice of law. Through hands-on legal work, students develop skills such as interviewing, issue analysis, negotiating, case management, strategic planning, client counseling, document drafting, and legal research.

Borrowing from the medical school model, the Center teaches students in a realistic practice setting where law students have direct responsibility for clients, participate in skills and substantive knowledge training, observe practicing lawyers in action, and learn in a highly interactive and collaborative setting. Within the relatively short time of a semester, students learn an impressive number of professional and interpersonal skills. According to former clinical instructor Liz Solar, students grasp just how complex learning to be a lawyer is. “That’s because law is a lot of different things, involving many skill sets,” she says. “You have to learn substantive areas of practice and basic skills like how to do research and write, counsel clients, interact with colleagues, negotiate with opponents or third parties, as well as learn to think in strategic and alternative ways.”

Because students have full responsibility for cases from the first moment they begin clinical work, the Center carefully chooses the cases it assigns. Accordingly, the Center has never been interested in selecting just high-impact or test cases since they would not provide students with opportunities for direct client work. Charn likens a student’s first involvement with a client or a case to a surgical resident’s “first incision.” She says, “Eventually, every surgeon must take a scalpel in his or her own hands. Someone else can’t do it for you, but someone can stand alongside you. Of course, you begin with the simplest incision first, and with practice you build up the confidence for more complicated procedures. That’s the same idea here.”

The Legal Services Center is staffed by experienced attorneys who maintain caseloads and supervise students in ratios of no more than one instructor to six students. Four of the current staff are Harvard Law School graduates. According to Harvard’s Clinical Program: “The clinical instructors are chosen for their skills and abilities as practitioners as well as their skills and abilities as teachers and mentors.” Unlike a number of other law schools’ clinical programs, clinical instructors do not teach classroom course components and are not required to produce scholarship. They teach in the law office, by, from, and through practice, which is the critical teaching role in clinical education, according to Charn.

“This is another difference between us and other clinics,” observes Senior Clinical Instructor David Grossman. “In other clinics, supervisors just supervise students on cases, but we’re all practicing lawyers with our own full dockets of cases. That’s part of our model, and it keeps us sharp. Students also learn from watching us. They’ll see us up on our feet in court, or on the phone negotiating, so they learn from observing us in real practice too.”

In the academic year 2003–2004, Harvard Law School offers more than 40 clinical courses that also have the possibility of clinical credit, 15 of which have placements at the Center. The considerable number of clinical choices at Harvard is representative of the law school’s robust curricular and extracurricular offerings, which become more available to students after their first year. While the Center consistently receives rave student reviews, it also faces the challenge of being one good program among many valuable opportunities. With the wealth of choices at Harvard, compounded by the Center’s off-campus location, the Center must constantly market itself to make its presence known among the students. Attracting students to Jamaica Plain has also posed more of a problem over recent years. Students are busy, and the 45-minute commute from Cambridge to the Center (one way) can deter some from enrolling. Fortunately, word of mouth is a powerful marketing device, and enough students attest to the program’s value to keep participation steady.

Students and Center staff have access to and regularly participate in the vast array of training programs at Hale and Dorr. Because of the firm’s size, resources, and expertise in many areas of practice, it has offered workshops on discrete issues such as copyright and trademark, employment discrimination, and venture capital agreements, and on skills such as those required for taking or defending depositions and for contract negotiation. “Jerry Facher runs the deposition training,” explains Mary Jo Johnson, a senior partner in the Litigation Department who is responsible for coordinating the firm’s relationship with the Center. “We’ll have anywhere from 20 to 30 students attending the training, and we recruit partners to critique the students’ depositions. It’s quite an event. We also happen to have the physical space to help them; we can break out into 20 rooms, which isn’t possible at the Center.” Moreover, Jamaica Plain is an easy 20-minute ride to Boston’s financial district, where Hale and Dorr is located. With subway stations close to both the Center and the firm, travel is fast and convenient, facilitating the flow between the neighborhood law office and the city law firm.

Since cases don’t stop during the summer months when school is out of session, the Center also runs a popular summer program. With capacity for about 50 students, the 10-week summer program accepts students from law schools around the country to work in unpaid internships at the Center for about 30 hours per week. Summer students also benefit from the partnership with Hale and Dorr, and are invited to participate in training programs at the firm, some of which are coordi-

nated with the firm's own summer associate program. Although students do not receive credit for their work, the intensive training and affiliation with Harvard Law School is a great value to their career development. The summer program draws an ever-increasing number of applicants.

THE STUDENT EXPERIENCE

As a teaching law office, the Center seeks to teach students through practice, close supervision, and immersion in a busy and well-run law office. On their first day, students are handed a stack of cases. If the sudden responsibility of representing real clients is daunting for the law students, it is mitigated by the close supervision and mentoring they receive from their clinical instructors. The Center's program demands a lot of its students, but it also provides them the support, resources, and training to succeed.

"I never felt like I was floundering because there were always great resources and people whenever I needed help or a question answered," says a student who completed a semester in the Family Unit. "It was a tremendous responsibility to have eight cases, and I certainly didn't have all the substantive knowledge I needed. But that's the strength of this program. Yes, I was directly responsible for what happened in these cases, but I had a really great partner in my supervisor, who does have the substantive knowledge, who is concerned about the client, but who is also interested in my learning."

Like associates at a law firm, students work under close supervision and receive feedback on their performance from their supervisors, who are all practicing attorneys or experienced paralegals. Vin McCarthy, Hale and Dorr's current visiting clinical instructor, identifies this as the most critical teaching component of the program. Regular and in-depth feedback helps students develop professional skills as well as prepare for life after graduation, which for most includes at least a number of years in larger firms. "It gives students an opportunity to get reviewed and critiqued before they get to a law firm," he says. "We also get some students who do not come from privileged backgrounds, and their experience at the Center is a very important opportunity to have a leg up when they do go to a big law firm. Because they've had some coaching here, they're better prepared for firm culture. So this is an important teaching vehicle, as well as an equalizing vehicle."

When asked to describe the growth they observe in their students, most clinical instructors remark on the significant increase in confidence that comes from hands-on experience and assuming responsibility for real clients' lives. Senior Clinical Instructor Robert Greenwald tells the story of how one student has transformed into a skilled practitioner over the three semesters she has done clinical work at the Center. Even though she technically is not permitted to receive more clinical credits, she plans to return to the Center for a fourth semester as a volunteer.

“This experience has absolutely changed her life,” says Greenwald. “When my student first came here, she was relatively shy. I remember the first time we went to court together and she stood before the judge, she just read exactly what we had prepared. She didn't have to be so nervous. If she had looked up at any point, she would have seen that the judge was nodding in agreement with everything she said, and that she didn't have to continue, but she read from beginning to end. Now when we go to court, I ask her: ‘Where are your notes?’ And she says, ‘Notes? I don't have any. We just have to get this motion done.’ She's become so confident—in court and also with clients.

“In our practice, it's a really fine balance between giving our clients the wisdom with which to make their own choices and telling people what to do. Like most novices, my student would be afraid to counsel clients, and so she would tell them: ‘Robert says you should do this.’ And now she sends me a letter to review, and it's excellent. She has learned enough substantive law to feel confident informing her clients on the legal issues, but she's also developed the sensitivity and tact in her communications skills to do it in a really human way. It's not only about practicing law. How she handles herself in professional settings has just improved dramatically.”

PART V: THE NEXT TEN YEARS

Having built a solid partnership based on mutual interests and common vision, Hale and Dorr, Harvard Law School, and the Hale and Dorr Legal Services Center have high expectations for the future. By 2013, there will be successors to the founders of this unique relationship. Already, Harvard Law School has a new dean, Hale and Dorr has a new managing partner, and the Center will surely have a new director before the twentieth anniversary of the partnership. The transition from founder to successor leadership requires attention but strong projects successfully navigate the change. This will be a challenge, but one all parties expect to meet.

There are good reasons for this sense of optimism. Bill Lee, Hale and Dorr's successor managing partner, has been a vocal advocate of pro bono, in general, and the Center, in particular. When Vin McCarthy announced his intention to retire, Bill encouraged Hugh Jones to assume the role of visiting clinical instructor, evidencing management's full support for underwriting this part-time position and assuring that it would be held by another highly qualified Hale and Dorr senior partner. And within the first few months of assuming her deanship, Dean Elena Kagan found time in her busy schedule to meet at the Center with the entire staff, including Vin and Hugh. According to several staff attendees, there was an obvious and genuine enthusiasm expressed for the partnership by both sides of this important first exchange.

In the next 10 years the focus will be to expand and deepen the relationship between the firm and the service and learning agenda of the Center. Work is underway on a project to assist homeowners facing mortgage foreclosure, some of whom have been victimized by predatory lending practices. Firm lawyers will work with Center staff

to expand service with an eye to preventive advice and assistance, as well as public policy recommendations. Already, there is evidence of strong student interest in this area, with opportunities for clinical work, third-year papers, and policy analysis and research.

Hale and Dorr and the Center will continue to explore transactional pro bono opportunities where student interest and service needs are present. The foreclosure prevention project will have transactional dimensions as well as work for litigators. Student work in previous years has explored the potential of a tax clinic, with the possibility of funding from an Internal Revenue Service program, to assist low- and moderate-income individuals and businesses. Such an effort would offer pro bono opportunities and experience for firm tax lawyers and planners. Financial planning for low- and moderate-income people has surprising areas of complexity and will likely expand.

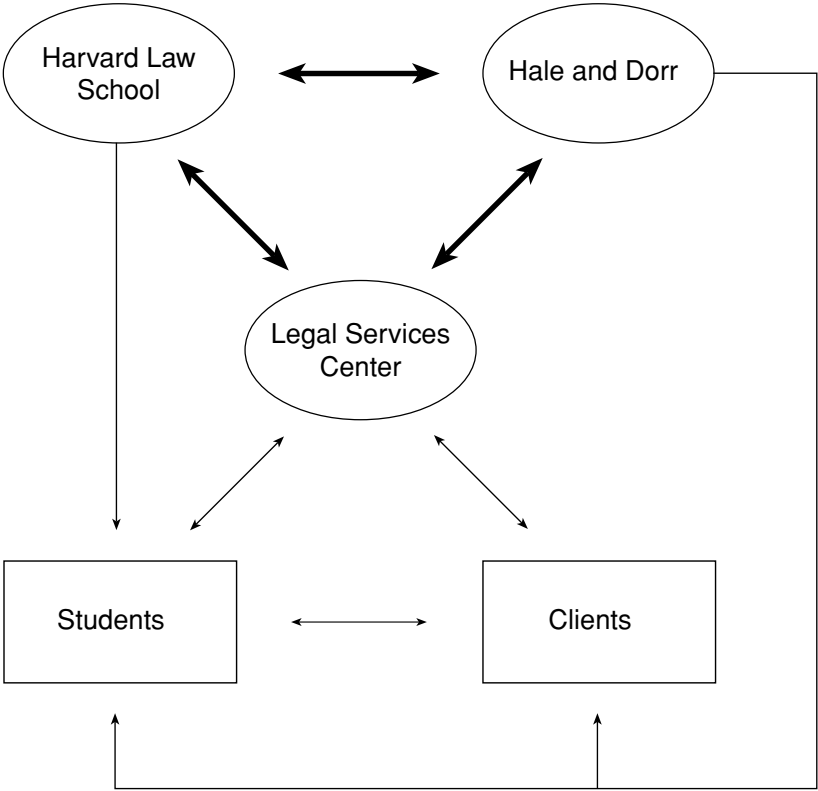
With Hugh Jones joining the Center as a visiting clinical instructor from Hale and Dorr, it is likely that the Center will represent more nonprofit clients. Professor Martha Minnow has begun to offer a course in this area and welcomes clinical students, so it is likely that there will be student interest. Based on demonstrated student interest and considerable unmet client need, the Center is developing a practice in the field of special education. Hale and Dorr has strong pro bono and community service projects in this area and has built relationships with schools and service providers. Thus the firm may play a role in building the practice through its community partners.

In addition to service, the firm and the Center are undertaking efforts to measure and evaluate the amount, nature, and impact of the service provided to clients. Hale and Dorr is participating in a project with the Pro Bono Institute that aims to produce better metrics for tracking the benefits produced by strong pro bono efforts. The Center has an extensive data and reporting project underway for both its service and learning programs. There is the prospect that the partnership will lead in innovation in this area.

In the coming years, as the connections between the firm and the Center strengthen and deepen, as service and learning opportunities expand, and as the capacity to study and report on joint service and learning projects grows, firm and Center staff, with student collaboration, will have the opportunity to produce and publish reports and studies that might be of use in other clinical and service settings.

However, the most ambitious item on the future agenda of Hale and Dorr's partnership with Harvard Law School and its Legal Services Center will be efforts to encourage and support similar collaborations and partnerships. John Hamilton and Jeanne Charn, as well as Hale and Dorr and Center staff who were part of the founding generation 10 years ago, are prepared to devote time and energy to assist law schools and firms considering such a venture. The hope is that, 10 years from now, there will be several sister projects creatively linking the bar and the academy in support of service and learning.

**APPENDIX 1: THE LAW SCHOOL, LEGAL SERVICES CENTER, AND LAW FIRM
RELATIONSHIP FLOW**



APPENDIX 2: TIMELINE

- 1971** Gary Bellow (HLS '60) is recruited from the University of Southern California to Harvard Law School to develop the school's clinical program.
- 1972** Bellow receives tenure at Harvard Law School.
- 1973** Jeanne Charn (HLS '70) is named assistant dean for Clinical Programs at Harvard Law School (the first woman to be appointed to a high-level administrative position at the law school).
- 1973–8** Bellow and Charn work on building a practice program to train students for a career in legal services, ultimately developing a proposal for the Legal Services Institute (the Institute)—a legal services office that also trains third-year students in a one-year intensive program. Students must pledge to work for five years in a legal services job.
- 1979** The Institute is established by unanimous vote of the Harvard Law School faculty, and opens its doors in a two-story residence at 470 Centre Street, Jamaica Plain, MA. The Institute receives a four-year \$2 million grant from the federal Legal Services Corporation.
- 1980** The Institute accepts its first class of 24 3Ls from Harvard, Northeastern, and other universities to its full-year program. Students work and take all courses at the Institute.
- 1981** The Institute moves to its second location, a rented brick building at 3529 Washington Street, Jamaica Plain, where it will stay for the next 12 years. This location has capacity for up to 70 students per semester.
- 1981** Reagan takes office, and federal funding for the Institute is immediately cut, a direct result of Bellow's role in suing the former California Governor on behalf of migrant farm workers when Bellow was Deputy Director of California Rural Legal Assistance. The Institute accepts its second and final class of full-year students.
- 1982** The Institute changes its name to the Legal Services Center (the Center), and redefines itself from a full-year legal services curriculum and practice program for the training of legal services attorneys to a semester-long clinical program based in its Jamaica Plain office.

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- 1989** The Center opens one of the first HIV/AIDS law clinics in the country, and the first school-based HIV and AIDS law program, which grew to become the largest legal services provider for individuals living with HIV and AIDS in the Commonwealth of Massachusetts.
- 1990** Harvard Law School becomes the official employer of the Center; all staff are put on Harvard's payroll and offered university benefits.
- 1993** The Boston law firm of Hale and Dorr and its Harvard alumni partners make a \$2 million gift for the purchase and renovation of a permanent home for the Center at 122 Boylston Street in Jamaica Plain. The Center changes its name to the Hale and Dorr Legal Services Center of Harvard Law School. The new location can house up to 90 students per semester. The gift also marks the beginning of a multifaceted working collaboration between the Center and Hale and Dorr attorneys.
- 1994** The Community Enterprise Project (CEP) is created in collaboration with attorneys from Hale and Dorr. CEP is a transactional legal practice focusing on business, real estate, and nonprofit/tax-exempt law. This popular unit was established in response to student and faculty interest, and has contributed to community economic development while allowing many interested corporate attorneys at Hale and Dorr an opportunity to work in pro bono.
- 1996** Hale and Dorr's Vin McCarthy, a real estate senior partner, becomes the Center's first visiting clinical instructor. Mr. McCarthy contributes up to 30 hours per week in the Center's CEP Unit, supervising students and representing clients.
- 2003** Mr. McCarthy will retire from Hale and Dorr at the end of 2003. Hugh Jones, a corporate senior partner, will replace Mr. McCarthy as the second visiting clinical instructor, primarily working in CEP.
- 2003** The Center celebrates 10 years of partnership with Hale and Dorr, as well as its tenth anniversary in its permanent home.

APPENDIX 3: FACTS IN BRIEF

- In 2003, the Hale and Dorr Legal Services Center (the Center) employs a staff of 30 individuals, including 20 clinical instructors, several fellows, and administrative staff.
- In 2003, Hale and Dorr has over 500 attorneys in its offices throughout the U.S. and Europe, more than 20 percent of whom are Harvard Law School alumni.
- Students work in the following areas: Community Economic Development, Housing Law and Litigation, Family Law, Estate Planning, Social Security Disability, Unemployment, Employment and Fair Housing Discrimination, Real Estate, Entertainment Law, Nonprofit and Business Law.
- The Center assists over 2,000 people per year with their civil legal problems.
- The Center has an active caseload of 1,000 to 1,200 cases at any one time.
- In 2002, Hale and Dorr contributed 1,989 pro bono hours—at a value of \$784,904—representing clients, mentoring students, and providing other assistance to the Legal Services Center.
- The Center usually enrolls 50 to 60 students during the fall semester, and 70 or more students during the spring.
- Each summer, the Center trains up to 50 students from law schools all over the country in its summer internship program.
- Each student works on five or six to as many as 10 or 11 active matters a semester.
- All students at the Center have direct responsibility for client work with training, guidance, and supervision provided by an experienced clinical instructor.
- The supervisor to supervisee ratio is lower than in most clinical programs, with the Center’s clinical instructors supervising from three to six clinical students each semester.

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- Each year, Harvard Law School offers over 40 clinical courses with the possibility of clinical credit, 15 of which offer placements at the Center. These include Administrative Law, Business Planning, Community Economic Development, Employment Law, Family Law, Housing Law and Policy, Introduction to Advocacy Civil: The Lawyering Process, Legal Profession: Delivery of Legal Services, Mediation, and Wills and Trusts.
 - The Legal Services Center's facility contains: individual work spaces for up to 80 students (including computer access at every desk), client interview rooms, private offices for over 30 staff, a law library, a student lounge, conference rooms, and state-of-the-art computer and technological support for the Center's general law practice.
 - In their evaluation forms, students consistently comment that they learn more in their clinical placement at the Center than in any law school class, and describe their clinical experience as the most valuable part of their law school experience.

NOTES

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