Rev. James Lawson Reminds Us
Where We've Been...and Where We Should Be

By Tina Calabro
Contributing writers: Cori Ferraro & Ann LaClair

Ten-year-old James was running an errand for his mother. He passed by a parked car on his way home. A white child, standing in the back seat with the window down yelled, "Hey nigger!" James backed up, reached inside the car and slapped the kid as hard as he could. Feeling triumphant, James went home and told his mother of his victory over the child-racist. His mother replied, "What good did that do, Jimmy?...What harm could a little insult do with all the love that surrounds you? That insult was nothing. Just ignorant words from an ignorant child who is gone from your life the moment it was said. That child is gone forever. You don't even know him."

From that moment on, Rev. James Lawson, close advisor to Dr. Martin Luther King Jr. and cornerstone of the Civil Rights Movement, would never be the same. At that instant Lawson vowed never to let anyone again if possible. This experience started a world other than the white world described in American newspapers and radio. He found friends who believed, as he did, that so much had been left out of the history books. By the time he was a junior in college he had become completely opposed to American politics. When the Freedom of expression is the matrix, the indispensable condition, of nearly every other form of freedom.”

Loyola Law School’s Dr. Martin Luther King, Jr. Celebration of 1990 - 1991, the second 1999-2000 academic school year. Dean McLaughlin’s reason for stepping down is simple, he has served as Dean of Loyola for ten years and wants to return to teaching. McLaughlin’s reason for stepping down is simple, he has served as Dean of Loyola for ten years and wants to return to teaching. After reviewing numerous applications, the Search Committee was formed to find candidates interested in becoming Loyola’s new Dean. After reviewing numerous applications, the Search Committee narrowed the field to four candidates. The candidates are: Professor Antoinette Sedillo Lopez of the University of New Mexico School of Law, Professor Linda S. Mullinex of the University of Texas School of Law, Dean Neil H. Cogan of Quinnipiac College School of Law, and our very own Associate Dean of Academic Affairs David Burcham. After reviewing numerous applications, the Search Committee narrowed the field to four candidates. The candidates are: Professor Antoinette Sedillo Lopez of the University of New Mexico School of Law, Professor Linda S. Mullinex of the University of Texas School of Law, Dean Neil H. Cogan of Quinnipiac College School of Law, and our very own Associate Dean of Academic Affairs David Burcham.

I interviewed Associate Dean Burcham to find out why he is applying for the position and what he hopes to accomplish if he does become Loyola’s next Dean. This is what I learned:

Dean David Burcham began his teaching career in the Long Beach Unified School District in 1973, teaching classes in U.S. Government, U.S. History, Anthropology and Ethnic Studies. From 1980 - 1981, he served as the Assistant Principal at Foothill High School in Tustin, California. Then, in 1981, he left a successful career as a high school teacher and administrator to enroll as a student at Loyola Law School. He graduated first in his class in 1984, and went on to clerk for Chief Judge Ruggiero J. Aldisert at the U.S. Court of Appeals for the Third Circuit, and later, to clerk for the Honorable Justice Byron R. White at the U.S. Supreme Court during the 1986 - 1987 term.

After Dean Burcham finished his clerkship with the Supreme Court, he worked for Gibson Dunn & Crutcher for three and a half years. But his first passion - teaching - pulled him back to Loyola. He joined the Loyola Law School faculty in 1991. As a professor, he passed by a parked car on his way home. A white child, standing in the back seat with the window down yelled, "Hey nigger!" James backed up, reached inside the car and slapped the kid as hard as he could. Feeling triumphant, James went home and told his mother of his victory over the child-racist. His mother replied, "What good did that do, Jimmy?...What harm could a little insult do with all the love that surrounds you? That insult was nothing. Just ignorant words from an ignorant child who is gone from your life the moment it was said. That child is gone forever. You don't even know him."

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James Lawson down a path of nonviolent activism. While attending Baldwin-Wallace, a United Methodist school in Berea, Ohio, he discovered a那些行为使他终身铭记。1952年，当他从监狱出来时，他决定在一年内不再吃黑人的食物。抗议者们开始在一些州的餐厅里坐下来，要求服务员为他们服务。他们被关押了一个星期，后来他被送到了黑人区。他知道，这并不是最终的解决方案，但他相信这是一次革命的开始。他的朋友们告诉他，这将对整个美国产生影响。

James Lawson has been a mentor to many students at Loyola, Law School's Celebration of Dr. Martin Luther King, Jr., and Lawrence spoke of his involvement with King and what the 1960's Civil Rights Movement was all about. He recounted how he first met King as an Oberlin theology student in 1957. King persuaded him to come to Nashville and join the Movement, to teach activists the politics and strategies of protest without force.

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Dear Editor,

All semester seems to have supplied more than enough controversy for our little campus. ExamSoft this, stolen exam that. Here a scandal, there a problem, everywhere another issue...

I’m afraid we may be deviating from the basics. This has never been more clear to me than when I went to make a few copies in the library copier room. There it was staring me in the face. The green monster. I’m sure these machines are older than the law itself. Sure it sounds petty. But think about it for a minute. I had just left the multi-million dollar computer lab in the multi-million dollar, you don’t have a library-for-6-months, network-at-every-coach-space, look-at-the-neat-class-bricks, wow-it’s-comfy-in-here, library, and was struggling to make 10 silly copies. 10 stupid, useless, dumb copies. I don’t mean to be funny...it really is an embarrassment. I’m not saying we need to have some sort of Kinko’s super express multi-color deal. How about a page feeder? How about a collating machine? Is this too much to ask?

I was trying to make copies for a class that had half the midterm thrown in the trash, on the way to a meeting to discuss exam software that randomly erases students’ answers, and I planned on a quick stop at the phone to see if three weeks was enough time for the school to let me know how I did last semester.

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During my first year, I placed a lot of trust in Loyola. I placed my faith in the administration that they would continue Loyola’s tradition of excellence. I also placed faith, too much faith, in the faculty. Unfortunately, that’s where I went wrong.

Recently I learned through a confidential source that as an Entertainment Editor Loyola professor wrote the most derogatory recommendations imaginable on my behalf. In short, to an academic institution, I had become a Terry Gilliam creation. I’m sure these are not the new standard of excellence, they are old beyond old. Does Loyola have a contractual duty to its students to ensure this? How about the student’s rating? Don’t the students deserve the respect of being given a proper exam, after the blood, sweat and tears we put into studying for it? More importantly, doesn’t Loyola have a policy requiring such a duty? If so, where is it? Where is the proper policy?

Dear Loyola Administration, Faculty, and Student Body:

Before the Professor Idee Civil Procedure debacle is swept completely under the rug, I would like to express a few thoughts and suggestions, and to air the general dissatisfaction / outrage shared by many of my fellow classmates.

If students are capable of obtaining old exams via the Internet or former students, shouldn’t professors be capable of and responsible for anticipating this, and taking prophylactic measures? Furthermore, shouldn’t Loyola have a policy requiring such a duty?

The following are two rather obvious measures to prevent the misfortune that our class recently experienced:

1) Never give the same exam that it must be re-administered, at least sufficiently modified. How difficult can that be?

Don’t the students deserve the respect of being given a proper exam, after the blood, sweat and tears we put into studying for it? More importantly, doesn’t Loyola have a contractual duty to its students to ensure this? After all, that’s what we’re paying for, isn’t it? We’re not just paying the school for an education; we’re paying them for grades – grades that directly affect which jobs we’ll be getting – the amount of money we’ll be earning.

So when we are denied a grade...because our exam was thrown out...because certain students had prior access to the exam, it seems to follow that Loyola owes the students a refund – a refund for the hours spent in lecture, the hours spent in the library, the hours spent doing research, the hours spent on homework, the hours spent studying for this one – just to find out that the majority of this grade, has been thrown out. It’s time Loyola does its part. Refund us. Figure out a way to make the students “whole.” At the very least, pre-prophylactic measures? Furthermore, shouldn’t Loyola have a policy requiring such a duty?

As for the professor, or my professor who has lacked the courage or overweening lack of ethics and integrity. I hope we’re just dealing with one bad apple here, but since all of them look alike, take a closer look before taking a bite, or believe me we will bite into your chances of getting screwed as I was by this professor.

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So when we are denied a grade...because our exam was thrown out...because certain students had prior access to the exam, it seems to follow that Loyola owes the students a refund – a refund for the hours spent in lecture, learning material that wasn’t graded.

We did our part. We paid tuition; we went to lecture; we did our part. We paid tuition; we went to lecture; we studied, we studied for this one – just to find out that the majority of this exam, the majority of this grade, has been thrown out.

It’s time Loyola does its part. Refund us. Figure out a way to make the students “whole.” At the very least, prevent this from recurring - start fulfilling your part of the contract by preventing professors from re-administering exams.

Signed,
Steve Lurie
LAWSON: from page 1

When they got arrested, and there were hundreds who would take their place, and then a third wave would take their seats and then a fourth. This was known as the "human wave technique" and left a lasting impression.

To encourage successful dissection, James Lawson taught a basic lesson: that the word nigger "defined only those who used it, not those whom it was used against." They would shout the word over and over again to get used to hearing it, feeling neither shame nor anger. If they were knocked down by white resisters, they were taught to use their bodies as shields, crouching into the fetal position. If a colleague was knocked down, they would shield him/her from the beating with their bodies.

They were taught to accept that being arrested and beaten was just part of what was ultimately achieved. Lawson tried to mold their minds into tools of independence while training them to use their bodies as shields against injustice. Workshops, Lawson explained them. As children of God, you have within you the greatest of qualities, human nobility.

The Reverend Lawson addressed Loyola students as future lawyers, emphasizing that the law and lawyers are important to the Constitution and the Bill of Rights, he said, you will see that the intent of the Constitution has not yet been realized. Mainstream thought is that we have arrived, that there is life, liberty and the pursuit of happiness for all. This is not true, says Lawson. He reminds us that we could not vote until the 1920s; it was not until the 1960s that the Constitution applied to more than just white male landowners; and it was not until 1972 that the Supreme Court held that the worst kind of criminal has certain guaranteed rights. As Martin Luther King, Jr. wrote in his letter from Birmingham jail, the white moderate is more dangerous than the racist because "[j]udging understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will." Lawson says that if we wish to continue the work of Dr. King, our task is to ensure that the Constitution applies to everyone, regardless of who they are.

DEAN: from page 1

Dean Burcham accepted his current position as Associate Dean of Academic Affairs. He believed that it is not enough to have a mass demonstration in a city contracts out to private employers - is one step toward achieving that end, and shows a commitment to the truth of Dr. Martin Luther King, Jr.
LAW SCHOOL

PROFESSOR

PROFILE:

GARY WILLIAMS

By Yalda Yousefi

Prof. Williams graduated from UCLA with a B.A., in History and attended law school at Stanford. Upon entering his office for the first time, I was overwhelmed by the jazz memorabilia surrounding me. His love for jazz intrigued me, and as our conversation progressed, I was touched by his passion for public interest law.

Q: Why did you decide to go to law school?
A: Actually, a history teacher got me interested. I was a history major at UCLA and sort of got into it. I thought I wanted to teach history. I worked with him a lot, and at some point, he said, I don't think you're going to be a history teacher, because I was involved in all sorts of things on campus. He said, you're too active; you should think about being a lawyer. That started it. Then we talked about different things that lawyers do, and I got excited about doing public interest law, and that's when I decided to go to law school.

Q: When did you decide to go to law school, what were your long-term goals?
A: Once I sort of got the idea what lawyers could do and how they had been helpful in the Civil Rights Movement, I knew what I wanted to do, and once I got to law school, I knew exactly what kind of law I wanted to practice. And, at the time, I thought that's what I would do for my entire legal career. It wasn't my plan to teach.

Q: How did you transition into teaching?
A: Again, it was a teacher, my favorite professor, William Gould, with whom I took two courses. I worked for him as a research assistant. He helped me get my first job. After I started working with the ACLU, I began working with students during the summer program, and I would always talk to Professor Gould about it. I decided it was time for me to think about something else; I wasn't sure what, so I called him, as usual. He said, you've been working with students; you keep talking about it; why don't you think about teaching? So I did for a little bit. I wanted a break, maybe, and then I wanted to go back to public interest law. He offered to talk to some of his friends to possibly get me a temporary teaching job, since law schools are always looking for gaps to fill. He found me a job at Loyola as a business professor.

Q: How long ago was that?
A: Much too long; 14 years ago.

Q: What was your first job out of law school?
A: I worked for the California Agricultural Labor Relations Board as staff counsel for three years; then I came to Southern California and worked for the ACLU for 8 years; then I went into teaching. When I started it was as a visiting professor, and I really liked it. I got a kick out of teaching, so I stayed.

Q: What's the best part about being a lawyer?
A: The ability to help other people. I really loved what I did at both places because I helped farm workers get rights to organize at the Agricultural Labor Relations Board, and I helped people in a variety of situations at the ACLU; I always felt good about what I was doing, even if I lost. I felt bad about losing, but I knew that I had tried to do what I felt was the right thing. So in my legal career, when I was in practice, I always felt good about what I was doing. That was the best thing about it. Even now when I am teaching, I am always talking about doing public interest law and using the law in a proper way.

Q: What's the most memorable experience you've had in your legal profession?
A: The best thing about it. Even now when I am teaching, I am always talking about doing public interest law and using the law in a proper way.

Q: How do you describe your teaching style?
A: Quasi-Socratic; I like to have students participate; I feel better if they're talking to me, so I try to make a real effort to call on people and get them engaged. Hopefully, it's not too for a lack of a better word - too mean. But, I don't know how my students feel about that.

A: I represented an African American family trying to adopt their white foster child. It was the most memorable, the most painful, because we lost, yet the most satisfying because my clients are still friends of mine. It is probably about 15, 16 years later, and I am still close to their family. In terms of what I was saying about a lawyer's ability to try to help, that was the ultimate. They had kept the child for about a year and a half when the government tried to take the child away from them. They were really in love with the child, and attached...so on a human level, on every level, that was my most memorable experience with the law.

Q: Could you meet anyone who really inspired you, and what would it be, and why?
A: That's very hard for me because I go back, and forth between lawyers and jazz musicians. But, I guess I would probably say Thurgood Marshall because of what he accomplished in terms of overturning segregation and what he accomplished as a Supreme Court Justice.

Q: If you could meet anyone, who would it be, and why?
A: That's very hard for me because I go back, and forth between lawyers and jazz musicians. But, I guess I would probably say Thurgood Marshall because of what he accomplished in terms of overturning segregation and what he accomplished as a Supreme Court Justice.

Q: In Public Interest Law your favorite class to teach?
A: Absolutely. Yeah. I like all of my classes. I like teaching Ethical Lawyering and Evidence, but this is definitely my favorite, and it's exciting. It's very new. We tried it for the first time last semester, and the things we were able to do and talk about in class were fabulous. We were able to bring in a lot of practicing lawyers to talk to the class. We created problems for in-class exercises and exams based on situations that were in the news - it was great. You can tell people they ought to take the class next year.

Q: How do you describe your teaching style?
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By now we are all aware that some students experienced difficulty taking Fall exams on their laptop computers. Numerous stories flooded our e-mail addresses as students began airing their concerns through the student-wide e-mail address. Many students did not appreciate receiving these unsolicited e-mails and began responding to them with exaggerated claims, legal analysis, insults; one student even claimed to be Larry H. Parker, ready to "fight for those whose rights were violated." Obviously, a large portion of the information disseminated was unreliable and completely lacked any factual basis. It is time to set the record straight so students can make an informed opinion about laptop examinations, instead of judging it based on rumors and e-mails.

Contrary to the rumors, no student lost an entire examination taken on their computer. Furthermore, no student received a failing grade due to problems with the software. This is not to say that the process went over without a hitch, there were some minor problems, but none as serious as we may have been led to believe.

The computer exam process began early last Fall when representatives from the Office of the Registrar spoke to classes eligible to participate in the program. At this time, they notified students that in order to take laptop exams, students would have to sign up in the Registrar’s Office, download the required software from the vendor’s website, and pay a $5.00 fee. They also distributed handouts detailing the proper procedure and offering some warnings. They warned students against participating in the program if they were not familiar with computer hardware, were unfamiliar with basic software applications, or did not have a reliable computer.

ExamSoft was Loyola’s software vendor. They have a website describing the four steps a student must take to successfully download their software. The first step is registration, where the student inputs their personal information, including their e-mail address. The next step requires the student to allow the ExamSoft computer to perform a system check on their laptop to ensure that the software will function properly when downloaded. At this point if the student did not already have Internet Explorer 4 installed on their laptop, they would have to download it. This was necessary because the Windows operating system is not complete without Internet Explorer 4, and because the system clock is done in an Internet Explorer based program. The third step requires the student to actually download the software. The fourth step requires the student to take a practice exam. The purpose of this five-minute practice exam is to allow the students to familiarize themselves with the software before actually taking an examination.

There were certainly minor glitches in the downloading process. The minor glitch was that a small number of students either did not know how to download and install computer software from the Internet, or their laptops did not have Internet access. This problem was not much of a problem because students either received help from other students or from the library computer center and successfully completed the download.

The more significant issue was that some students did not enter their e-mail address correctly when registering for the software. This surfaced as a problem about three weeks before Fall exams when ExamsSoft discovered a potential "bug" in their software. Rather than make students re-download the software, ExamSoft e-mailed registered students an attachment containing the cure for the bug. But because some students had not entered their e-mail addresses accurately, they consequently did not receive the e-mail, and thus did not receive the cure.

Learning of the situation, ExamSoft provided Loyola with a "patch" disk, which also contains the software, to give registered students prior to their exams. Additionally, the Registrar’s Office held two sessions, conducted by the ExamSoft founder, to assist students with the software. These sessions were scarcely attended.

Safety measures were also in place in the event a problem should arise during an exam. The most important ExamSoft safety feature is one that automatically saves a file of the student’s examination on the hard drive if the student’s laptop locks up, power is lost, or they fail to save their exam on disk. In addition, bluebook Disks were available in each testing room as a back-up. If a student encountered a problem, they could simply begin writing in a bluebook. What had been typed could be recovered later so that the student would not lose time writing what they had already typed.

The first day of exams was full of delays. Before each exam was given, each student had to copy the files from the "patch" disk onto their computer to ensure that everyone had eliminated the potential bug. This process took longer than expected because some students did not know how to copy the files or experienced difficulty in doing so. After this process, which in some cases took four minute delays, the exams were administered. At the end of the day, five students were unable to save their exam to their Virtual Bluebook Diskettes, one student’s computer malfunctioned, and three students lost some text. Of these three students, two were unable to recover it. The other recovered the material from the hard drive backup file. Not one student, however, lost an entire examination.

Subsequent to the problems experienced on the first day, representatives of the Registrar’s Office made an announcement before every exam explaining what had occurred so students could decide if they still wanted to use the software. Naturally, some students decided not to, and wrote their exams instead. Only three more problems were reported when students’ computers froze while taking their exam.

Approximately 390 exams were taken using the ExamSoft software. Approximately 12 of these exams experienced some type of problem. In all but two cases, the Office of the Registrar was able to remedy the situation and prevent permanent loss of exam text. The two students who did lose portions of their exam had utilized the "cut and paste" feature of the software and were, unfortunately, unable to paste the text back after they had cut it.

Many other law schools have also used the ExamSoft software. ExamSoft shipped approximately 35,000 Virtual Bluebook Diskettes. While ExamSoft will not release a list of its customers, if a student goes to their website to register as a new user, he/she is given a short list of schools from which to select. Among those listed are: USC, Harvard, Santa Clara, Pepperdine, Whittier, UC Hastings, Wake Forest and Hofstra.

Loyola Law School has met with the president of ExamSoft to discuss the problems we experienced. ExamSoft has assured us that it is addressing the problems and will have a new version available later this semester. It is Loyola's intent to continue using ExamSoft for the Spring 2000 examination period. But until the administration is confident that the software is working properly, they will reduce the number of classes eligible to use ExamSoft.

On February 4, 2000 there will be a meeting in which the faculty will receive a report of Loyola’s experience with ExamSoft.

Additionally, Associate Dean David Burckham is meeting with a committee of students on February 9, 2000 to address student concerns regarding the software.

The

Thursday Noon Communication Series

(Presented by Professor Woody)

"You’re Making Me Crazy!!"
March 2 - Thursday @ Noon
Burns 206

"You Haven’t Heard A Word I’ve Said!!"
March 2 - Thursday @ Noon
Burns 206

"You’re The Problem!!"
March 23 - Thursday @ Noon
Burns 206

"It’s Never The Toothpaste."
March 30 - Thursday @ Noon
Burns 206

THE CENTER FOR CONFLICT RESOLUTION
ON-CAMPUS MEDIATION CLINIC
APPLY NOW WITH BRIDGET IN BURNS 320

weekly consultation day unless it was raining. The following consultation day Joyce John Marshall asked Justice Story to go to the window and give it as my opinion that there is not the slightest chance of rain. "Not content with the assessment of the situation that our jurisdiction is as broad as the Republic, and by the laws of nature it must be raining some place in our jurisdiction. Water, bring on the rain!"
ENVIRONMENTAL LAW SOCIETY ACTIVITIES UPDATE

ATTORNEY GENERAL LOCKYER TO ADDRESS ELS

California Attorney General Bill Lockyer will address the Environmental Law Society on Saturday, February 26 at 2:00 pm. Mr. Lockyer, who will be on campus that day in conjunction with Loyola’s Government Career Day, has accepted an invitation to speak separately to the ELS. The Attorney General is expected to discuss the major environmental challenges currently facing the AG’s office. Additional details, including location, will be announced as soon as they are available. All Loyola students interested in California environmental law and policy are encouraged to attend.

UPCOMING NATIONAL EVENTS

- 18th Annual Water Law Conference, February 24-25, 2000, U.S. Grant Hotel, San Diego, CA. Sponsored by ABA Section of Environment, Energy, and Resources. For information, call (312) 988-5724, or visit: www.abanet.org/envir/home.html

UPCOMING LOYOLA ELS EVENTS - DATES TBD

- Law School community service day by Reverend Shoilo Lawson enlisting the fight to save the Ballona Wetlands.
- ELS sponsored panel discussion on land use, planning, and environmental justice.
- Earth Day 2000 - Get Involved!

For information, call (312) 988-5724, or visit: www.abanet.org/envir/home.html

LAWSON: from page 3

In closing, Reverend Lawson left us inspired and pensive. In order to understand the Movement, we must see King as a prophet - he jeered when clarifying that he did not mean “profit” but “prophet.” In order to keep the work and message of King alive, we must talk about the Movement. He summoned us to bring in the 21st century with a commitment to the truth of the Movement, to live and revive it in such a way that men and women of all styles, shapes and colors come together to achieve the dream of our society.

Just as his mother’s words changed James Lawson at the age of ten, so too has he changed our nation through his words, we must “be more than lawyers; [we must] be human beings.”

DEAN: from page 3

As students by holding regularly scheduled forums. I would also get out and talk informally to students around campus. There’s no magic to good relations with people. You just need to talk, listen, understand and find common ground to work from.

Q: How would you improve the relationship between the faculty and the administration?
A: At Loyola there’s nothing more important than faculty and students. The faculty are like pilots; you need them to make Loyola work. So as Dean you can never be too busy to work with them. I would also articulate an institutional position at Loyola stating that a professor’s two main jobs, publishing and teaching, are not mutually exclusive and need to reach a balance.

Q: What do you feel is the most important job as Dean?
A: The core mission: To make sure students get the best education possible.

PROFESSOR HOBBS’ TRIAL ADVOCACY CLASS

Professor Bill Hobbs teaches a trial advocacy class which is a prerequisite to participation in a District Attorney’s Clinic. Because of the limited number of placements in the DA’s Office, interviews will be necessary for admittance to this class. Students may sign up for interviews for the FALL class of 2000 from Tuesday, January 18th through Monday, February 14, 2000. Sign-ups for interviews are not on a first-come, first-served basis. All students who sign up will be eligible for the lottery, if a lottery is necessary.

Please see the board outside of Faculty Support (Burns 320) for additional information. If you have questions, please see Bridget in Faculty Support.

To me, a lawyer is basically the person who knows the rules of the country. We’re all throwing dice, playing the game, moving our pieces around the board, but if there is a problem, the lawyer is the only person who has read the inside of the top of the box.

Jerry Seinfeld

PRINCIPLES OF LEGAL WRITING*

1. Never use one word where ten will do.
2. Never use a small word where a big one will do suffice.
3. Never use a simple statement where it appears that one of substantially greater complexity will achieve comparable goals.
4. Never use English where Latin mutatis mutandis, will do.
5. Qualify virtually everything.
6. Do not be embarrassed about repeating yourself. Do not be embarrassed about repeating yourself.
7. Worry about the difference between “which” and “that.”
8. In pleadings and briefs, that which is defensible should be stated. That which is indefensible, but which you wish were true, should merely be suggested.
9. Never refer to your opponent’s “arguments;” he only makes “assertions,” and his assertions are always “bald.”
10. If a layperson can read a document from beginning to end without falling asleep, it needs work.

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Schedule of Seminars

San Diego
- Saturday, February 19, 2000: Noon-6:00 pm
- Saturday, March 19, 2000: Noon-6:00 pm
- All sessions will be given live at the Auditorium at the California Western School of Law, 250 Cedar St., San Diego.

San Mateo
- Saturday, February 26, 2000: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
- Saturday, March 27, 2000: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
- All sessions will be given live at the Villa Hotel, 4900 S. El Camino Real, San Mateo.

Orange County
- Saturday, February 26, 2000: 9:00 am-12:30 pm, 1:30 pm-4:00 pm
- Saturday, March 5, 2000: Noon-3:00 pm
- Sunday, March 5, 2000: Noon-3:00 pm
- All sessions will be given live at Hope International University (formerly Pacific Christian College), 200 E. Nutwood at Commonwealth, Fullerton (across from Cal State Univ. Fullerton, Room 215A).

Ventura
- Saturday, March 18, 2000: Noon-6:00 pm
- Sunday, March 19, 2000: Noon-6:00 pm
- All sessions will be given live at the San Joaquin College of Law, 4175 Market Street, Ventura. Room 9. VIDEO PRESENTATION.

Clovis
- Saturday, March 18, 2000: Noon-3:00 pm
- Sunday, March 19, 2000: Noon-3:00 pm
- All sessions will be given live at the San Joaquin College of Law, 901 9th St., Clovis. Room 201. VIDEO PRESENTATION.

Sacramento
- Saturday, March 19, 2000: Noon-6:00 pm
- Sunday, March 20, 2000: Noon-6:00 pm
- All sessions will be held at California Southern School of Law, 3775 Elizabeth St., Riverside. Room number will be posted on the day of the seminar. VIDEO PRESENTATION.

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