C-M Students elect new execs

By Susanna Ratsavong

Cookies, pizza, donuts, fresh-grilled hot dogs and bakedlava from Michigan fed the law school last week when campaigning for the 2009-2010 Student Bar Association Executive Board geared up to the elections on April 15 and 16. The results are in and the announcement was made that current 2L Lindsay Wasko will assume the President position for the next academic year. Her candidate-mates filled the rest of the executive board: Nick Costaras, Vice President of Budgeting; Luisa Taddeo, Vice President of Programming; and Kevin Marchaza, Treasurer.

The campaigning began on April 8th. According to current SBA President Elias Hiazkia, a record 262 votes were tallied the night of April 16th out of approximately 700 eligible voters—all enrolled law students—turned out to vote, a 37 percent showing, to secure Wasko’s win.

While the all-male Dohinski ticket wooed the cafeteria with a banner and pamphlets of their experience in the academic community, the Wilber’s ticket sported t-shirts denoting they were “The Golden Ticket.” Current Senator and candidate for the board Ziad Tayeh on Wilber’s ticket said it wasn’t necessary to run on a ticket, but that it might be easier to win that way. Ultimately, however, it appeared it was the Wasko ticket’s experience that won. Wasko, Costaras and Taddeo are all 2Ls and currently colleagues.

Tayeh’s observation was echoed by the winners. “I didn’t really expect to win, but I thought it’d be fun to give it a shot anyway,” said Tayeh. “I think it’s probably hard for 1Ls to win, because the opponents are already involved and know at least two years worth of people.”

The Student Bar Association sponsored its two most popular fall events, kicking off Halloween night with a party for kids. SBA officers and senators transformed the C-M cafeteria into a festive activity center that offered pumpkin painting, cookie decoration, apple bobbing, and candy. Later that night, the SBA hosted its other annual social - a Halloween bash and costume contest at Panini’s on E.9th Street. See page 10 for pictures.

C-M parking lot raises rates again, takes aim at bar preppers

By Kevin Kovach

Cleveland State Parking Services has raised the price of a weekly summer parking pass for Cleveland-Marshall graduates studying for the Bar Exam from $15 per week to $20 per week. Last year’s $15 per week price was a 50 percent increase over the summer 2007 price of $10 per week. This summer’s $20 per week rate is a 100 percent increase over the 2007 weekly rate. The current fall and spring semester parking passes cost $160, a $10 per week rate.

Graduating students who wish to obtain a summer parking pass must go in person to the Parking Department in the Chester Building Annex, next to the CSU Police Department. A student may obtain a temporary pass—not an official summer pass—by presenting a student identification card and car license plate number, and notifying the Parking staff of the dates the pass should cover. The total price of the pass will be $4 per day, or $20 per week.

Assistant Dean Phyllis Crocker notified students by email April 1 that graduates studying for the Bar Exam may obtain a summer term parking pass for the $15 rate. Dean Crocker later learned that Parking Services decided to provide law graduates no discount off the daily $4 rate, and sent another email April 15 to explain the policy change for Parking Services. Students frustrated by the sudden policy change have several off-campus options comparable or slightly cheaper than a CSU temporary parking pass, particularly if they purchase monthly parking passes.

USA Parking offers a $55 monthly pass for a small lot on the east side of East 14th Street, between Carnegie Avenue and Prospect Avenue. The lot’s daily rate is $3.50. A purchaser of a monthly pass at this lot would save $25, or approximately 31 percent, off a month of parking on campus. Interested students can reach USA Parking at (216) 621-5550 for more information on this or any of its several downtown lots. Ampco operates a small lot on Prospect Avenue west of East 21 Street, directly across from the Wolstein Center, for just $5 per day. This lot also offers monthly rates. Depending on the unpublicized monthly rate, parkers in this lot would save at least 30 percent off the daily rate.
A farewell to CSU President Michael Schwartz

By Dean Geoffrey Mearns

At the end of this academic year, President Michael Schwartz will retire as President of Cleveland State University. Under his leadership, this University and our law school have been transformed. President Schwartz has transformed the physical appearance of our campus. During his tenure, the plaza outside of Rhodes Tower has been reconfigured, the main classroom building has been substantially renovated, Fenn Tower has been restored as a dormitory, a new recreation center has been built, and a new administration building complex has been constructed. The master plan that President Schwartz commissioned also includes two new buildings that are presently under construction: a new student center and a new building for the College of Education. President Schwartz was also instrumental in inspiring Mrs. Iris Wolstein to donate $5 million to fund the renovations of our law building. As a result of President Schwartz’s persuasion and Mrs. Wolstein’s generosity, we now enjoy a facility that includes excellent offices for our law clinics, new offices for our student organizations, new seminar rooms, and a beautiful new entrance on the corner of East 18th Street and Euclid Avenue. President Schwartz has also led a programmatic transformation of the University. At his insistence, the University has increased its admissions standards. As a result of his creative, strategic thinking, the University has created a new under-graduate Honors Program, which has helped us retain some of this community’s most talented young citizens. These initiatives, and many other new or enhanced programs, have increased the University’s reputation and its positive impact on our community. At our law school, President Schwartz was also instrumental in starting the process that led to the development and implementation of our bar passage plan. This plan has helped many of our law graduates pass the Ohio bar examination on their first attempt. This success has generated great recognition for our law school, enhancing our regional and national reputation.

One personal note, President Schwartz has changed my life. I first met him more than four years ago, when I was interviewing to be the dean. At that time, I was a practicing lawyer. But the search committee seriously considered my application because President Schwartz had encouraged the committee to consider non-traditional candidates—or, as he likes to say, “civilians.” When I interviewed with President Schwartz, I was quickly impressed. He was warm and engaging, but modest and soft-spoken. I was even more impressed by his capacity to understand what we lawyers value—service and justice. Though he is not a lawyer, President Schwartz made it clear that he shared these fundamental values. Once he did so, I knew that I wanted to work for him. I am very grateful that he gave me this opportunity to serve. And all of the members of the University community are grateful for his service to the institution and the region. We will miss his leadership and his commitment to service and justice.

Proposed mock trial courtroom to augment C-M advocacy programs

By John Stryker

Even before the dust settled from the construction of our beautiful new entryway, the leadership at C-M, and throughout the legal community was working to improve our law school yet again. On the docket is a new state of the art mock trial courtroom. According to the law school’s website, the new trial courtroom will “provide a simulation-based learning environment for law students, legal professionals, and mock trial opportunities.” Mock trial courtroom may be a misnomer, because there is nothing mock about it. It will be a courtroom on the level to make judges envious. After researching the courtroom with CM administration, practicing judges, and outside professionals, I learned the new courtroom is a product of good leadership and dedication from several contributors. Perhaps one of the most enthusiastic supporters of the courtroom is C-M alumna, Irene Rennillo, President of Rennillo Deposition and Discovery (www.rennillo.com). Ms. Rennillo serves as the executive director of the courtroom. Irene simply answered, “A city can be judged by the quality of its law school.” After speaking with Irene, it is apparent that she sees the big picture of Northeast Ohio’s legal community. Irene explained that the courtroom will be a tool to instruct lawyers and judges, and it will enable the courtroom to present their ideas to a judge and jury. The courtroom will be a training ground for future lawyers.” To round out the analysis of our mock trial courtroom, I called upon a daily practitioner of courtrooms, Judge Joan Synenberg. Judge Synenberg sits on the Cuyahoga County Court of Common Pleas. She is also an alumna of C-M and a member of its Visiting Committee. Judge Synenberg commented that, “The mock trial courtroom is a wonderful opportunity to bring the experience of the courtroom environment to legal education.” Judge Synenberg fondly remembers her mock trials as a student held in classrooms. As a working Judge, she realizes the great benefit to current students to know what it is like to formally work in a courtroom and address a judge in a realistic setting. Judge Synenberg continued, “The participants are very impressed with the real state of the art. Many judges would love to have a court as impressive as that one. I’m pleased that my alma mater is able to provide students with this learning tool. The mock trial courtroom will have everything a real courtroom has, except a holding cell.” Independently concurred with Judge Synenberg. Ms. Rennillo remarked, “This mock trial courtroom is hand crafted. Every part is carefully researched. It will be leading edge. There is not a top litigant in the country that wouldn’t feel this isn’t the leading courtroom. Cleveland will be poised to retain its place as the leading legal community in America.”

Guest speakers Dr. Emily Murphy and Teneille Brown, J.D, discuss fMRI technology, and its use as evidence at trial.

Dean Mearns was eager to address my questions about the courtroom.

Where will the courtroom be located?

The courtroom will be located on the ground floor of the old law clinic offices—that is, across from the new Student Organizations Suite and the Faculty Presentation Room.

How long has this project been on the wish list? From where did the motivation to build a model courtroom come?

We had hoped to include the construction of the mock trial courtroom during the large renovation project that we completed last year, but we did not have enough money in that budget to build this facility. We need a mock trial courtroom because we presently do not have a suitable facility for our trial advocacy courses and programs.

I see the estimated completion date is Fall, 2011. Is that a firm date?

I am hopeful that we will complete the construction of the trial courtroom by Janu-ary 2011. Our ability to meet that deadline will depend principally on how quickly we are able to raise the money needed to fund the project. So far, we have had a very favorable response from prospective donors, including our graduates and other lawyers and law firms in the community.

Are there other local law schools that have a facility similar to this?

While other law schools in the area have some kind of mock trial courtroom, there is no comparable facility in the area that will have all of the features, including state-of-the-art litigation presentation technology, that this facility will have.

Do you feel that perhaps this courtroom will give C-M students a competitive edge in the job market?

In addition to being a resource for our students and faculty, this mock trial courtroom will be a resource for practicing lawyers to conduct mock trial exercises and trial advocacy training programs. I also hope that judges will use the facility to become more familiar with litigation presentation technology, that this facility will have.

Photo by Paul Derjan

Marshall of Law

Photo by Paul Derjan

By Dean Geoffrey Mearns

STAFF WRITER

The Dean’s Column

Proposed mock trial courtroom to augment C-M advocacy programs

By John Stryker

Staff Writer

THE GAVEL

April 2009

2

Page

The Gavel
The Greater Cleveland International Lawyers Group and Henry King: Two Cornerstones of International Law

By Prof. Mark Sundhal

Just before noon on the third Tuesday of every month, a group of Cleveland-Marshall students gathers in the law school atrium to walk over to the City Club to participate in the most hallowed international law tradi-tion in Cleveland—the monthly luncheons of the Greater Cleveland International Law-yers Group. The luncheons are an elegant affair that gives students the opportunity to mingle with local practitioners and listen to a presentation from a keynote speaker. The topics range from human rights to international relations to transnational business—all delivered by leading figures in the world of international law who frequently travel great distances for the honor of speaking at this widely-respected forum. For example, in March multiple experts in international criminal law gave a panel titled “Enemies of the State: From Herman Goring to Saddam Hussein to Radovan Karadzic,” while the April program features a talk on “The Four Chinas and the En-quire” by Karadzic, while the April program features a talk on “The Four Chinas and the En

Henry King is perhaps best known for his role as Chief Corporate International Counsel at TRW Inc. in Cleveland and was instrumental in TRW’s global expansion. But Professor King’s energies were never limited to a single company or project. Without attempt- ing to list all of his achievements, he was the General Counsel of the U.S. Foreign Economic Aid Program, was a member of a working group whose recommendations were incorporated into the North American Free Trade Agreement, was Chairman of the ABA International Law and Practice Section, and was a member of the ABA Task Force on War Crimes in the Former Yugoslavia. He continues to work as a Legal Consultant at Squire Sanders, as a professor of law at Case Western University School of Law, and as the U.S. Director of the Canada/United States Law Institute. Because of his many strong ties to Canada, Professor King was also named Honorary Counsel to Canada. For those students who have not yet attended one of the GCILG luncheons, I strongly urge you to do so. All students are invited to attend at a minimal cost and it is one of the best opportunities in Cleveland to gain access the latest information about international law from world class lawyers. And Henry King is always there to greet stu-dents and encourage them to enter the field of international law. The opportunity to make his acquaintance is reason enough to attend.

Jessup International Law moot court team finishes strong in ‘08-’09 season

By Jillian Snyder

From February 12-15, the Jessup Interna-tional Law Moot Court Competition administered by the International Law Students Association (ILSA) is the lead-ing international law advocacy contest in the world and is the world’s largest moot court competition, with participants from over 500 law schools in more than 80 countries. The competition is a re-enactment of a fictional dispute between countries before the International Court of Justice, the judicial organ of the United Nations. A team from a participating school is re-quired to prepare oral and written pleadings arguing both the applicant and respondent positions of the case. This year’s C-M team consisted of Honsa, Higdon, Kovit, Snyder and Snyder for the respondent side. Trout served as the Of counsel throughout the competition.

The 2009 Jessup Compromised addressed the Power and Authority of the Interna-tional Court of Justice and other important international law issues. After preparing briefs over the winter break, team mem-bers enlisted C-M faculty and former Jessup participants and coaches to help judge practice oral arguments. Professors Janie Aikey, Brian Ray, Mark Sundahl, former coach Mark Tippy and students Stacey Fernengel and Dhanie Therecka gen-uinely volunteered their time and resources as the team prepared for competition.

Tryouts for next year’s Jessup team will begin in the first week of the fall semester with the writing portion. Oral argument tryouts will be held the following week. ILSA announced that the 2010 Jessup Compromised will address the right to self-determina-tion of indigenous peoples, the law and measures taken to protect the economic resources of a State. To learn more about the Jess-up Competition and other opportunities provided by ILSA, visit www.ilsa.org.
By Karen Mika
LEGAL WRITING PROFESSOR

At the end of the year, Debbie Klein will be retiring after over thirty years of teaching Legal Writing. She will be retiring without much fanfare. This is very unfortunate... Again and again, I was impressed by the fact that Debbie is the most unfortunate circumstance of all. Most people are unaware that at Cleveland-Marshall, Debbie Klein (who served as director of the program for over thirty years) is the oldest "official" and consistent Legal Writing program in the country. By "official" I mean that, since 1983 when Debbie took over as director, we have had an honest-to-goodness Legal Writing program, and not an ad hoc series of attempts geared at figuring out (and invariably changing from year-to-year) what should be taught, how to teach it, and who should be teaching it. So before we discuss this, we will have essentially the same curriculum (in terms of subject matter content and teaching methodology) and, because of this, would have been able to progress forward instead of wallow in the rebuilding process that plagues so many schools.

Over the course of the years, this consistency, overlooked as important by too many, has enabled Cleveland-Marshall to quietly build one of the most comprehensive and consistent writing programs in the country, a part of Debbie’s initial vision. Many programs in this country are still struggling to establish even the beginning building blocks of such a program. Programs such as Cleveland-Marshall’s are a rarity, and provide a tremendous benefit for the students whom they serve.

I’m sure many of you have witnessed students in the classroom who catch vulnerability as an opportunity... By underlining the anti-gerrymandering case, Lucas v. Ohio, or the anti-gerryandering case, Lucas v. Ohio, before the U.S. Supreme Court. In Congress, they thirty years ago.

It is fitting that Debbie is leaving without much fanfare. She was never big on meetings, ceremonies, or self-aggrandizement. But I certainly don’t want her to go without expressing my appreciation and pointing out, that to the extent that Cleveland-Marshall has had a Legal Writing program that is as solid as and consistent as one can get, it’s because Debbie Klein put the wheels in motion and saw integrated into the Cleveland-Marshall curriculum. This isn’t a case of bad kids playing hooky, but it was Debbie who showed me how to be a better writer and thinker. It was because of Debbie’s zeal for writing and her ability to share what she knew that I was motivated to become a Legal Writing professor myself.

When I began working in the department, first as a research assistant, the program functioned with one full time person (Debbie) and twelve adjunct professors. Debbie’s job was to coordinate a revolving door, sort of an acting director role, and she did so by providing everyone with her own set of learning materials and pretty much a minute-by-minute script for each class. Although those days are long gone, most people aren’t aware of is that the content of the materials and those “scripts” is the result of conversations with state-of-the-art theories for educating law students and teaching Legal Writing. That is, the rest of the field, now declaring the best programs in the country on learning style, are just now catching up to what Debbie Klein had espoused and integrated into the Cleveland-Marshall curriculum.

In the Congress, they thirty years ago.

You will be missed.

By Kevin Kovach
STAFF WRITER


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In the Congress, they thirty years ago.

You will be missed.

By Stacey Fernengel
STAFF WRITER

A look into any C-M class today and you will find a sea of laptops with many students taking notes “winging it” away at the keys. To some, this represents the progression of an advanced technology enhancing student learning. To others, the use of the laptop in the classroom represents a distraction to the educational process. So one must ask, are laptops helpful tools or classroom hindrances?

Those who are opposed to laptops in the classroom generally fear that students are surfing the web, playing games or instant messaging friends. Some professors do not fear the distraction this causes to the user, but also to other students in the classroom who catch glimpses of their neighbor’s computers. Additionally, those who are opposed to laptop use in the classroom, point out how laptops can enrich and enhance classroom learning. For example, by utilizing resources available on the internet, students take notes much quicker than conventional note taking often faster on the computer, and spend more time thinking about what the professor says or an article they are exploring. Some students work less and do not engage in class discussions. Students use lulls in the class to look up words or cases they are less familiar with. Additionally, almost everyone will utilize computers on the job. Students should learn how to properly utilize this technology.

In fact, students who are less proficient on computers can take the class time to develop better typing skills or other computer skills by getting used to daily computer use.

Additionally, almost everyone will utilize computers on the job. Students should learn how to experience in the classroom that computers can be a bit distracting, so that when they enter the workforce they will know how to properly utilize this technology.

Let’s also not forget that law school is competitive. We can’t say the goal of the classroom is to make sure every student is equally prepared when we work on a grading curve. Some students work less and prepare less than others. Some students disregard and surly way to look at the student body - that is what we are here for."
C-M earns #1 rank for bad-art

By Robert Ross

When walking down the hallowed halls of C-M, one notices the extraordinary nature of the school in how successful its students are, how great of an impact its alumni have had on the community, and now, in how incredibly awful its artwork is.

Anita Jadey, Director of Rankings for U.S.A. World Report, came to the school in March to evaluate the school’s artwork. The first thing she said was, “wow, nothing says ‘welcome’ like a painting of people traveling down a bloody river/lake in an upside-down umbrella,” referring to the large painting in the Atrium of the law school, noticeable as soon as one walks in.

Then, Director Jadey almost left without giving the school a ranking when she noticed all the regular art around the building, but that soon changed as she walked outside towards the law parking lot and noticed the carved granite “artwork” and the rusted piece of iron sticking out of the ground. “Those three monstrosities put your school ahead of Case Western, that’s for sure. I mean, like Cleveland needs another

See Art, page 8

This collection of metal pieces is often confused with a satanic demon, but was lovingly accepted as art near C-M.
Bar strategies student fails class, deemed unworthy to take bar

By J.D. Slater
STAFF WRITER

Stunned and saddened, 3L Alex Finklefry has failed his Ohio Bar Strategies & Tactics class, will not graduate this year, and will not take the bar.

“It just makes sense, though,” Finklefry told the Gravel after hearing that he would not pass the class, “if I can’t pass a course on learning the basic strategies to take an exam, I clearly cannot learn about strategic thinking, and therefore should not even be given the chance to take the actual exam that would test my ability as a lawyer.”

“I mean, really, the ten weeks of preparation required for the bar exam would probably not change my chances of passing the exam anyway – I am such a fool! Woe is me,” Finklefry concluded.

Such was the nearly the conclusion of all other Bar Strategies students, who were spared the fate of Finklefry by means of an elaborate point scaling system, introduced this year in an effort to improve the course.

“Clearly, the course was failing,” a leading administrative analyst stated anonymously, for fear he would lose his credibility as an analyst of Bar Strategies courses. “The fact that the bar passage rate was only hovering at 95% was a clear sign to any strategic thinker that the system was not working – it just needed a major overhaul. The addition of an elaborate, confusing, and completely arbitrary point system was the only solution.”

The analyst described that after making the decision that a point system was needed, administration officials gathered together in room A067 of the library, began chain smoking, drinking alcohol, and discussing archeological number system of the Myan and Incan peoples. Then, they constructed a large, spinning wheel with colored numbers painted on it that would become the framework of the scoring system.

Ultimately, the officials exited, pleased that the system made little sense and was incomprehensible to most students. Problems began to sprout up as the new system was implemented, however, and students began to notice. The system went haywire, according to 3L Egbert Smith, who was told that his mid-semester point total was the pi squared.

“I asked for a recount, because that seemed awfully low,” Smith reported to the Gravel. Smith was granted the recount, he stated, and the number ended up being changed on review.

That aside, students like Smith were happy to comply with the course’s weekly, six-hour homework requirements. “I mean, considering it was a three credit hour course, I figured I should probably be required to quit my job, cancel my family obligations, and attend a Saturday class to study strategies,” Smith said cheerily.

“I stayed up late to complete every assignment, and even received some passing grades on my essays!” Smith said with unbridled enthusiasm. “I even wrote some good outlines, according to my grading assistant!” Smith also found comfort in the stress level offered by the class: “The fear of failing law school because of a pass-fail class was palpable. I needed the extra stress to send me hurtling in uncontrollable anxiety towards the May study period!”

C-M has seen such success with the course; it plans on offering others just like it that will test the mettle of students. “The administration will definitely offer a contract exams strategies course and a property final exams strategies course for first-years,” the Gravel’s confidential analyst reports. “but the point system for those will likely be designated ‘completely incomprehensible,’ rather than current model’s current status as ‘somewhat comprehensible.’”

The analyst opined, “It’s just the only way to tell a student if they’re prepared with the strategies to pass the test, before they take the actual test, the only they actually care about passing.”

While it can be hard to muster up much sympathy for the people who have made me so busy that I hadn’t even watched an episode of 24 this year since Jack Bauer was torturing his brother, I do feel bad for my professors at least once every class. It doesn’t matter what time of day it is or what subject matter is being covered, and it happens to the most engaging professor and the professor who is so tied to the Socratic Method that they wear a toga to class. Inevitably, there is one point in each class when a professor asks a question and expectantly scans the class, expecting a forest of hands to emerge from the gunners and the people who are hoping to snag the extra half-grade increase that’s promised on the syllabus but never really applied to final grades. However, these hands never rise, even when the professor looks at the class with puppy dog eyes.

The words “Engaged Learning” are plastered all over every CSI advertisement in town. Yet, my professors have said that the level of participation in their classes is the lowest in years. Why is that? You know, I know, and Al Gore knows. The Internet. In addition to Torts, Constitutional Law, and Evidence, there is a great deal of other learning going on in each and every class: people are learning about sports, gossip, fashion, and current events during the periods in class in which the professor engages in a dialogue with the student who comes up to the type of hypotheticals that would scare off the most grizzled law professor. However, an amazing thing happened last week in Civil Procedure. The professor asked a very complex question involving a joinder of several claims and jurisdiction over multiple parties, the type of question that would have stumped Johnnie Cochran or Robert Shapiro. At first, no hands were raised. Suddenly, though, at least half of the class raised their hands in unison. Although I was shocked, I figured that the question may have been more simple than I had thought, so I accessed the section of my notes dealing with complex joinder. As I did so, a small bubble popped up on my screen, containing some of the scariest words one can say: “Your computer is not connected to the Internet.” I looked up, saw my fellow classmate’s laptop screens, and saw the same exact message. A few students still remained quiet, furiously attempting to connect and reconnect to the Internet, Pound-ing on their laptop keyboards in frustration. One student even began running around the room with his laptop, attempting to find a WiFi signal. However, most students looked eagerly at the professor, engaging in the type of dialogue that some professors had not had in their classes since the Clinton administration.

As I sat in the class and heard the voices of some students for the very first time, I began imagining that this is what law school must have been like during the 1800’s. After joining in the fun and participating a few times, I suddenly had the urge to use the bathroom. While walking through the hallways, I felt overwhelmed—no noise was deafening! The windows shook and the ceiling tiles began falling out of place. I overheard an elderly staff member who had grown up during the Cold War remark, “I knew Obama would make our nation less safe! Finally, those atomic bomb drills are coming in handy!” as he dove under a table. The loud noise caused by teacher-student interaction made Manowar concerts seem quiet by comparison. In fact, I was forced to pop into an empty classroom to grab two of the 100,000 earplugs left over from last semester’s finals simply to preserve my hearing!

After doing my business, I headed back to class. Something was different. The hallway was as quiet and as still as a mausoleum. The noise was gone! Returning to the classroom, I looked over the shoulders of my classmates, and I saw the familiar presence of GameCasts and chat windows. The professor’s fruitless solicitations for student interaction made Manowar concerts seem quiet by comparison. In fact, I was forced to pop into an empty classroom to grab two of the 100,000 earplugs left over from last semester’s finals simply to preserve my hearing!

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By Ali Baba

Staggering from Becky’s, bloodied and bruised after a viscous attack from his peers, C-M 1L John Sububi was barely able to dial the police with his cell phone. He was the first 1L in fifteen years to arrogantly breach the law-pun tolerance threshold and face the severe repercussions.

March 26th started simply enough, with a group of friends agreeing to gather at C-M’s favorite tavern after what would be a long day in class. John and five friends had a Criminal law exam and knew they would need to relax. While John appeared calm in conversations during the morning, his friends noticed that by the afternoon, he was acting strangely.

“He started texting me legal jokes incessantly after lunch,” friend Mike Halifax recalled in a recent interview. “First, he started sending me random stuff, like ‘If they have a mens rea, why don’t they have a women’s rea?’” Mike recalls. “The jokes sucked, and I didn’t reply.”

Another friend, Susan Blecher recalled the same treatment when she ran into John in the hall: “He didn’t stop to say hello, he just passed by and said ‘I didn’t actus reus well on that exam.’” Susan recalls feeling baffled and a bit angered, “I just couldn’t understand what was wrong with him – was he trying to approach my law-pun tolerance threshold?”

But Mike figured that through the afternoon, things would get better, especially since the crew was heading out to Becky’s and could count on a relaxing Thursday evening.

“Finally, he said something about reasonableness, and I don’t even know if it was a joke but I just started wailing on him,” Mike recalled. “The entire group of us joined in, made sure he felt a good whoopin’, and we pushed him out the door.”

John suffered several cuts and bruises to his head, hind-quarters and ribs. Recently, he wrote an open letter to the University apologizing for his actions, stating in part “I just went too far that day, and have learned the error of my ways.”

The last student to breach the law-pun threshold was Mary Needlemeister, who was expelled immediately after an incident 15 years ago. “I don’t want to be like Mary,” John stated in the closing of his letter, “I just hope the Dean doesn’t use his res ispa loca totor to find that I negligently caused harm.”

Susan remembers that the group entered the bar, reeling from John’s constant effort to substitute normal words in each of his sentences with ill-matching legal references. “He would not stop; saying ‘I hope they have widgets in here,’ and things like that.” After getting a table at the bar, the group suddenly took sips of their first beers, listening while John rattled off every single latin legal reference he knew.

“The entire group of us joined in, made sure he felt a good whoopin’, and we pushed him out the door.”

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A spokesperson for United Nations Secretary-General Ban Ki-moon said the organization had no immediate plans to repeal O’Neill’s “Nicest Person to Ever Live Award,” or to send troops to enforce the human rights of refugees in Darfur.

Art...

-piece of rusted metal in the ground.” Jadey said to the C-M representatives giving her the tour. C-M Rep. Justin Case responded by telling Jadey how some of the profs at C-M wanted 1% of the budget for art, so they came up with the idea of purchasing the two rocks and metal plank. “When you’re working with 1% of Cleveland State’s budget, you can’t exactly buy an Ansel Adams reprint from Poster.com,” Case said.

Afterwards, Jadey wanted to take a break and explore the building before heading to C-M. As she walked with Case from the law school to the business building for a snack, she stopped dead in the middle of the road when she saw “The Politician” by the parking garage on E.18th Street. In her shock all she could say was, “WTF is that??” before she was hit by a Clean Air Bus.

As she was dying on E.18th, she gurgled, “Case – I want you to do something for me...tell the World Report I rank C-M #1 in Worst Law School Art. That ‘thing’ over there is by far the worst piece of art in all the country – it’s something to be proud of Case, something to be proud of...” and died right there. Since then, C-M has been the buzz of the nation and applications have skyrocketed due to the publicity. Tourists even visit the school as a landmark to make fun of ‘The Politician’, but many are disappointed at the fact that C-M actually does have some regular art around too.

Joe Cockroach hails from Pittsburgh, Pennsylvania, which makes him a member of cockroach species Parcoblatta pennsylvanica. In a random sampling conducted by The Gravel of the cockroaches in all C-M’s bathrooms, 78% were a member of the species La Cucaracha de Cincinnati, 10% were Other, and only 2% from Joe’s species.

 Dean Mearns thinks that Joe’s steel city roots bring a level of diversity to the student body that will hopefully give C-M a boost in the law school rankings. “Having a cockroach sitting next to you in Property class changes the classroom experience completely. But, then you add in the fact that the cockroach is from Pittsburgh, and suddenly you’ve added a whole new meaning to the phrase ‘student body diversity’.”

C-M students seem to agree with Mearns in this respect. 1L Cindy Lou Who has Torts with Joe and finds him engaging. “When I first saw Joe walk in the room, I thought ‘Who let that big cockroach in here?’ But, after awhile you realize he’s just like us, and wants to learn the law. I certainly don’t want to be the person to stomp on a cockroach’s dreams.”

Joe is clearly enjoying his time here at C-M, and appreciates that he can now walk side by side with law students instead of dodging their footsteps in the confines of bathroom stalls. “Now that I’m learning so much, my brain has tripled its size and I’m growing bigger and stronger everyday. Soon, I’d like to be big enough to drive a car or ride the Millennium Force, but until then I’ll just keep on learning as much as I can,” Joe said.

One thing’s for sure, this new legislation guarantees that the sky is the limit for Joe and cockroaches across the country. Joe’s “toilet-to-law-school-classroom” journey is one that will never be forgotten, and truly embodies the age-old maxim that “anyone can become a lawyer.”

Roach...

-the federal program that opened the door to law school for Joe and other American cockroaches is part of President Obama’s stimulus package. According to President’s Obama’s facebook page this newly passed legislation, the “Cockroaches to Lawyers Act”, aims to “throw money down the toilet to pull cockroaches out of the toilet and into the legal community.”

Ohio Senator Stanley Haughtaire, who voted for the legislation, discussed the policy behind the Act in an exclusive interview with The Gravel. "Cockroaches deserve an opportunity to learn the laws of this country just as much you or I,” said Ohio Senator Stanley Haughtaire. “It’s no surprise that cockroaches have been the subject of discrimination for centuries, just as lawyers have. I’m tired of seeing people comparing lawyers to cockroaches without affording cockroaches the opportunity to actually become lawyers.”

Art: The Bloody river painting (above), and C-M’s collection of miscellaneous rocks and rusting metal (below).
I am a bit apprehensive of liberals who howl that a woman has a right to choose death for their babies; they are not respectful of human existence. These misguided souls have fought with us on our returning service members and calling them “baby killers” to, essentially, advocating the killing of even younger beings, who are just as beautiful and complete. You see, I used to be a fetus. If you’re reading this, then you were too. While most of our mothers loved and nurtured us as we grew, others might not have wanted us so much. Maybe we didn’t receive as much familial love as the kid next door. But one thing is for certain; none of our parents ever allowed us to be sliced up and sucked out of their womb, piece by piece, and no society ever would.

Central to the abortion argument is the supposed viability dispute between a ball of cells and a human life. Proponents of abortion claim to be able to draw a line between a fetus and a living being, and to know exactly where life begins in the process. We mortals, balls of cells that we are, are unable to make that distinction. Attempting to differentiate between the two requires one to believe that it’s feasible to open one’s skull and suck out their brains, but taboos to kill the other. When life begins is not a religious squabble – it is undisputed scientific fact that when conception occurs, something is created that has the property of life. The debate, then, is whether this property translates into a constitutional personhood and all the rights that make it a real person – it is completely and unequivocally a human life.

Supporters of the supposed right to “choose” argue that a developing baby is as much a part of a person as any other living organism. In other words, they’re saying that it’s the right of a person to be treated as a constitutional person? Prior to oral arguments in the 1886 case Santa Clara County v. Southern Pacific Railroad, Chief Jus.

Abortion is not an act of religion or simple morality, but of civil rights. The clearest mandate for this is an interest truly interested in their rights, as well as the interests of human life, be it from the moment of conception to the moment of death, which is one reason why making the case for abortion is so compelling. It is one of the major reasons why the Roe v. Wade decision was made. Roe v. Wade with the 1857 Dred Scott decision while keeping a straight face.

Banning abortion is not an act of religion or simple morality, but of civil rights. The clearest mandate for this is an interest truly interested in their rights, as well as the interests of human life, be it from the moment of conception to the moment of death, which is one reason why making the case for abortion is so compelling. It is one of the major reasons why the Roe v. Wade decision was made. Roe v. Wade with the 1857 Dred Scott decision while keeping a straight face.

Liberal rebuttal... You precisely compare Dred Scott, a living, breathing, person who walked the earth separate from his master, to a fetus. We file certificates of birth for a reason. The debate over when ethically significant life begins has nothing to do with the point at which an organism is alive. Extending that premise would lead us to eventually outlaw all sex acts, even those of consenting adults, not religious dogma, not secular law, but the laws of human life.

You claim that “proponents of abortion” profess to know precisely when ethically significant human life begins. Here in Ohio and in the rest of the country, we have legislated against murder because society has an interest in preventing people from killing others who are unable to defend themselves, and cannot, coincidentally, donate money to political campaigns. If abortion rights should exist at all, it should be through the Constitutional amendment process. Over the years, the Supreme Court has found certain “fundamental” rights (like privacy) in our Constitution - rights that, while I wish were part of the Constitution, are inalienable. The acceptance of the scheme of unelected and unaccountable black robe-clad people interpreting the Constitution as giving of these “ghost” rights stems from our laziness as a society to properly deal with new and emerg.

If we are so willing to let them give us these supposed rights, then we must be prepared to have others taken away without the democratic process. Within the previously made-up right to privacy, we make up how made up a right to a abortion. The Roe decision is a classic example of justices acting as a super-legislature; a body that (theoretically) through debate, fact finding, and compromise, weighs the interests of all involved parties and the associated societal costs. As long as abortion is omitted in the Constitution, I find absolutely no reason to call it a constitu-

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You would absolutely doubt the Roe v. Wade decision to be treated as a constitutional person? Prior to oral arguments in the 1886 case Santa Clara County v. Southern Pacific Railroad, Chief Justice Morrison Waite stated that the justices agreed that corporations were people under the Fourteenth Amendment. Even though the Court did not legislate against murder because society has an interest in preventing people from killing others who are unable to defend themselves, and cannot, coincidentally, donate money to political campaigns. If abortion rights should exist at all, it should be through the Constitutional amendment process. Over the years, the Supreme Court has found certain “fundamental” rights (like privacy) in our Constitution - rights that, while I wish were part of the Constitution, are inalienable. The acceptance of the scheme of unelected and unaccountable black robe-clad people interpreting the Constitution as giving of these “ghost” rights stems from our laziness as a society to properly deal with new and emerg.

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Anonymous 1L breaths easy after as the first year ends

By Anonymous 1L

The following is the final article in a five-part series following the experience of an anonymous first year student.

I can’t believe fi-

nals is around the cor-

ner. Where did one year go? I know the senti-

ment is echoed by all my 1L peers, and prob-

ably happens every year for 1Ls everywhere.

For me, this year has definitely changed in the second semester: within myself, people, professors, the stakes. It’s like a game that life made me play; it’s a chal-

lenge that is at once personal, emotional, mental. Even those who say they are solidly in it, win it, do they know? After one year, I’m still not absolutely sure.

The stakes are a little higher. It’s re-

ally a do or die: it’s the last chance to make your law school statement, because you’re going to do it. The pressure, I think we all feel it. If we didn’t do well the first semester, it’s even more pressure.

The professors seem to have struck an accord with the students that didn’t exist last semester. Now that they know names, faces and grades a little better, I think it’s evident who visits them most, and who doesn’t. On the one hand, it’s nice because it’s a bit friendlier, less starch and more jokes can be cracked. On the other hand, it’s a little threatening to know if you’re not “in” with the prof.

Supposedly, people change after the first semester, and I think at the end of the semester you’ll know who your true friends are. Though I still wish I knew more people than those in my own section, I think my friends are the best—supportive in a very hands-off sort of way. I see people do it differently: hang out in big groups, hang out small groups, pair off. Sometimes you can pass time in between classes just see-

ing how different dynamic have changed.

People who used to be wrapped up in relationships suddenly are around more often. Those who used to spend days at the library aren’t there as often. A few friends told me their section or their friends have

definitely been divided by grades. Sudden-

ly, everyone’s a little more interested in who doesn’t have jobs, who has jobs and how they got them. Where do you volun-

tee? Oh, that’s cool, how could I do that?

I’m not sure there’s more to say about anything. I’ve talked about a lot of things this year—school, friends, love, jobs.

What’s left of the first year experience? Especially now, I barely have time to think about anything except for law school: the final motion, finals, legal sum-

mer, I think my friends and I will be hiding from the world again soon to take care of business.

It’s probably better for my thighs to lay off the free pizza, cookies, donuts, candy and drinks for a month anyway.

Physically challenging, maybe, but the first year of law school has definitely challenged my interests and, moreover, my commitment. I know I’ve wavered in both regards again soon to take care of business. It’s probably better for my thighs to lay off the free pizza, cookies, donuts, candy and drinks for a month anyway.

Physically challenging, maybe, but the first year of law school has definitely challenged my interests and, moreover, my commitment. I know I’ve wavered in both regards. Even though it’s clear we’ve all made the commitment to an interest we all supposedly have, I think it’s still fair to wonder if this is what you want to do, and if this is really what you signed up for, especially after a long night of Civil Procedure (especially if that night was Friday). Moreover, like me, you may still be trying to figure out what “this” is.

I think it’s still a tough question, one that comes up in every interview: is this is what everyone’s doing. Why did you go to law school? Why law? Why do you want to be a lawyer? To change the world, to make money, to help people, to do something until you grow up, to learn, to simply be a lawyer, you started this path and now you feel obligated, or a combination of a few. I know those who migrated out of pastures you’re supposed to say is that you love the way the law works, that you love to read and write—

to talk about the skills you know how to use.

Our interests may change for the rest of our lives. The first year of law school gives us the tools to truly discover and excel with those skills. Sure, it’s difficult to improve on something as a part of my life now, and it’ll be past soon. I know I can take away perspective, better dis-

A Look forward to Cleveland sports in the spring of 2009

By Joe Fell

A quick survey of the laptop screens around Cleveland-Marshall makes it very clear that a large portion of the student body is just as informed about sports as they are about law. For some people, though, an unexpectedly difficult course or new job may have pushed sports to the periphery, at least for a little while. I think we’re ultimately a do or die: it’s the last chance to make your law school statement, because you’re going to do it. The pressure, I think we all feel it. If we didn’t do well the first semester, it’s even more pressure.

The professors seem to have struck an accord with the students that didn’t exist last semester. Now that they know names, faces and grades a little better, I think it’s evident who visits them most, and who doesn’t. On the one hand, it’s nice because it’s a bit friendlier, less starch and more jokes can be cracked. On the other hand, it’s a little threatening to know if you’re not “in” with the prof.

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Which C-M journal is right for you?

By Maryann C. Fremion

STAFF WRITER

Each fall, students return to campus and become more involved in campus organizations. One of the major areas in which a law student can participate is writing for a journal. Cleveland-Marshall has three journals: Cleveland State Law Review (Law Review); The Journal of Law and Health (Journal); and The Global Business Law Review (GBLR). The GBLR is in its first year as a journal on campus.

In addition to creating annual publications, the journals are also involved in other activities including fundraisers, socials, meetings, holding roundtable discussions, and bringing speakers to campus. In addition, the GBLR will be hosting a student-run symposium in the October. Each board has administrative as well as writing positions for students. Persons other than Cleveland-Marshall students, including professors, practitioners and other scholars, also contribute to the journals. Each journal has different requirements and positions available to interested students. The Journal, GBLR and Law Review conduct a Summer Writing Competition. Law Review requires that its new Associates have at least 3 semesters remaining at Cleveland-Marshall, a 2.5 grade-point average, and be in the top 10% of their class or receive an invitation from participating. The Journal of Law and Health requires that its new Associates have at least 3 semesters remaining, a 2.5 grade-point average, and be in the top 20% of their class. The Global Business Law Review requires that its new Associates be in the top 5% of their class and be in the top 20% of their class or receive an invitation from participating in the Summer Writing Competition.

So which journal is right for you? Law Review provides the widest range of topics, while the Journal and GBLR have set, but broad areas of interest. The Journal of Law and Health provides legal perspective on issues of medicine and health sciences. The GBLR is an enterprise journal focused on business issues of international import or scope. While GBLR and Journal may have pre-designated areas of interests, the pieces that are included in the publications take on a very broad perspective of those fields. For example, Journal submissions in the past have included pieces on the lack of FDA regulation of genetically modified food, requiring umbilical cord blood banking for stem cell research, protecting prison inmates' right to the privacy of their health information, and international IP agreements to protect indigenous medicine. A student need not be specifically interested in health law, business or international law to write for these publications. In fact, it is quite difficult not to write on a topic of law that does not have some intersection with the broad areas explored in these journals. Regardless of which journal interests you, going after an Associate position is a great opportunity for any law student. Not only do you learn research, writing, and editing skills, but you also give yourself a chance to improve and build your resume. Many journal participants find themselves discussing a common journal experience with recent alumni and prospective employers. Being part of any student organization also gives you the opportunity to meet more people and be exposed to greater networking opportunities.

Consider getting involved in a journal next year and keep a watch for upcoming emails about the Summer Writing Competition.

The Fair Housing Clinic: Providing a Real and Much Needed Service to the Cleveland Area

By Jeremy Samuels

STAFF WRITER

Being able to say you own your own home has often been a dream come true for many Americans. However, in today's society, that dream can be a nightmare for many people. Many people are rapidly losing their homes to foreclosure, they are discriminated against, or they suffer abuse.

Cleveland-Marshall's Fair housing clinic offers a chance for students to attempt to make a difference and help individuals keep their home and their dignity. It also serves as a valuable provider of litigation experience. If a student decides to join he or she is virtually guaranteed to leave with a wealth of experience.

The clinic is run, out of Housing Advocates, a public interest law firm run by Edward Kramer, a Cleveland-Marshall Adjunct. The firm mainly deals with four different types of litigation, Discrimination cases, Wrongful Evictions, Tort Cases arising via negligence, and foreclosure defense. Each area of law can have many different subcategories. There is both a classroom and a clinical element. Each student is required to put in 4x the amount of hours towards the clinic, in relation to the number of credit hours he has taken the class for. 2 hours of the time is devoted to a weekly class. Assignments for it usually consist of ethics and case law problems. In addition, the class also consists of one negotiation session, and one moot court competition between students. Most time however is devoted to clinic assignments. Usually most students are given a list of certain cases that the firm is currently handling and are given certain tasks to go along with each case. Not all assignments are strictly researching cases and writing motions, though that is a part. Instead the majority of tasks involve investigation, correspondence with opposing lawyers, and anything you really can't learn in a classroom. A typical student assignment might be to call up the building department of a certain city, to inquire about the official date of occupancy or when the building permit was issued. After acquiring the information, a student would be required to write a formal letter to another attorney explaining the information found.

When the clinic prepares for trial however is when the fun really begins. Almost all the students are given some assignments relating to preparation. A student is assigned based on his or her strengths. For example, a person who knows trial advocacy can be given a job drafting direct and cross examination questions. Expert writers are given motions, and students with good people skills are put in charge of witness preparation. It is at that moment you are really part of the firm.

The clinic also provides massive experience in client evaluation. Immediate assignments involve intake calls, taking a prospective client's calls, documenting their problem and then talking it over with one of the staff attorneys. Usually you are able to identify truly valid claims within a few weeks.

Do not make the mistake in thinking that anyone who calls, is automatically is represented by the clinic. Housing Advocates is a genuine law firm. Cases are taken if they either have value, the clients are victims of gross injustice, or the possibility exists to change the law, via litigation. One of the first things you learn to do is write a rejection letter. In addition, students will work with difficult clients, ones that are in it for the money and not justice. However, though some parts of the clinic can be difficult, you are performing a valued and needed service. You will be able to take pride in your work at the end of the day and end up very experienced in how litigation works.
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2) **Get your materials early**
   However, if you want to start studying earlier, we are the only course that gives you the option to get your materials now. We will even work with you early to put together a personalized study plan to get a head-start on bar review.

3) **LIVE Lectures**
   Our Summer 2009 classes feature live lectures from our Ohio-Based staff. Our class sizes are small and you are given the opportunity to ask questions during the lectures.

4) **No weekend classes**
   Our class runs Monday through Friday only. We believe that students need the weekends to get caught up on course work and to do practice testing. Who knows, you might occasionally get to see your family and friends too.

5) **Convenient Location and Parking**
   Summer 2009 classes are held in the Cleveland-Marshall Law School Building. We have arranged for you to park in the covered garages on E. 17th Street and E. 19th Street. Therefore when our lecture concludes, you can go study in the law library or attend Dean Williams’ bar review sessions in the afternoons without having to move your car or pay for additional parking.

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