"Suppose a clinic were attached to a university law school...

It would be possible then to take a number of students and to have them assist in the preparation of cases... This clinic would be run by the university so that its work would be brought into direct contact with the faculty, and so that the projects would be research as well as service projects. The clinic would be headed by outstanding trial lawyers who have joined the... university for this purpose... This kind of clinic could operate in three areas: first, legal aid cases...; second, the representation of defendants in criminal cases...; and, third, civil liberties cases. The clinic of course would not supplant the agencies now in the field. It would be a much needed supplement to them and to the work of various committees of the Bar Association... If the work of the clinic were of high quality, there seems little doubt that it would fill a public need while at the same time it would provide an opportunity for research and training."

—Dean Edward H. Levi in an address before the Legal Club of Chicago, 1951
It was a dramatic moment; the type that makes an indelible impression on all who witness it. On May 9, 1996, while addressing graduates and friends at the Law School's Annual Dinner, Dean Douglas G. Baird paused in mid-speech and beckoned Arthur Kane '39 to join him as he strode to a large veiled structure gracing the edge of the stage. Once there, the two men grasped opposite ends of the maroon velvet coverlet and, with a slight tug, permitted the veil to fall gently to the ground. A loud and appreciative applause from the graduates followed as an immense architectural rendering was revealed, depicting the bold addition to the Laird Bell Quadrangle that will serve as the center for clinical legal education for the Law School.

The Arthur Kane Center for Clinical Legal Education, a 10,000-square-foot structure, will house expanded offices, conference and meeting spaces, and a library for the Edwin E. Mandel Legal Aid Clinic. Kane, a Chicago attorney and president of the firm Kane Doy & Harrington, Ltd., made groundbreaking in spring 1997 possible with a $3 million gift that will underwrite a major portion of construction.

"Arthur Kane's exceptional generosity and vision have made possible one of the most ambitious building projects in the 90-year history of the Law School," Dean Baird told graduates and friends. "It honors the long-standing commitment of [President Emeritus] Edward Levi and others to make clinical education an integral part of our mission. The Kane Center will ensure the Law School's prominence as we head into our second century."

Later that evening, Kane, whose legal career has focused on worker's-compensation law, spoke of his wish to encourage the work of the Mandel Legal Aid Clinic and its commitment to community service and real-world training for lawyers. The Clinic, he stressed, ensures students the training in practical skills that are essential components of the educational process.

"Clinical education exposes students to the realities of law practice, helps those in the surrounding community, and ensures that students enter practice with a sense of how lawyers contribute to the public good," he said.

Kane noted that the Law School's clinical programs have pioneered legal services to the disadvantaged in areas including juvenile justice, clemency, death-penalty defense and services for the mentally ill and homeless, he further emphasized that "the most important thing of all is that lawyers embrace the idea of helping the community and providing support and answers for people in need."

It is that commitment to service and aid that has fueled the spirit of the Clinic since its founding in 1957, and continues to motivate its faculty, staff, and students today.
Randall Schmidt '79 was on a frozen lake in Wisconsin in 1977 waiting for fish to bite. It was winter break after a particularly difficult quarter as a student at the University of Chicago Law School, tax with Walter Blum and evidence with Bernard Meltzer.

Like many law students at a low point in their three-year stint, Schmidt wondered why he should return for the winter quarter.

"In the end, one of the big reasons why I came back was my work in the Clinic," says Schmidt. "It was one of the most rewarding aspects of law school."

The attraction was so great that less than two years after graduation, Schmidt again returned to the Clinic. Now clinical professor at the Law School and a specialist in employment discrimination law, Schmidt is one of six attorneys, along with one social worker and one paralegal, who work in the Mandel Legal Aid Clinic. Every year, nearly eighty upper-level students join this team, making it the largest and most popular clinical program at the Law School. Indeed, each year interest is so great among students that the choice of Clinic participants must be determined by lottery.

Gary Palm understands the feeling well. A 1967 Law School graduate and Clinic participant, Palm became director of the Clinic in 1970 and served as director until turning over the reins to Randolph Stone in 1991. Today, Palm leads the anti-poverty and child-support projects at the Clinic. He can attest to the attraction Clinic work has for second- and third-year law students.

"We get students really hooked," Palm says. "The experience really motivates them. Since they're being taken seriously as lawyers for the first time, they treat the process with a seriousness and intensity that they hadn't brought to simulated problems earlier."

Another factor is that teachers like Palm, Schmidt, Mark Heyman '77, Herschella Conyers '83, and John Knight '88 have made the Clinic one of the most prestigious and effective law-school-based clinics in the nation. They and others, while responding to changing patterns in the legal world, made sure the Clinic never lost sight of its three main objectives:

• To teach law students the legal system in action while critically examining and applying legal theory;
• To provide low-income people in the community with quality legal services they otherwise would be unable to obtain; and
• To encourage Clinic students to honor their professional responsibility to provide legal services to the poor and disadvantaged.

"We're a lot like a teaching hospital that has a specialty in a certain area," Palm says. "We try to do the work that other groups are not doing, so we just aren't being redundant in these services. In that way we fill a need. We hope that with a level of understanding of the social issues and circumstances that confront the poor, as well as careful and insightful knowledge of the law and policy, our students will be able to make an impact."

Provost of the University and former Dean of the Law School Geoffrey Stone says. "Over the years, the Mandel Legal Aid Clinic has been a national leader in the field of clinical legal education," says Stone. "It provides effective (and otherwise unavailable) legal representation to tens of thousands of indigent individuals, it has offered excellent clinical training to more than a thousand students at the Law School, and it provides those students with the opportunity to experience first-hand the rewards and challenges of service to the less fortunate members of our society."

**An era of steady growth**

It was a different world forty years ago. Back then, Hyde Park was a community in serious trouble. The area was fighting a battle against urban ills, including a decaying infrastructure, intense poverty, and staggering crime rates.

The University of Chicago, however, remained an oasis of intellectual opportunity. The campus and buildings were—as they are today—beautiful and serene. But while the scholars studied law, the crumbling buildings south of the Midway were never out of sight. Many students and faculty—particularly Edward Levi, then dean of the Law School—wanted to bridge the gap by providing service to the community while teaching students invaluable legal skills.

"In the 1950s, the students often volunteered to work in a law office of the Legal Aid Bureau over by the 'el' on 63rd Street," Gary Palm says. "This was before the school was involved, even before there was any determination that there was a right to counsel for poor people in major felony cases. Gideon hadn't even been decided by the Supreme Court yet, and there were no federal legal services programs. Those students were pioneers."

"At that same time, Edward Levi had a very far-reaching idea that there should be a fourth year of law school that would be a full-credit laboratory to learn litigation, much like England's barrister system. It would be a combination of education and experience as currently practiced in medical schools. So Mr. Levi gave four famous talks at the Chicago Bar Association that were later published. One of them dealt with the need to improve the training of litigators and the establishment of a clinic."

The four-year plan never came to fruition, but the idea of a clinic did take hold. Indeed, it was a dream long held by Richard Orlitkoff '49. As a student, Orlitkoff was one of the many young legal aid volunteers. He often envisioned the establishment of just such a clinic during his days at the Law School. Only after his graduation did the opportunity present itself to him to see his vision come true. When Orlitkoff was named chairman of the Chicago Bar Association's Committee on Legal Aid he, often dealt with the Legal Aid Bureau of United Charities. In this position, he was able to convince representatives of the Legal Aid Bureau and the Law School to sit down together and negotiate a partnership.

"It was a favorite mission of mine," Orlitkoff says from his office at the Chicago firm Flamm, Teibloom & Laytin. "I remember there were so many meetings between the two groups to work out the details. It took a little doing but finally they came to some agreement."

By the autumn of 1957, the pieces were in place, and the doors of the Mandel Legal Aid Clinic opened. Named for Edwin F. Mandel, a local philanthropist whose $75,000 donation made it all possible, the fledgling clinic began work at temporary offices in the Legal Aid Bureau's Woodlawn

---

*Now named Metropolitan Family Services.*
center at 63rd and Kimbark. A portion of Mandel’s donation was earmarked for more permanent room in the recently announced new University of Chicago Law School building on 60th Street.

Henry J. Kaganiec, an attorney at the Legal Aid Bureau’s Woodlawn branch, was named the first official director, a position he held for the next ten years. A. Conrad Olson Jr. ’58, a third-year student from Ohio, served as chairman of the student committee that facilitated the legal aid work of a reported forty-seven students that year. The faculty committee consisted of professors Nicholas Katzenbach, Wilber Katz, and Francis Allen; Alex Elson ’28 served as the committee’s special advisor on operations and development.

Those early years have been described by more than one participant as “slightly chaotic” with only one lawyer to work with the nearly fifty students packed into the Woodlawn offices. When the new Law School building was completed, the operation moved into the space that currently serves as the Clinic’s reception/secretarial area and front offices. Even from this location, the Clinic remained a neighborhood branch of the Legal Aid Bureau, with the Law School providing the facility.

Kaganiec left in 1968, and Phillip H. Ginsberg was named an assistant professor of law at the Law School and director of the Clinic. Then in 1970, when Ginsberg left, the Law School turned to Gary Palm.

“I was only supposed to be here for two years,” Palm says. “But they kept inviting me back.”

Those two years grew to twenty-one. Under Palm’s leadership, the Mandel Legal Aid Clinic transformed from an extra-curricular activity to a course for credit.

When I first started, we were a neighborhood law office,” Palm recalls. “We were involved in quite a wide variety of cases and we realized rather quickly that the law was becoming more complex in areas that affected poor people. In turn, our students were getting spread too thin. They were not making the kind of tough rigorous analysis that we wanted to teach them. So, we instituted a two-year program allowing them to focus in on one area of the law. The result was that when the Clinic began to specialize we were no longer a neighborhood office, but then we began to get referrals from attorneys around the city.”

“Gary Palm deserves a great deal of the

from the trenches

Recent participants in work at the Mandel Clinic share their thoughts on the Clinic and their clients.

kathleen salvaty ’96

When I first walked into the Mandel Legal Aid Clinic to begin my new job this summer after my first year of law school, I didn’t know what to expect. This job would mark the beginning of my legal career and I wanted things to go well. I had heard that students working in the Clinic get a substantial amount of responsibility quickly, and I wasn’t sure that I had really learned anything in my first year of law school that could help me in this job. When I arrived at work, I was told that my supervisor would be Randy Schmidt. When Randy arrived at the office that day, I put on my bravest smile and walked into his office to introduce myself.

“Hi. I’m Kathleen Salvaty,” I said brightly.

“I know who you are,” Randy answered. Then, without pause, he informed me that I would draft a reply brief that we would file in federal district court in three days. He handed me a stack of printed cases that he said I would need. Randy summed up the facts of the case, outlined the arguments I should set forth in the brief, and pointed me to a computer where I could work my magic. I sat down at the terminal and stared at the blank screen. I knew I couldn’t begin my work without determining one thing: what is a reply brief and how do I go about drafting it?

Actually, I could not have inherited a more interesting case. In 1988, the Chicago Housing Authority (CHA) had served our client, a tenant at the Harold Ike’s Homes, with an eviction notice. The eviction notice alleged that our client had threatened the safety of other tenants because she had aided and conducted a subversive meeting against the CHA. She had allegedly done so by meeting with persons who had organized protests (one of which had turned violent) against the CHA’s recent implementation of random sweeps for drugs and guns. Although the CHA did not pursue its eviction action against our client, it never formally revoked the notice, thus our client’s First Amendment right to freely associate was chilled.

The CHA claimed that it had served our client with the eviction notice because she had violated the policy for signing in visitors to the apartment building. It put forth this claim, despite the fact that there had been no clearly published guidelines regarding signing in guests, and the CHA had never before served an eviction notice on someone who had violated its rules about signing in guests. Moreover the CHA claimed that the eviction notice was not served pursuant to a policy or practice, and that, therefore, the CHA could not be held liable as a municipal corporation.

I successfully wrote and filed the reply brief that first week of work. Over the course of my second year in law school, I spent much of my time in the Clinic working on this

continued
credit," says Alex Elson, the Clinic's first special advisor and now senior counsel at Rosenthal & Schanfield. Elson conducted the earliest study of the Clinic at the time of its inception. Although his final report was delivered to the faculty in the late 1950s, it wasn't until Palm began his work as director that Elson saw some of his recommendations implemented. "The Law School was incredibly lucky to hire Gary. He did a great job building the Clinic to what it is today. He is a marvelous man.

When Palm resigned in 1991 to concentrate more on teaching, Randolph Stone took the reigns and he has lead the Clinic since. In its forty years, the Clinic along with other Law School programs have been responsible for criminal and civil legal work that has helped improve the lives of people in the surrounding community—people who would otherwise not be able to afford legal assistance. They have not solved the problems of urban poverty and crime, but they have been part of the progress in these areas.

"The Clinic has balanced its emphasis between single client and impact or public-interest litigation," says Geoffrey Stone. "The Clinic has won several decisions in the U.S. Supreme Court, the U.S. Court of Appeals for the Seventh Circuit, and the Illinois Supreme Court. Its emphasis on improving the law through legal advocacy is especially appropriate for a law school at one of the nation's leading research universities."

**A commitment to service**

This past year, the University of Chicago Law School was named Public Interest Law School of the Year by the Law School Division American Bar Association because of the 94,000 hours of community service the students and faculty logged in during the 1994-95 academic year. Many of those hours were spent on Clinic work.

Students at the Clinic work an average of twelve hours a week. Cases that the faculty and staff accept are typically those other lawyers are unable to or might not want to take. The Clinic accepts them, says Randolph Stone, in part because of a strong belief that all people deserve quality representation and because some of the stickiest cases teach students the most.

Like Margaret Ortiz's case, for example.

The summer of 1995 was fatally hot in Chicago. At least 500 Chicagoans died from the heat and humidity during what proved to be one of the most brutal heat waves on record, which experts likened to a natural disaster. On a sweltering August day, Margaret Ortiz went about her daily routine. As a day-caretaker for several children in her neighborhood, she ferried kids about in her Ford Bronco.

That day, Ortiz felt the tragedy of the heat strike at home. Two children who were inadvertently left in her locked car died from the heat. Ortiz was horrified. The community was horrified—and wanted action. Police interrogated a cooperative Ortiz for fourteen hours, and released her without charge. Six months later, she was indicted and charged with involuntary manslaughter.

When Stone looks at Margaret Ortiz, he sees a case of injustice, not homicide. And while this is not a case many attorneys would leap at defending, it is just the kind of case that made Stone take notice.

"I thought the Ortiz case was good for students to be involved in because they'd have a chance to see how the justice system works in a complicated case," says Stone. "We aren't looking for controversial cases, but sometimes the most interesting cases for students are controversial."

For Stone, the case held two critical elements for Clinic participation: a complicated legal case and a big question of what justice means in action. Currently, the case is under the guidance of Stone and Heschella Conyers, clinical lecturer at the Law School. Students Katherine Clark '97 and Hisham Amin '97 are involved in the case.

"One of the first things that we look at is whether we can make a difference," Stone says. "If we take a case, can we make a difference in terms of the quality of representation or social services that may impact the way that person's life changes after the case is over? Can we provide some kind of service that's going to make a difference in that person's life?"

The case was newsworthy, but other clinical programs—not always so conspicuous—have similarly provided valuable services. Clinic representatives won better treatment for Cook County Jail inmates who were being transported in overcrowded, poorly supervised buses. They also worked to stop strip searches of female visitors to Stateville Prison. They persuaded legislators to allow women on welfare to keep at least a portion of the child-support payments that the state collects from fathers. They won better conditions for the
mentally ill in state institutions and fought to ensure their access to benefits. They have, with the aid of social work students, provided legal and social services to the chronically mentally ill. They fought to defend people who could not get an attorney for criminal appeals. They fought for tenants' rights. They fought for decent living conditions in public housing. They represented people who were discriminated against in their employment when they could not afford high retainer fees by independent attorneys. They have not won every battle, but the fight goes on each year.

Students, supervised by staff attorneys, oversee cases from start to finish. They get intensive training on criminal and civil procedures that go beyond the classroom, and they learn—by doing—what they need to do to provide comprehensive representation for real clients, which is something most attorneys learn on the job after law school.

They also learn about the difficulties of daily life for people living in poverty. Many of the students have to learn how to get in touch with clients who don't have phones, who may not have a permanent home, or who may move often.

**a special place for students**

Like Schmidt, many students at the Law School feel strongly about both connecting their classroom education with real experience and helping people in the community.

Mark Ter Molen '87, for one, worked at the Mandel Clinic and gained a perspective that has shaped his career. Today, Ter Molen is an associate with Mayer, Brown & Platt in Chicago. He recently represented one of four men who were released this year after spending up to eighteen years in prison for a double murder they did not commit. He worked with his client, Verneal Jimerson—who was living on death row—to exonerate him in the 1974 murders of Lawrence Lionberg and Carol Schmal in Ford Heights, Illinois.

Ter Molen became involved in Jimerson's case at the request of Albert Alschuler, Wilson-Dickinson Professor of Law and an expert in criminal law. Alschuler said he called Ter Molen because he had been a strong student who was interested in such criminal justice issues. In fact, Ter Molen had worked on an independent study project while studying with Alschuler. Ter Molen exhibits the enthusiasm that clinical education nurtures in its students, Alschuler says.

“There is a lot of value in clinical work for students,” Alschuler says. “Clinical work bridges the gap between practice and what happens in the classroom. I have kids in my class who will talk about the cases they have in the Clinic. They bring more to the classroom and they can see that what they're learning in class does have relevance to practice. Participating in clinic programs allows you both to be engaged in the practice of law and to have time to reflect on it and see how it connects to what you're learning in class.”

Ter Molen said he was surprised by Alschuler's call. "He called out of the blue. He said: 'I want you to save a life.'”

For the next five years, Ter Molen dedicated his efforts to a man who faced death for a murder he did not commit. It was a persistence that eventually paid off. On June 24, 1996, Ter Molen saw all charges against his client formally dismissed. It was a victory that had called for all the skills he acquired while working at the Mandel Clinic, primarily in efforts to permit low-income people acquire increased access to public utilities.

“Working in the Clinic, we got to know the people and really understand how they thought and what their lives were like,” Ter Molen says. “That's important for everyone to know—not just lawyers. Most people hear about low-income people through stereotypes. Real life is just so different and it's important to know what reality is.”

Ter Molen says he chose the University of Chicago Law School because, in part, it had a strong clinical program and was in a city where there was a variety of issues coming up for clients.

“The Clinic is pretty much what got me through law school,” he says. “I knew I'd be bored to death just studying for three years. I wanted to work and put it all together with the book learning and the practice. That's exactly the way it turned out. It was a lot of fun.”

And a lot of experience. Before leaving law school, he learned how to prepare briefs, interview clients and argue in front of hearing officers. All these skills have been crucial in his professional career as a litigator. case. I had the opportunity to draft various legal documents such as our response to a summary judgment motion and a pre-trial brief. Moreover, I had the opportunity to wrestle with several challenging legal and factual issues, such as questions of qualified immunity and municipal liability.

After more than five years of litigation, we finally had a trial date of September 1995. Randy had told me that I would try the case. Although the prospect of trying a case in federal court was daunting, I felt ready to accept the challenge. After so much work on this case, it seemed only right that I would watch the case come to fruition in my final year of law school.

In the spring of 1995, the federal government took over the CHA, and within days, we received a reasonable settlement offer that our client accepted. I had lost my opportunity to try the case. It had been hotly contested for more than six years, and it ended within a matter of days. Yet, despite its anti-climactic ending, my experience with this case had taught me more than any law school course. Most importantly, I think, the experience taught me the fundamental lesson that working in the law requires one to expect the unexpected.

**genita robinson ’96**

I often question my effectiveness as a student-attorney and the effectiveness of the Clinic as a whole. Are the other students and I actually capable of providing competent legal assistance? Prior to my first year of law school, I do not remember ever stepping foot into a courtroom. Clients, however, trust me and other students with similar backgrounds to handle their most difficult legal problems.

A Clinic attorney once explained to me that she had faith in the clinical system because students make up in energy and enthusiasm what they lack in experience. Although I often have my doubts, a former case makes me inclined to agree.

In re ES. was my first case assignment. ES. was a fourteen-year-old girl charged with the murder of a twenty-three-month-old baby whom she had been babysitting. If she had been found guilty, ES. could have been incarcerated until she reached the age of twenty-one. While I do not question the capabilities of public defenders in the abstract, I cannot imagine what would have happened to ES. if her attorney represented one hundred additional clients. In the end, student energy and enthusiasm acquitted ES.

ES. was held in custody for the one year between the actual incident and trial. During that one year, the presiding judge set the case for trial three times. Law students not only insured that various witnesses continued to show up for the new trials, but we also continued to actively investigate the case prior to our own trial. I am unsure if a public defender would have had the time or desire to continue investigating a case which she had already prepared for trial. Through continued investigation, we were able to locate ES.'s brother. This brother corroborated ES.'s testimony that another

**continued**
a chance to grow

Since the early days, the Mandel Clinic has grown more adept and more stable. For example, until the past few years, staff attorney positions changed frequently and many attorneys sometimes felt detached from the Law School faculty. Recently, the Law School created 'clinical faculty' positions that have caused people like Palm and Schmidt to stay with the program and the students. These clinical faculty members specialize; for example, Palm focuses on anti-poverty projects, Schmidt on employment discrimination, Mark Heyrman on the Mental Health Project, and Stone on criminal defense work.

The number of students participating in the clinic work has gradually increased over the years, while specially funded projects have come and gone. Those involved with the Clinic hope that the expansion of the building will allow more students to participate. This is particularly important now because the Clinic has seen grants from the federal government and other sectors discontinued in the past year—and the Law School is having trouble finding new sources of funding to keep the program at its current size. Randolph Stone says over the past two years, the Clinic was unable to replace two attorneys who left. As a result, twenty fewer students will be able to participate this year. That's a severe loss for both for the student and the community.

Ter Molen hopes more funds will soon become available. "It's something that I hope all law students have a chance to do," he says. "I hope both the Clinic alumni and other graduates come through with support so that all students who want to participate can. It's such a crucial part of the law school experience that it seems wrong to limit the number of people. It's like telling students that they can't take classes like contracts or civil procedure because they're full."

While Randolph Stone hopes the new building will reinforce the whole point of clinical legal education, he is worried about declining funding for clinic programs as special grants for certain projects dry up.

"It's hard to find funding for programs like criminal justice representation because people accused of crimes, struggling with mental illness, or simply poor, are not popular," Stone says.

The goal of the Clinic is to merge people's sense of what's right with the experience of law school. This will help make better lawyers, he says, no matter what area of the law they end up practicing.

"An important aspect of the clinical experience is to foster a continuing exploration of the connection between one's sense of values and the practice of law," Stone says. Katherine Behan is the Law School News and Information Writer at the University of Chicago's News Office.

brother had regularly beaten the baby and was responsible for the baby's death. Without the brother's testimony, I do believe the judge would have found E.S. guilty.

The success in In re E.S. was not only dependent upon the energy and enthusiasm of law students. While E.S. was in custody, her mother was killed. Through weekly visits, one of the social work students working in the Clinic helped E.S. to deal with her grief without acting out in a self-destructive manner.

All the students working in the Clinic were responsible for helping E.S. regain her freedom.

adam bonin '97

My clients sent me Christmas cards. That's when I was sure I was doing something right.

I work in the Anti-Poverty Project at the Clinic under Gary Palm. I started during the summer between my first and second years and have continued to this date. We represent women on welfare, or who have recently left the system, and attempt to secure the child support money owed to them so that they can stay off welfare.

Our opponents are not the deadbeat fathers of their children, but rather the various government agencies charged with protecting their legal rights. In the state of Illinois, the Department of Public Aid and the State's Attorney's Office are responsible for tracking down fathers, establishing paternity and favorable support orders, and then ensuring that the support orders are enforced.

Sadly, Illinois ranks forty-ninth of the fifty states in terms of the effectiveness of its child support services. Because of poorly prepared state's attorneys, sloppy record keeping, and bureaucratic incompetence, too many women fall through the cracks and fail to receive the money owed them. We represent these women against the state agencies in order to force them to do their job right, both for our clients and the women and children of Illinois at large. A large part of this involves forcing state compliance with federal regulations with regards to the deadlines by which the state must perform certain tasks in its efforts to obtain child support.

This leads Anti-Poverty students into a variety of forums. I have represented my clients at administrative conferences and argued in front of Public Aid and State's Attorney's Office officials. I go to court with my clients and attempt to work with the attorneys present in order to I have accompanied my clients to welfare offices for intake and procedural interviews.

Each student in the Project participates in direct client representation and works on systemic reform projects. Currently, I am involved with an effort to reform the State's Attorney's Office Division of Child Support Enforcement. We work with the Chicago Council of Lawyers and other reform-minded groups in this attempt to help these single-parent families to support themselves. It has been a long and frustrating process.

Still, I never doubt that I'm doing the right thing, and that my time is well-spent. And I always have my clients' Christmas cards to remind me.