

Law Partners

BY LOANN FIELDSTED

Law school is a demanding and often stressful time for most law students—especially for those who are married. But what if both partners in the marriage are law students? Does this create even more challenges for those who attempt it? Or does it make the law school experience easier?

Many married couples have graduated from the J. Reuben Clark Law School, and others are currently enrolled. Though they must make sacrifices, they experience many positive rewards in their marriages and in their educations as they work together as “law partners” even before graduation day.

Dreams and Sacrifices

A love of learning, an interest in the field of law, and a desire to have a career that allows flexibility and financial security are some of the reasons students pursue a law degree. Often though, a student who is a spouse (usually a wife) will quit school and find a job, to provide income for the family while the future breadwinner finishes school. But couples who choose to go to law school together accept different sacrifices, including the inevitable debt load they will incur in order for both of them to achieve their educational goals. In these marriages neither partner is pressured to give up his or her dreams.

Seth and Kara Beal, who graduated this past spring from the Law School, met on a blind date at BYU and found they

have a common link: both of their fathers are attorneys. Both Seth and Kara wanted to follow this same career path. Barely past their first wedding anniversary, they began their first year as law students. Seth believes that other than the student loan debt they incurred, they made few sacrifices. “We were both doing what we wanted to do, so neither of us had to sacrifice for the other.” Kara says that at BYU, women feel a lot of pressure to work while their husbands finish school. She’s glad, though, that Seth encouraged her to pursue her own dream. She knows that without Seth’s support, it would have been difficult to go to law school, but because of it, she never felt that she needed to forgo her educational goals.

Matt and Rachelle Fleming, second-year law students, feel the same way. They began dating during their senior year in high school, and while Matt served a mission in Japan, Rachelle thought about a career in law. A month after he returned, she left on a mission to San Jose, California. While she was gone, Matt made his decision to study law. When she returned, they married, finished their undergraduate work, and began law school. Obligated to student loans, they are grateful for partial scholarships. Matt feels that two law degrees in the family is “an insurance policy on the future” against death or disability.

Other second-year law students John and Hannah Smith met during their freshman



year at Princeton University but didn’t marry until after they had both graduated from college and served missions. Hannah knew she wanted to go to law school after serving as a lawyer in a mock trial in sixth grade. Her dream to be an attorney led her to successfully compete on her high school debate team. John’s decision to study law was actually influenced by his wife’s prior decision. He says that Hannah “radiated enthusiasm for law as a profession in which one could use certain skills—critical thinking, policy background, and persuasive expression—to promote fairness, opportunity, and enlightened rule-making.” Admitting that law school is a financial sacrifice for them, John says, “We budget carefully and take good care of what we have so it lasts at least until we begin our first jobs.”

Scott and Velvet Poston decided to go to law school before they met. (They started dating while they were both members of Living Legends.) Born in Guatemala and raised in Provo, Velvet saw the struggles of minorities and wanted to help them. Scott’s interest in law is based on a desire to provide a good future for his family. They studied for the

Second-year law students Matt and Rachelle Fleming enjoy studying together.

LSAT together, and during that time they decided to get married. Velvet laughs that they weren’t very effective in studying but were very effective in developing their relationship. They married the summer before they began law school. Unfortunately, complications of pregnancy and an emergency appendectomy made it necessary for Velvet to defer her first year of law school. This setback alone would be enough to deter many couples from continuing with school, but after giving birth to their daughter, Madelyn, Velvet went back this past January to retake the classes she had withdrawn from during her pregnancy. She has started her second year of school, just one year behind Scott.

Samuel and Brooke Harkness also made the decision independent of each other to attend law school. Because her father is U.S. attorney for Utah, Brooke grew up watching his trials and knew at an early age she wanted to do the same thing. When she met Sam at BYU, she had already been accepted to the J. Reuben

Clark Law School. Sam also had always planned to pursue a law degree, but he wanted to go to school outside Utah. When he and Brooke decided to get married, however, he applied to BYU. They were married last December after Brooke's first semester, and Sam began his first year this fall.

Carter and Sara Chow met as freshmen at BYU and became good friends, but they weren't married until after they both served missions. Before her mission Sara took the MCAT and had plans to pursue a career in medicine. But while she was serving, her focus changed. She decided it would be difficult to balance family and a medical career, and she contemplated going to law school. Sara felt that a law degree would enable her to practice law (maybe even from home) and still take care of a family. Carter chose to pursue a career in law because of an interest in international law that developed while he was serving a mission in Japan. The Chows began their first year of law school this fall and are living with Carter's family to save money. Sara testifies, "Law school is demanding, but doing it as a couple makes it much easier."

Gabrielle Turner was influenced by her husband, Benjamin, who had always dreamed of a career in law, to pursue a law degree herself. After he graduated from BYU with a degree in economics, he was accepted to law school. When his part-time summer job as an actuary turned into full-time work, his employer offered to pay for him to go to law school at night. As Gabrielle, who was employed as a nanny, contemplated how busy Ben was going to be, she began thinking about law school

herself. She also wanted to secure an education that would eventually help them financially. The couple have experienced much disappointment in starting a family and have found that fertility treatments are extremely expensive. They hope that their law degrees will eventually help them pay for medical procedures to help them become parents. Ben and Gabrielle have also learned of the enormous expense involved in adoption. Some day Gabrielle would like to use her degree to help others by providing minimal attorney fees for adoptions. The Turners began their first year of law school this fall.

Other Challenges

Financial struggles are not the only sacrifices married law students encounter as they strive to reach professional goals. For example, Kristy Brookhart relates that because she and her husband were both so wrapped up in the demands of school, neither could ease the pressure of parenthood or law school for the other. Since both partners were feeling the same pressures, no one was there to put things in perspective. Matt Fleming agrees and admits that he and Rachelle feel stressed out at the same time, as opposed to just one of them feeling the stress of law school. John Smith says that as he and Hannah cram for the same deadlines and exams, they depend on each other for encouragement and help when they have the least time to do so, but they have learned to "lighten another's burden when [their] own yokes seem heaviest."

Alyssa Owen recalls an experience she and her husband, Brandon, shared during

their trip to Utah to start law school this fall. They both had a lot of concerns about the move. He was worried about starting law school, and as a second-year law student, she was worried about the prospect of interviewing for jobs during the school year. Almost simultaneously they looked at each other and said to the other, "Can you help me?" They realized that with both of them in law school, they had the same concerns and weren't able to offer a different perspective to relieve the burden of the other. Brandon had been able to help her during her first year, because he hadn't been a student himself; but she knew she couldn't help him now during his first year, because she still needed help.

Finding time to have fun together is another problem. Chris Brookhart admits that marriages involving two law students are different from most marriages. He relates that he and Kristy were consumed with school and had no leisure time. Chad and Angela Fears, who graduated in April, also say they "let school take over [their] lives." There were no date nights or other activities. Chad wishes they had joined a gym, so they could have had some kind of recreation. Both wish they had done more fun things, like go on picnics. They were so busy with school, they admit, they didn't even take time to unpack their wedding gifts.

Survival Techniques

So how do married law students survive the demands on their finances and time? Brandon and Alyssa Owen joke that since their daily conversations are usually about

law subjects, they set aside Wednesday nights from 9:40 to 10:00 to talk about subjects other than law. She says, "When those 20 minutes are up, though, we get right back to breach of warranty!" John and Hannah Smith say that church and community volunteer work, reading a newspaper, and going to campus concerts help keep their perspectives grounded in reality. Because Matt and Rachelle Fleming have also sacrificed doing fun things together, they have conscientiously made an effort to make the things they *have* to do more fun. They know that if they don't, fun times may not come until after they graduate.

The Turners take their minds off schoolwork by working on the house they bought. Gabrielle admits that because of this project, they don't have a lot of free time, but the time they spend working together actually helps keep them sane and gives them something to think about other than school.

Competition

Couples learn ways to cope with the stresses of law school, but how do they cope with the issue of competition in the law school environment?

Interestingly, married couples are generally supportive of each other and the goals they share, and they feel little or no competition with each other. Chad Fears says that he and Angela didn't compete in school because they have strengths in different areas. In paper classes Angela received grades better than Chad's, but in test classes, he did better. Chris and Kristy Brookhart say there wasn't any competition between them, because

they went to law school with different purposes in mind. He wanted to do his best so he could support his family, but Kristy went to expand her education and do something fulfilling.

Kara Beal, however, admits that she felt some competition with Seth during their first year of law school. Since they studied together, they basically knew the same things going into exams. Kara says, "It can be disturbing if you don't do as well as your partner, but exhilarating if you do better." She overcame this competitiveness by facing grades and class rank repeatedly and realizing that she just needed to do as well as she could.

Competition isn't only about grades. The Beals had to learn not to take things personally if they disagreed on a law subject. During mock trial competitions, they argued different sides—for three weeks! Kara says these were the worst three weeks of law school. They came to realize the importance of helping each other and working as a team to accomplish their personal goals. Hannah Smith agrees. "It would not work well if we viewed law school as anything other than unselfish teamwork." Gabrielle Turner says they don't compete. In fact, she feels bad if she does better than Ben. She wants him to do well simply "because he is [her] husband."

Relationship Benefits

Such an unselfish attitude is one of the reasons married couples who attend law school together say there are more positive than negative aspects to the arrangement. All nine couples profiled feel that for many reasons their marriages have been strengthened because of

their law school experiences. For example, since both partners are in school together, they have empathy for each other. Angela Fears observes, "It seems to be more difficult for couples with one partner in law school. With us, neither one gets upset because the other is studying or consumed with school. We can give each other more slack."

Brooke Harkness admits that if she wasn't a law student, she might be hurt or angry about the amount of time Sam spends at the library—especially on Saturdays—but since she went through the same experience last year, she's very understanding. Seth Beal believes that stressful times, like finals, were made easier when he and Kara were in school, because there weren't outside pressures from a spouse who couldn't quite understand. "We were experiencing the exact same feelings," he relates, "and were able to have more understanding." Kristy Brookhart admits that since Chris began law school a year before she did, she didn't really understand what he was going through until she actually did it herself.

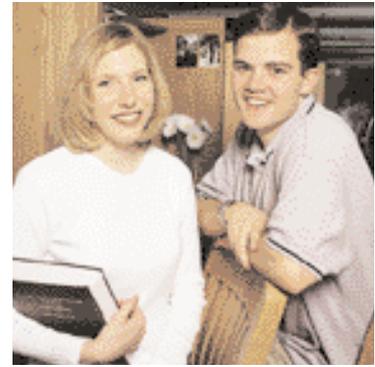
Rachelle Fleming is glad for the opportunity she has to go to law school with Matt. She knows that it would be hard to be the spouse at home—or the spouse at school *worrying* about the spouse at home. Matt agrees and says, "Law students whose spouses don't go to school often feel pressure to be at home. They feel like they are a neglectful spouse or father or mother. They also feel they must limit extracurricular law school activities in order to be home." Even though Matt realizes that he and Rachelle feel the same stresses as other cou-

ples, he acknowledges that they don't have to deal with the element of the neglectful or neglected spouse.

Another reason law student couples feel their relationships grow stronger is that they spend most of their time together. When the Chows decided to go to law school, people told them they would never see each other. They have found the opposite to be true, since they are rarely apart at home or at school. In their legal studies John and Hannah Smith share their impressions after class, make outlines together, quiz each other, and push each other to be the best each can be. On the home front, they have divided up their household tasks and have weekly planning sessions. On the Church front, they support each other in their respective callings: John as gospel doctrine instructor and Hannah in the Relief Society presidency. Hannah says, "John and I strive to create a true partnership in our marriage and, for us, it has worked out beautifully to attend law school together."

Ben Turner believes that the law school experience gives him and Gabrielle the opportunity to work on a relationship that will go far beyond the three years it takes to receive a law degree. He acknowledges that after law school most students lose touch with those they were close to, but he and Gabrielle will still be together and will have shared memories of this educational experience.

One time Alyssa Owen, whose study carrel is next to her husband's, noticed that



Samuel and Brooke Harkness each chose law school before they met.

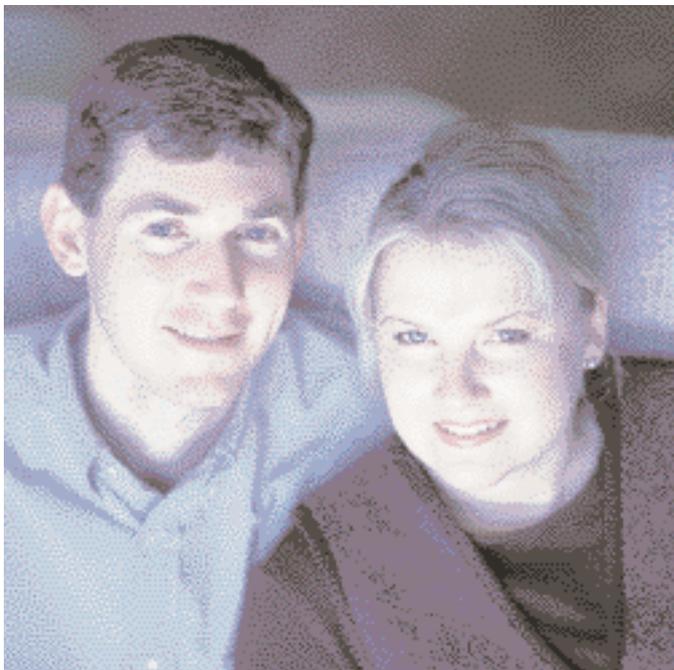


Taking law classes together is part of the teamwork of John and Hannah Smith.



Gabrielle and Benjamin Turner began law school this past fall.

Brandon Owen feels he is a better student because of his wife, Alyssa, also a law student.



other married male law students had pictures of their wives hanging in their carrels, and she asked Brandon why he didn't have one of her. He told her, "I don't need one. I have the real thing." Similarly, the Postons enjoy going to school together. With Scott finishing law school a year ahead of her, Velvet admits that she'll miss him when he begins his practice. She says, "We understand each other, and it's great to spend so much time with my best friend."

Likewise, Seth and Kara Beal took all of their classes together and studied together. Seth says, "Other couples who don't attend law school together must set aside time to be together. In our case, we had to make an effort to set aside time *not* to be together, so we could pursue interests we don't share."

Because couples spend so much time together, they must learn how to get along. Since they both have the same time commitment, there is a lot of negotiating—especially about

household chores. Kara Beal says that while they were in law school she'd kid Seth that it would be nice if she had a wife. She knew married men friends at school whose wives would fix them lunch and keep the house clean, but this extra support at home isn't as easy when a spouse is a fellow law student. Alyssa Owen jokes that they have a system regarding household responsibilities: They just don't do it! She says they are basically in a survival mode. Because she has already completed her first year of law school, she understands what Brandon is going through and is willing to do more of the household chores right now in order to make it easier for him. Alyssa says she doesn't mind, though, and describes herself as a "stress cleaner": she finds that cleaning and doing laundry relieves the stress she feels from school. Similarly, Brooke Harkness does most of the household chores. She feels that she has less to do than Sam, and she also remembers how difficult the first year is. She doesn't mind taking on the extra responsibility right now.

Another marital benefit that comes to a couple who attend law school together is better communication. The Brookharts say it is easy for them to communicate, because they share the same vocabulary and knowledge base. It is one of the reasons Ben Turner encouraged Gabrielle to go to law school with him. He says that when he was working as an actuary, it was difficult to talk about his work. Ben feels that spending time with his wife and sharing conversation about things that are of interest to both of them is a great part of marriage. They will also be able to understand

the demands of each other's profession, because they will both be familiar with those demands. In fact, Ben would even love to have a law practice with Gabrielle. Matt Fleming recalls how nice it was this past summer when he and Rachelle came home from their respective summer externships to be able to talk about what they had learned.

Academic Benefits

Couples feel that their educations benefit because they are in school together and often take the same classes. Seth and Kara Beal took many classes together and feel they both did better in school because they relied on each other's strengths. Seth says that Kara is a better writer, so she edited his papers for grammar. He, on the other hand, is good at organizing. He says they often joke that together they would be the perfect attorney. Matt Fleming also feels that he wouldn't have done as well during his first year of law school without his spouse. Because he and Rachelle took classes and studied together, they were able to help each other. Often there were concepts Rachelle understood that he didn't, and vice versa.

By taking the same classes, law student couples not only have a built-in study partner but also can save money on books. Of course, taking the same classes often requires negotiation. The Beals were both interested in different areas of law (Seth in litigation and Kara in corporate law) but decided to compromise and find classes both were willing to take. Both also worked on the *BYU Law Review*. They feel that in the long run their collaborating paid off.

Taking classes together during their first year of law school worked so well for the Smiths, they opted to do it again this fall, even though they could have chosen their own schedules. As John puts it, “If it ain’t broke, why fix it?” Not only can they study with each other, but they can cover for each other when needed. John explains: “Our parallel pursuit of the law allows us to cover for each other on a day when some other calling takes priority, e.g., when I was asked to translate for general conference and foreign delegations to Church headquarters, Hannah attended classes and took notes.”

Another academic benefit comes from having a partner who is also committed to school work. Brandon Owen feels that if Alyssa wasn’t going to law school, too, he might be more relaxed about his study habits. When both partners are immersed in the rigors of studying law, there aren’t as many distractions or excuses. Sam Harkness believes he is a better student because of his wife. He says that last year at this time Brooke was in her first semester of law school, but they were engaged, and he was on the downhill slide in finishing his undergraduate work. He had a hard time concentrating on his studies. He admits that with both of them in law school, he is now much more motivated. Similarly, Carter Chow says that he and Sara can help each other stay focused. Since they have the same school schedules and the same assignments, they both understand that they can’t go out to dinner or a movie if a paper is due.

Ben Turner feels that the law school experience is much

easier for him than it would be if Gabrielle weren’t also in school. Sometimes new experiences can be intimidating, and some students may enter law school feeling somewhat apprehensive. But when he and Gabrielle began school this fall, he found, “Nothing is ever truly bad when you have someone to share the experience with. Everything is easier to do with a friend.”

Law School Parents

When children are part of the law school picture, couples find that they must be even better time managers. The Brookharts, who have a son, Liam, born last October during Kristy’s second year, say they were so busy with the baby they had to study after he went to sleep. During finals, though, they negotiated study time and child care time by setting the timer for two-hour increments. When the timer went off, they traded places. That way they both had adequate time to prepare. Kristy adds that she is lucky to have siblings in the area, who also often help with the baby.

She and Chris also took advantage of the family support rooms at the Law School and tried to take classes together. They took turns being responsible for certain classes; then if the baby cried, one of them could take him to the support room while the other took notes. The note taker then taught the concepts to the absent parent that night at home, gaining a better understanding of the material by having to teach it to someone else. When they didn’t take classes together, though, they arranged their classes so they could take turns with the

baby. Liam was usually with them at the Law School.

Chris admits that his class rank dropped after he became a father, but he assumed this would probably happen. He believes that anyone going to law school with a family must look at his or her priorities. Kristy says there were times when she thought about dropping out. Becoming a mother changed everything for her. But with only 18 credits left to graduate, she knows she can do it—even though Chris has already

Carter and Sara Chow met as freshmen at BYU and married after they both served missions.



graduated and has started work at Dow, Lohnes, and Albertson in Washington, D.C. Kristy is a single mom for a semester, but by taking extra credits she will be through with her course work in December. A friend watches the baby while she is in class, and Chris flies to Utah to see them on weekends whenever he can.

The Fears did not take many classes together after their first year, because Chad liked to take classes with a test option, and Angela liked classes with a paper option.



Law students Scott and Velvet Poston make their daughter, Madelyn, their first priority.

But things changed during their last semester when their daughter, Sydney, was born. They then had to work around baby feedings and class schedules. Chad admits that he actually did better in school during times of increased responsibility, like marriage and the birth of their baby. He had to have more discipline to balance all of it, and this discipline made him a better student.

As parents of baby daughter Madelyn, the Postons have found a need to separate law school from family. When they first started law school, prior to Velvet's complicated pregnancy, it was easier to fulfill school and marital responsibilities, but now Madelyn is their first priority, and they hope to make things as normal as possible for her. After a full day of school, the Postons don't do anything

relating to law school until after the baby is asleep at night. They wait until Madelyn is tucked in bed, then the books come out and study time begins. Their commitment to the baby carries over to their extracurricular activities (Scott serves as president and Velvet serves as vice president of the Minority Law Student Association. Scott is also president of the Natural Resource Law Society). Madelyn goes with them to Law School social functions so they can spend more time with her.

The Postons' also set up their school schedules to accommodate Madelyn's needs. Velvet's mother and grandmother watch the baby for them while Scott and Velvet are at school. The Postons are careful to limit classes taken at the same time to three hours per day. Other classes are taken in shifts: Scott in the afternoons and Velvet in the mornings. This way they can take turns with Madelyn.

Matt and Rachelle Fleming look forward to the birth of

their first child, a girl, who is due on Christmas Day (they hope she won't arrive until after finals!). During their first year, the Flemings enjoyed taking classes together but realize that now this arrangement will probably change. Matt acknowledges that "the baby will bring a new element to the law school experience. Parenthood will require planning and discipline of time." Matt and Rachelle plan to alternate their class schedules, so they can take turns caring for their daughter.

Accomplished Goals

When two law degrees are finally attained, do couples feel that the sacrifice and struggle were worth it? Yes! The nine couples wholeheartedly agree that they would do it all over again—even if both degrees were never used professionally.

In fact, when Kristy Brookhart graduates this year, she will be in that situation. Even though she and Chris are sacrificing a lot right now in order for her to finish school in Utah while Chris works in Washington, D.C., Kristy wants to stay home with their baby once law school is behind her. She worries, though, that if she doesn't use her degree, it might be useless should she ever need to support her family. She will probably do pro bono work to help keep her skills marketable. Chris is very supportive of her and wants her to feel good about any decision she makes—whether she ever practices law or not.

Since Chad and Angela Fears graduated from law school this past spring, they moved to Richmond, Virginia, where Chad is a staff attorney for the U.S. Fourth Circuit Court. Like Kristy Brookhart,

Angela hopes to stay at home with their daughter but would like to use her law degree to practice part-time contract law.

Seth and Kara Beal also graduated this past spring and are both employed at Kirkland and Ellis, a law firm in Los Angeles. They never planned to work together and are surprised to find themselves in this situation, which they realize is temporary. Eventually they will start a family, and they feel strongly that one of them should be home with the children. Kara says that she would like to work at home once they become parents.

Conclusion

Law School is certainly a challenge for married law students, but professional and personal goals *can* be realized when couples work together for a common purpose. Certainly there are financial sacrifices to make and time and family challenges to overcome, but the shared experience of going through law school forms a strong marital bond that endures beyond those three years. As Chris Brookhart says, "Going to law school together was an experience I will always remember and treasure. Even though it has been difficult at times, it is all we've ever known. The foundation of our marriage is closely tied to our experience at law school."

Even if couples never become professional law partners once they have law degrees and are ready to begin the next chapter of their lives, they have memories to share, law degrees to use if needed, and satisfaction that together they overcame great obstacles to achieve their goals.

First Things First

There will be many occasions where the temptation to put your pride and fear ahead of your family and church will be as acute as anything you feel in graduate school.

The question that brings us together tonight has bedeviled LDS graduate students for many years: how to balance the rigorous demands of graduate school, family, and church responsibilities. Looking as far back as the biography of J. Reuben Clark's public years, it has been a perennial struggle. Your presence here is a testament to your determination to meet it faithfully.

I vividly remember my own fears and the heartfelt conversations with my law school classmates as we talked in the hallways or pondered this challenge in the library at night. That was some time ago—as you can see just from looking at me—and we have met with varying degrees of success or failure in the ensuing years. Looking back, I can see that the way each of us chose to handle the demands of graduate school greatly foreshadowed the way we would respond to the demands of professional life. In other words, far more hung in the balance than I realized as we made decisions about how to live our lives during law school.

For most of us, graduate school presents dramatically increased demands on our time and abilities compared to our undergraduate experience. This was certainly true for me. After one week of law school, I felt a little like Dorothy in *The Wizard of Oz* after the tornado set her down. I wasn't sure

what had just happened, but I knew I was "not in Kansas anymore." It is also not uncommon, at least early on, to believe that you have been mistakenly placed in some highly advanced class in which almost everyone else has had the prerequisites, which you somehow missed. I remember feeling that it was a little unfair to put me in law school with people who obviously had practiced law somewhere for several years.

The temptation in such a setting is to decide that graduate school will require an all-out effort with nothing held back. With that in mind, I have set up my remarks as a series of three questions or concerns. These are posed by a hypothetical student I will call James (see Doctrine and Covenants 39; 40), who has tentatively decided to devote all of his time and talents to success in graduate school, while putting church and family obligations "temporarily" on the back burner. My own responses follow. As my children can attest, my answers typically go on a lot longer than the initial question.

James: Don't make such a big deal out of this. It's not like I'm going to leave the Church or something. I know it's true. I just need to focus on my schooling for a limited period of time, and if I do, it will set my family up for the rest of our lives. What's wrong with that?

Response: Implicit in your question is the idea that there is something unique or unusual about the demands of graduate school that justifies relaxing our covenants with the Lord during that time. The assumption is that you are not seeking permanent retirement from service in the kingdom, but a brief sabbatical. The fundamental premise of this question

is that you are facing a once-in-a-lifetime challenge that you will never face in quite the same way again.

That premise is false.

The temptation to put the Church on the back burner to study in graduate school is no different in quality or intensity than the temptation to do so in order to start a small business, gain a promotion, prepare for a jury trial, or maintain a tenuous hold on a job during a recession.

I use the word "temptation" deliberately. It is important not to delude ourselves that this desire to put school temporarily ahead of church and even family is some deep philosophical quandary or Abrahamic test. At bottom, it is nothing more glamorous than a temptation. Your professors have subtly planted in you the twin seeds of ambition and fear. Some of you

BY MICHAEL MOSMAN

have listened and have begun to feel the unappeasable hunger of a desire for worldly success and its dark side, the fear of failure—that is, the fear of being little in the world's eyes. As you must know, if you give in to these temptations this time, it will only be more difficult to resist the next time around. There will be many occasions where the temptation to put your pride and fear ahead of your family and church will be as acute as anything you feel in graduate school.

Let me use a personal example. As a young associate in a large law firm, I was pulling the laboring oar in a lawsuit that threatened to unravel a large corporate merger and do great harm to one of the firm's major clients. In addition, the basis of the suit involved allegations that our firm had made



serious mistakes in a securities offering. Two of the principal partners of the firm, the men who signed my paychecks and decided if I got to come to work the next week, were overseeing the case. We worked endless, tense hours. I recall coming home one night quite late and being so irritated that I had not been able to mow my lawn that I turned on the porch light and mowed it while still in my suit.

The two partners and I met one Saturday. The court hearing that would effectively decide the case was early the next week. I was fully prepared; but more out of panic than necessity, the partners set another lengthy strategy session for Sunday. I had not worked on Sunday through law school and federal court clerkships, and I did not want to start then. At the same time, I was not blind to the fact that the men calling the meeting held my career in their hands, and they were not likely to be impressed that I had a Sunbeam class to teach. I could not be sure of the outcome when I told them I was ready for the hearing, that I had other obligations on Sunday, and that I could not make the meeting.

I tell you this story not to talk about the Sabbath but to show that in your careers there will be instances where the pressure to make exceptions to your gospel commitments can be very great. Those who establish their response to such pressure while still in school will find themselves better able to withstand the pressure later.

In sum, the premise of this first question is false. You think this is a one-shot deal. In reality, it is simply the first of many tests of your commitment.

The concept of taking a sabbatical from full commitment to the demands of discipleship is invalid for another reason. It misapprehends our relationship with the Lord and his Church. A vacation or sabbatical is for employees. But our connection to the Lord is described in scripture as a marriage. We would not say to our spouse: "I will always be faithful to you, except while I am in law school. I know you'll understand." Similarly, the Lord searches for those who will serve him no matter what the hazard.

There is yet another danger. We are responsible not only for what we do, but for what we

fail to do. Who knows what divine purposes brought you here to this university at this time? Who can say what great service you could render while you are here? Many of you come with gifts, talents, and energy that could be put to extraordinary use in this part of the kingdom. Single-minded pursuit of success in graduate school may cause you to miss many chances to bless the lives of those around you.

I have felt, and still feel, the great weight of things I have failed to do. It was mentioned that I was a law clerk at the Supreme Court. This was an extraordinarily busy year of my life. During that same time, I lived in a ward in Alexandria, Virginia, that experienced numerous convert baptisms of people who had just come to this country from Liberia. I was assigned to home teach a fairly new convert who had been brought into the Church by a great member missionary named Emmanuel Dufur Donka. During a particularly busy time, I missed home teaching this new brother one month. I hasten to add that I was taught better by my father, and this was the first time this had ever happened to me. The next month, I tried to arrange a visit. During that time, he had quit coming to church, and had moved, and I could not find him. That experience, deeply painful to me to this day, brought home to me what President Taylor taught: that we must answer for those who were within our sphere of influence whom we failed to help.

There is another, even more fundamental reason to avoid spiritual sabbaticals. They can result in an undetected yet dangerous weakening of our

testimonies. Most of us have an emotional attachment to having a testimony. Once we gain a testimony, we do not like to think of ourselves as having lost it. For this reason, many people do not face the fact that their testimony is dying until it is almost too late. Recently I have learned a little about concrete. One of the things I learned is that a crack in the concrete is often not the first sign of a small problem but nearly the last sign of a very big problem. Testimonies can be the same way. President Kimball once said that a testimony is as hard to hold as a moonbeam. For some of us, that light is very nearly extinguished before we acknowledge there is a problem.

What to do about the loss of testimony is the subject of another day. But if it is happening to you, do not deceive yourself. You are not losing your testimony because your newly honed powers of reasoning have cast the gospel in a harsher light. If I have learned anything in the practice of law, it is that the so-called "powers of reason" serve the purposes of liars and self-deceivers at least as well as they serve the purposes of honest men. If your testimony is dying, it is because you have neglected it.

It is my firm belief that the very things we hold back from God eventually become the source of some of our greatest sorrow. Do not hold back your school years. The law has been called a jealous mistress. As with any mistress, you will, if you give in to her, eventually despise her. I predict that if you hold back your graduate school years from God, you will eventually come to loathe your career. Its shrill demands

The choice is not between fame and obscurity, or between wealth and poverty, but between GOOD and EVIL.

will become odious to you. Put them on the altar instead, and let God sanctify them for you.

Finally, unless you are aware, you will permanently lose precious family moments. They go, and they do not come back. Each child, at each stage, is like a beautiful mirage, melting into the next phase and never to be captured again. Do not squander any stage; the memory of them will one day be more precious to you than diamonds, and your absence from any of them will weigh heavily on your heart.

I know of a man who turned down lucrative job offers in major eastern cities in order to come to a smaller western city where he could spend more time with his family. The difference between the highest offer he turned down and the one he took was about \$52,000. Knowing that he would probably have most of his weekends free, he referred to it as “a thousand dollars a Saturday.” This man chose wisely. I have had many Saturdays that I would not trade for a thousand dollars. Over the course of your careers, you will learn that you can exchange your time for money. Try to learn the corollary expressed by Chief Justice Rehnquist that you can also exchange your money for time.

James: I would like to live my religion fully, but I am afraid. Graduate school is hard. What if I don't graduate high in my class? What if I don't finish at all? How will I get a job? If I don't give it everything I've got, what will become of me?

Response: I don't know. But when faced with a significant challenge, you can trust in your own strength, or you can trust in the Lord. I never had so much confidence in my own intelligence and abilities that I felt I could go toe-to-toe with the competition with only my wits to back me up. I knew I needed the Lord's help.

James: But some who do as you say don't do well, and they struggle to find jobs.

Response: True. It is misleading to think that if you put the Lord first during school that you will be a big success and

it can keep us from the pinnacle. Faithful Saints, including some of you, experience struggles and setbacks and even failure. But their overwhelming testimony is that God has helped them and blessed them in priceless ways that they would not have known otherwise. And when trials come—the wayward child, the bout with cancer, the financial reversal—they know where to turn and in whom they have put their trust. They know where to find him, because they have steadfastly been true to him.



become rich and famous. There are, in fact, great numbers of righteous Saints in all walks of life who have accomplished less than they might have in their public lives because of their commitment to the Church and their families. It is true, as has been said, that religious devotion is no excuse for professional mediocrity. But while it does not excuse mediocrity,

I challenge you to compare their lives to the empty existence of so many of the senior partners I have known, who have given up everything for their careers. In the end, it has left them with nothing that lasts, and it shows in their eyes.

John Lund, who once served here as a bishop, taught that we should never abandon what we know because of what we don't know. You don't

know what will happen in your careers if you keep God first, and you have no promise that you will be either rich or famous. But you do know that this is God's church and kingdom, that your time on this earth is precious, and that you are here to prove that you will freely choose God over the honors of this world.

Ultimately the choice, as Elder Packer has said, is not between fame and obscurity, or between wealth and poverty, but between good and evil.

Don't get me wrong. I love my work; I consider it a great privilege to have the job I do. But at a very fundamental level, I do not care if my commitment to the Savior costs me success in my profession. As Paul said, I would “suffer the loss of all things, and do count them but dung, that I may win Christ” (Philippians 3:8). But let me say also to you that my witness, and the witness of many others who could stand before you, is that in trying to put God and family first, God has sanctified my career for me—given me greater opportunities for service, enhanced my abilities, and protected me from harm. In short, I have been utilized by him, even in my career, to help build the kingdom of God on the earth. May he do so for you, and may you allow him to do so, is my prayer.

Michael Mosman, '84, is an assistant United States attorney in Portland, Oregon.

This address was given at a stake fireside for University of Idaho and Washington State University graduate students in October 1992.

Justice David Souter of the United States Supreme Court called Rex E. Lee “the best Solicitor General this nation has ever had.” Speaking to a gathering of all 50 state attorneys general shortly after Dean Lee’s death in March 1996, Justice Souter was asked how advocacy before the high court had changed in recent times. He responded:

“Well, I can tell you that the biggest change by far is that Rex Lee is gone. Rex Lee was the best Solicitor General this nation has ever had, and he is the best lawyer this Justice has ever heard plead a case in this court. Rex Lee was born to argue tough cases of immense importance to this nation. He set new standards of excellence for generations of lawyers and justices. No one thing has happened to change the nature of advocacy in this court that has had as much impact as the loss of that one player.”

In memory of Dean Lee’s finely honed skills in legal research, analysis, writing, and oral advocacy, the Law School has created the Rex E. Lee Advocacy Program. This program is the most revolutionary of the Law School’s present initiatives. The revolution so far, however, has been a quiet one. The Advocacy Program is so new and quickly developing that few outside the Law School are aware of the program’s existence. The emergence of the Rex E. Lee Advocacy Program is a great story, one with the same aura as the story of the creation and development of the Law School itself. It seems that old Rex Lee magic is at work again.

To Dean Lee’s way of thinking, the fundamental skills

in the practice of law are legal research, analysis, writing, and oral advocacy. Those are the core competencies. Historically, however, American law schools did relatively little to develop those core competencies in their students. But in recent years, important voices in the profession, including those of practicing lawyers, have been raised against this historic deficiency in legal education. Under Dean Reese Hansen’s leadership, the J. Reuben Clark Law School has responded to the profession’s growing call for fundamental change. That response is the Rex E. Lee Advocacy Program, the essential purpose of which is to develop in the Law School’s students the core competencies of legal research, analysis, writing, and oral advocacy.

In April 1997, Dean Hansen tapped Professor Constance Lundberg to develop a lawyering skills program worthy of Rex E. Lee’s name. Professor Lundberg, along with Kristen Gerdy and Lovisa Lyman, surveyed the outstanding programs in the country, adopting the best features of those programs and adding to them creative, original ideas. At the start of school in August 1997, the Advocacy Program welcomed its first students, the newly arriving class of 2000. By the following school year, the program was hitting its stride and featured a teaching faculty of superb credentials, including Monte Stewart. In April 1999, the Law School designated Professor Stewart as the Advocacy Program’s first full-time director.

Presently the program is most fully developed in its teaching of the first-year law students. This teaching focuses unremittingly on the funda-

mental skills of legal research, analysis, writing, and oral advocacy, with most of the time spent on writing. The program’s professors—Jane Wise, Mary Jensen, Lance Long, Mitzi Collins, James Claffin, and Professor Stewart—each teach a group of 26 students. With its small size, the required Introduction to Advocacy class allows for approximately one to two hours of one-on-one writing conferences each semester. That individualized attention from an experienced

teacher/practitioner is supplemented by additional one-on-one attention from teaching assistants chosen from among the outstanding upper-class students, with each teaching assistant assigned to just nine students. (First-year students have an additional “small section,” a class of 30 students.) Additionally, three experienced librarians—Gary Hill, Steve Averett, and Dennis Sears—devote a substantial portion of their time in the early weeks of both fall and winter semesters giving hands-on instruction in legal research. Equally important, the Advocacy Program makes available to the first-year students the individualized attention of a superb writing specialist, Alison Craig. She works primarily with students most able to benefit from attention to the fundamentals, students such as those for whom English is a second language or those with less rigorous writing experience in the years immediately before their law school years.

The Quiet

The basic teaching device used in the Introduction to Advocacy course is highly effective. That device is a true-to-life “problem”—a case with characters who seem to come alive as the students learn to represent those characters in their particular legal challenges. In one problem, a drug-abusing father and a homosexual mother with

a live-in lover engage in a battle for custody of their two young children. In another problem, a man who may or may not be a public figure sues over allegedly defamatory statements made in an on-line chat room. (See the sidebar for a detailed description of another problem currently being used.) The students’ representation begins with an interview in a law office conference room where the “client” pours forth a flood of facts, opinions, and emotions. The representation continues through both fall and winter semesters and ends with an oral argument before an appellate panel in a moot court setting.

Between that initial interview and the oral argument, the students focus on legal research and writing. Creating a number of drafts for each assignment, they write (1) an intake memorandum stating the facts of the case, (2) an office memorandum predicting the likely resolution of each of the various issues, (3) a trial or motion memorandum, and (4) an appellate brief.

The Rex E. Lee

Revolution:

The impact on first-year students has already been dramatic. In the summer immediately after their first year, many of the students work in the profession as externs, interns, or clerks. They are called upon to research and to write. The reports on their performance have been almost universally enthusiastic and positive. The students return in late August voicing testimonials on the value of their first year in the Rex E. Lee Advocacy Program.

Attention to the enduring core competencies of the profession would be inadequate in

books). Teachers are using their laptops in the classroom for everything from PowerPoint presentations to on-screen editing exercises to the use of movie clips.

A recent teaching exercise by Professor Stewart demonstrates the nature of the Advocacy Program's "fully wired" classrooms. At their seats, the students connected their laptops to the Net. Professor Stewart sent each a paragraph from an anonymous student paper electronically filed just the day before and, at the same time, projected the paragraph on the screen. He led the students through a discussion of the strengths and weaknesses of the paragraph and then gave them 10 minutes to revise it. At the

short answer is challenging: the funds come from a number of sources with one thing in common—they are temporary. In other words, the Law School has "moved forward with faith" to do what it deems essential for the professional training of its students. Permanent funding in the form of gifts will enable that training at this high level to continue and to be extended to students in their second and third years.

As envisioned, the Rex E. Lee Advocacy Program will play a key role in the education of second- and third-year students. The training will center on the cocurricular programs and in skills classes, such as trial advocacy and advanced legal writing.

Advocates. The initial purpose of the alliance is to provide first-year law students with a superior moot court experience in the first-year moot court competition (the primary entree onto the Board of Advocates). The alliance also opens the way for members of the Board of Advocates, together with the Advocacy Program's teaching assistants, to mentor first-year students in the weeks leading up to their moot court experience in March. The alliance's ultimate objective is to make *BYU's* moot court team national champions, a goal to which the team has been moving steadily closer.

In light of the Advocacy Program's abundant legal writing resources, the Law School also anticipates a similar mutually beneficial connection between the program and the legal journals.

The Advocacy Program's advanced classes not only will deepen but also will broaden the students' professional skills. Thus, for students on the Board of Advocates, the required one-semester advanced course will

Advocacy

itself unless coupled with attention to a large and growing shaper of the profession: technology. Technology use by both students and faculty is intense throughout the Law School but nowhere more so than in the Advocacy Program. Students use their laptops (required of every student) to file their writing assignments electronically, to engage in "collaborative editing" of another student's paper, and to send and receive a wide variety of communications pertaining to the course. During winter semester the students are immersed in computer-assisted legal research (which is forbidden during fall semester so that students will learn to use

end of the 10 minutes, they sent their proposed revisions to his laptop. He selected one rewritten paragraph, projected it on the screen, and led further discussion on the quality of the revision.

That kind of technology is available in the Advocacy Program because of the cutting-edge features of the Howard W. Hunter Library and because of the Law School's commitment of such resources to the Advocacy Program.

All these human and technological assets now at work in the Rex E. Lee Advocacy Program do not come cheap. Where have the funds for the assets come from? The

Program

Historically, the cocurricular programs—moot court and the legal journals—have done much to develop students in the core competencies of the profession. Recognizing the common purposes of the Rex E. Lee Advocacy Program and the cocurricular programs, the Advocacy Program has already forged a close working relationship with the Board of

be in legal writing; for students on the legal journals, in trial or oral advocacy. Students not involved in a cocurricular program will have their choice.

The dream for the Advocacy Program has another intriguing facet. This program, working closely with the Lee family, can collect the papers from Rex's intense and productive life, organize and preserve those papers,

and thus provide the essential basis for a biography worthy of a great solicitor general and a man who was the best of friends to so many.

What is the meaning of all these important changes manifested in the emergence of the Rex E. Lee Advocacy Program, this necessary increase of focus on fundamental skills and core competencies? What is the meaning of all this for the outstanding academic and theory training that has always characterized legal education at the J. Reuben Clark Law School?

Rex E. Lee was firmly committed to the ideals of traditional legal education, just as he was committed to practicing law with the fundamental skills of legal research, analysis, writing, and oral advocacy honed to the keenest edge. His life manifested an artful balancing of the academic and the theorist on one hand, and of the practicing craftsman on the other hand. The Law School he founded and the Advocacy Program now bearing his name are committed to achieving that same balance in their own ongoing development.

Tador v. Peeler

An old man, a victim of Alzheimer's disease, wanders into his kitchen, puts fish in a greased frying skillet on the gas stove to cook, forgets about the cooking fish, and goes to bed. The grease ignites. A fireball engulfs the kitchen, and smoke billows into the bedroom of seven-year-old twins asleep in the apartment above. The twins are rescued but not before they suffer serious injuries.

In the months prior to the fire, the old man's condition had led to other but far less serious accidents. The landlord knew of those accidents and their cause. A tenant had urged the landlord to do something about the risks posed by the old man's condition. The landlord, however, believed that "disability rights" prevented him from ending the old man's tenancy. Besides, the old man, whose doctor had said

he could safely live alone, was neat, tidy, and "almost the ideal tenant."

The parents of the twins bring a negligence action against the landlord in state court in Ellsworth, Maine. Who will prevail?

Presently, 54 first-year law students are grappling with these four tough issues: Should the Maine courts adhere to the traditional rule, which imposes on landlords no affirmative duty to protect in cases such as this, or adopt the modern rule, which imposes such a duty when the risk of harm is reasonably foreseeable and the landlord has the power to eliminate or control the risk of harm? If the Maine courts adopt the latter rule, should the question of foreseeability go to a jury or does this landlord prevail on that issue as a matter of law? That question repeats itself regarding this landlord's power to elimi-

nate the risk of harm. The final issue is statutory: Does the federal Fair Housing Act, which limits but does not entirely take away a landlord's power to terminate the tenancy of a disabled individual, prevent Maine from imposing liability on this landlord for not terminating the old man's tenancy prior to the fire that injured the twins?

"I have been repeatedly struck by this case's verisimilitude," says Professor Stewart, who has used the case the past two years. "The Tador case waddles and quacks just like a case in real life. It has its twists, turns, surprises, and own complexities. Although it is not an easy case for first-year law students, we expect a lot from them in their writing assignments. Of course, we also devote a lot of time and resources to aid them in their analysis and writing."

So who will prevail, the injured family or the landlord? The case's legal and factual issues are so evenly balanced that the answer is still open to debate. As Stewart tells his students, "If this were a real life case, the side with the best lawyer would win."



The legal writing faculty of the Rex E. Lee Advocacy Program pose for a group photo. Seated, left to right: Monte Stewart, Mitzi Collins. Standing, left to right: Lance Long, Alison Craig, Jane Wise, Mary Jensen, James Claflin.

One Thing in Common

Full-time faculty member and program director Monte Stewart and the six part-time members of the writing faculty are a diverse group in their professional work: two writers, two solo practitioners (one criminal, one civil), a federal court judge's staff attorney, and a general litigator. They also are diverse in their off-hours work: a radio commentator, a stand-up comedian, a skateboarder-surfer, an actor, a newspaper columnist, and a photographer. What do they have in common? They all share a passionate love of teaching writing and legal writing in particular. Half of them have taught writing through English departments; the others have taught classes in history, religion, and Renaissance arts and letters. They have pooled their experiences and gifts for the benefit of the students in the Rex E. Lee Advocacy Program.

Three Law School Alumni Called as Mission Presidents

In June of 1999, the J. Reuben Clark Law School added three names to its list of alumni who have been called to serve as mission presidents: Stanley G. Ellis, Brazil São Paulo North Mission; Robert J. Grow, California Sacramento Mission; and H. Clifford Potter, Guatemala Guatemala City North Mission. The count now stands at 16.

President Stanley G. Ellis met his wife, Kathryn, immediately before leaving for his first mission to Brazil in 1966. They were married after his return from Brazil and became the parents of nine children. Three of Stan and Kathryn's children are married, one has recently returned from a mission, one is serving a mission, and their youngest four children are with them in Brazil.

Stan graduated from Harvard University in 1972 and from the J. Reuben Clark Law School in 1976. After working for a law firm in Albuquerque, he became a financial consultant who specialized in working with closely held business owners in five areas: income tax planning/investments, estate planning, business continuity planning, employee benefits planning, and charitable planning. In addition to his professional

life, Stan served as a school board member in Klein, Texas, for six years and as a volunteer with the American Field Service exchange student program and the Sam Houston Area Council of the Boy Scouts of America. He served as a stake president for the nine years prior to his call as mission president.

When President and Sister Ellis were picking up their son Matt from his mission in Brazil in 1997, they attended the São Paulo Temple, and each had the impression that they should get their financial affairs in order as someday they would be called to serve as missionaries in Brazil. In January 1999 their call to a Portuguese-speaking mission was issued by President James E. Faust, and in late February they received word that the mission over which they would preside would be the São Paulo North Mission.

In recalling the influence of the Law School in his life, Stan relates that the analytical training he received there has helped him in his decision making and will be of assistance in the mission field. He remembers with fondness that Rex Lee taught him by precept and example to make the most of every opportunity; Dale

Whitman taught him that you can have fun with real estate; Stan Neeleman inspired him with estate planning; and Cliff Fleming taught him to take the Internal Revenue Code one line at a time.

President Robert J. Grow met his wife, Linda, in high school, and they were married shortly after he returned from his mission to the California North Mission in 1971. The two youngest of their six children are with them in Sacramento.

Robert graduated from the University of Utah in electrical engineering in 1973 and started law school at BYU that fall. The day before he started attending law classes in August 1973, he was admitted to the University of Utah medical school for fall 1974. Because he intended to enroll in medical school, some of the pressure was released from his first year of law school. It was during this year that his younger brother, David, was killed in an automobile accident while serving a mission in Pennsylvania. This was a year of soul-searching for the Grow family and a year of great spiritual growth. Robert decided not to attend medical school, and he feels indebted to his Law School associates for helping him learn how the Lord's plan works. He also

expresses gratitude to Dale Whitman, who taught him that law was interesting, a great intellectual exercise, and a lot of fun; Rex Lee for helping him see the value of pursuing dreams with all one's might; and fellow student Monte Stewart, who taught him the value of good writing.

Upon graduation from Law School, Robert was hired by two of his professors: Keith Rooker and Dale Kimball, who were returning to law practice. He remained with the firm of Kimball, Parr, Crockett and Waddoups for 11 years until he became vice-president and general counsel for Geneva Steel in 1987, eventually serving as president. Approximately 15 percent of Robert's practice was defending those who could not afford representation. These clients were found mostly by his mother, who as a nurse had spent a lifetime assisting people. He feels that the chance to make a difference in people's lives was the most rewarding part of private practice.

Robert's civic duties included his work with the Coalition for Utah's Future from 1997 until his mission call. As chair of the subcommittee on growth, Bob became the leader in Envision Utah and assisted in formulat-

ing and developing a strategy for the development of the Greater Wasatch Front through public input. In addition to his public service, Robert served as a bishop for five years and as president of the Jared Pratt Family Association for 10 years. During this time the association undertook a descendants' search that eventually gathered the names of more than 27,000 descendants of Jared and Charity Dickinson Pratt's five sons. They also submitted more than 2,500 names to the temple.

President H. Clifford Potter served his first mission in the Washington Mission (Spanish-speaking). He returned to BYU to obtain a bachelor's degree in 1975 and a law degree in 1978. He met his wife, Priscilla, in the 91st Branch. They are the parents of five children: their eldest daughter is married; they have a daughter on a mission in Campinas, Brazil; and their youngest three will be living with them in Guatemala.

Cliff has worked with the law firm of Clawson, Potter & Gardner in civil litigation for the past 21 years. Some of his fondest memories in the practice of law have been representing individuals who did not have significant resources to challenge large institutions with power and wealth and then obtaining positive results for these modest clients. He has also served as elders quorum president, high counselor, Gospel Doctrine teacher, counselor to a stake president, and for almost nine years, stake president.

In discussing how law school has helped him prepare for service as a mission president, Cliff indicated that developing the skills of a trial lawyer has made him a better teacher. This skill has helped Cliff in each of his previ-

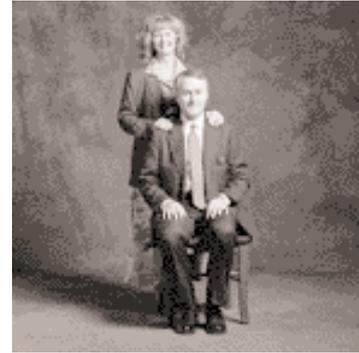
ous Church assignments, and because a mission president's most important calling is as a teacher, it will continue to be a valuable skill.

Perhaps the most important lesson Cliff took from law school was the realization that values do not have to be sacrificed to obtain professional success. His experience in the practice has taught him that an LDS attorney can be successful and remain loyal to his sacrament covenants. Cliff remembers with gratitude the lessons he learned from his law professors Dale Kimball, Edward Kimball, Woody Deem, Carl Hawkins, and Dale Whitman. He feels that the encouragement of these men has helped sustain him over the years of his practice. He recommends *Profiles in Courage* as an antidote to the pressure law practice exerts on us to be inconsistent with our deeply held beliefs.

Presidents Ellis, Grow, and Potter and their wives are already well settled in their missions. As law school friends, we pray for their success and happiness.

J. Reuben Clark Law School Alumni Called to Serve as Mission Presidents

Rulon D. Munns	'76	1985-1988
E. Mark Zobrist	'76	1991-1994
Von Packard	'77	1993-1996
James J. Hamula	'85	1994-1997
Steven E. Snow	'77	1994-1997
Monte N. Stewart	'76	1994-1997
Henry K. "Keo" Chai	'79	1995-1998
Michael L. Jensen	'78	1995-1998
William H. Wingo	'76	1995-1998
Richard W. Jones	'82	1997-2000
Arlen D. Woffinden	'77	1997-2000
Robert G. Dyer	'77	1997-2000
Kevin E. Monson	'79	1997-2000
Stanley G. Ellis	'76	1999-2002
Robert J. Grow	'76	1999-2002
H. Clifford Potter	'78	1999-2002



Stanley G. Ellis, '76, and his wife, Kathryn, preside over Brazil São Paulo North Mission.



Robert J. Grow, '76, and his wife, Linda, preside over California Sacramento Mission.



H. Clifford Potter, '78, and his wife, Priscilla, preside over Guatemala Guatemala City North Mission.