

FRIDAY, OCTOBER 19, 2007 -
SUNDAY, OCTOBER 21, 2007



WASHBURN UNIVERSITY
SCHOOL OF LAW

Humanizing Legal Education Conference/Symposium



www.washburnlaw.edu

Friday, October 19, 2007

■ 4:00 P.M. - 6:00 P.M.: Arrival and Check-in

■ 6:00 P.M. - 8:30 P.M.: Dinner, Opening Ceremonies and Plenary I (Capitol Plaza Hotel)

Welcome Remarks: Professor Michael Hunter Schwartz and Dean Thomas Romig, Washburn University School of Law

Professor Barbara Glesner-Fines, University of Missouri-Kansas City School of Law, "Education, Economics and Humanizing Law Schools" **

Professor Glesner-Fines will reflect on the past twenty-five years of the humanizing legal education movement(s). What has humanizing meant? Can such an open-textured movement be effective? Have we reached the limits of what we can accomplish in introducing greater balance and humaneness to legal education?

Saturday, October 20, 2007

■ 8:00 A.M. - 8:30 A.M.: Continental Breakfast (Washburn Law, Room 114)

■ 8:30 A.M. - 9:15 A.M.: Plenary II (Washburn Law, Room 114)

Professor Larry S. Krieger, Florida State University School of Law, "Empirical Insights on the 'Why' and 'How' of Humanizing Legal Education" **

Professor Krieger will review recent studies of the effects of law school on law students, including (1) their values, motivations, well-being, and learning/testing performance, and (2) the linguistic shaping of their thinking process. He will propose a working definition of "humanizing legal education" to provide context for the empirical findings and to provide specific directions toward humanizing legal education.

■ 9:30 A.M. - 10:45 A.M.: Concurrent Presentations, Session 1 (Psychology and Student Well-Being I)

● **SESSION 1A: Law Student and Lawyer Happiness** (Washburn Law, Room 114)

Professor Denise Riebe, Brooklyn Law School, "Using Positive Psychology to Promote Personal and Professional Well-Being"

Evidence suggests there is widespread unhappiness among law students and lawyers. Nonetheless, lawyers and law students can and should be happy. Professor Riebe will examine the science of happiness and positive psychology research. She also will discuss possible interventions.

Professors Nancy Levit and Doug Linder, University of Missouri-Kansas City School of Law, "Mission Happiness or Mission Impossible: Can Law Schools Create Happy Law Students? Should They?"

Drawing on research into the science of happiness, Professors Levit and Linder will address a series of questions suggested by their title. They will ask whether law schools can make law students happier, whether making happier law students will translate into making them happier lawyers, and the separate question of whether making law students happier would create better lawyers? They will also offer several specific steps law schools can take to increase student happiness.

- Presenters whose names are followed by two asterisks (**) will be published in the symposium issue of the *Washburn Law Journal*.

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- **SESSION 1B: Integration and Peer Bullying in Law School** (Washburn Law, Room 102)

Professor Susan Grover, William and Mary School of Law, “Personal Integration and Outsider Status as Factors in Law Student and Lawyer Well-Being” **

On our way through law school, some of us feel compelled to cast aside aspects of ourselves not necessary to the task immediately at hand. A simple and very superficial example of this fragmentation is when fiction lovers give up the reading habit. The outsider law student, who is racially, economically or in some other way separate from the rest of the class and from the academy, bring to this fragmenting process special vulnerabilities but also special capacities to respond to the fragmentation problem. Professor Grover will consider the intersection of the fragmenting effect of legal education and the special circumstances of the outside law student.

Professor Rebecca C. Flanagan, Vermont Law School, “Lucifer Goes to Law School: Towards Explaining and Minimizing Law Student Peer-to-Peer Harassment and Intimidation” **

Professor Flanagan will focus on how systemic forces within law schools create situations that transform law students with normal psychological markers into bullies. While bullying in law school has almost certainly been a problem for years, the rise of the internet has taken peer intimidation from an isolated concern at law schools to a problem for every law school that possibly impacts the future of the legal profession.

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- **SESSION 1C: Responding to Specific Student Stressors: Maintaining Scholarships and Students with Disabilities** (Washburn Law, Room 100)

Professor of Law and Associate Dean for Academic Affairs Jerome M. Organ, University of St. Thomas School of Law, “Buying a Statistic or Investing in People: Law School Scholarship Programs and Their Impact on Student Well-Being”

To what extent do scholarship programs impact the well-being of law students? Dean Organ will compare conditional scholarship programs, in which renewal of scholarships is contingent on performing at a fairly high level, and unconditional scholarship programs, in which students remaining in good academic standing (a fairly low threshold) keep their scholarships throughout law school, and will explore some of the possible consequences of each model on student well-being.

Professor Leah M. Christensen, University of St. Thomas School of Law, “Humanizing the Law School Classroom for Those Who Learn Differently: A Case Study of Three Law Students With Attention Deficit Disorder (ADD)”

More law students than ever begin law school having been diagnosed with a learning disability. Professor Christensen will explore the experiences of three law students with Attention Deficit Disorder (ADD) and provide examples of how legal educators can “humanize” the law school classroom for all those who learn differently.

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- **11:00 A.M. - 12:15 P.M.: Concurrent Presentations, Session 2 (Psychology and Student Well-Being II)**

- **SESSION 2A: Stressors and Stress Intervention** (Washburn Law, Room 114)

Professor Martha Peters, Elon University School of Law, “A Model for Stress Intervention: Toward Humanizing Legal Education”

Law students are different in what causes stress, in their stress symptoms, and in effective interventions. However, across these differences there are common intervention threads. Professor Peters will present a five-part model for stress intervention to better identify sources of individual and group stress, to develop more effective coping skills, and to target systemic problems that create stressful environments.

Martha Peters

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Doctoral Candidate Andrea M. Flynn, De Paul University, “Towards a Model of Law School Stressors”

Research shows that law students have exceptionally high rates of psychological symptoms compared to the general population and to other students. Ms. Flynn will provide an overview of psychological theories of stress, recommendations for assessing stressors, and the results of analyses of responses to a survey completed by graduating law students.

● **SESSION 2B: Neuroscience and Multiple Intelligences**
(Washburn Law, Room 102)

Professor Kirstin Dauphinais, University of North Dakota School of Law, “Workshop on Humanizing Legal Education through Valuing and Nurturing Multiple Intelligences”

Professor Dauphinais’ interactive presentation will explore how law professors can use Harvard educational psychologist Howard Gardner’s Theory of Multiple Intelligences to recognize and evaluate students’ unique capabilities, to tailor legal pedagogy to nurture students’ individual talents, and to promote the humanization of legal education.

Professors Ellen Waldman and Marybeth Herald, Thomas Jefferson School of Law, “Humanizing Legal Education by Teaching Neuroscience and Psychology to Law Students as its Own Subject or by Weaving Both into Students’ Regular Coursework”

Cognitive biases - like anchoring, framing and stereotyping - lead law students to develop inaccurate and self-defeating assessments of their own learning and development. Professors Waldman and Herald will argue that part of the distress law students experience stems from their inability to understand their reactions to learning the law. Teaching students to understand and minimize their cognitive biases will help minimize their distress.

● **SESSION 2C: Focus on the Well-Being of Today’s Students** (Washburn Law, Room 100)

Assistant Dean for Student Affairs Keith Sealing, University of Louisville, Louis D. Brandeis School of Law, “‘Waiting On The World To Change’: Humanizing Legal Education by Addressing the Challenges of the Millennial Generation”

The Millennial Generation (born after 1982), soon to be a majority of law school students, are being taught primarily by Baby Boomers (born 1943 to 1960). After discussing the life experiences that differentiate these two generations, Professor Sealing will focus on one Millennial characteristic – the use of new technology – to demonstrate how law schools can humanize legal education by adapting to the preferred Millennial technologies.

Professor D’lorah L. Hughes, Case Western Reserve University School of Law, “Teaching Compassion to Millennial Law Students”

Professor Hughes will focus on using clinical methodology to help students develop compassion. By emphasizing components that teach millennial law students to look beyond themselves and to have empathy for others, law professors can humanize the educational experience in a way that will be effective for this generation and beneficial to their future clients.

Professor Emily B. Zimmerman, Drexel University College of Law, “Promoting the Enthusiasm of First-Year Law Students”

Although critiques of legal education frequently assert that students’ enthusiasm declines over the first year of law school, enthusiasm is typically neither defined nor empirically assessed. Professor Zimmerman will discuss how psychology literature provides a framework for defining law student enthusiasm and the significance of this literature for assessing, promoting, and maintaining the enthusiasm of first year law students.

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■ **12:30 P.M. - 2:00 P.M.:** Lunch and Plenary III
(Washburn Law, Room 114)

Professor Paula Lustbader, Seattle University School of Law, “You Are Not in Kansas Anymore: How Law School Orientation Programs Can Help Students Fly Over the Rainbow” **

The transition from other academic endeavors to law school is like traveling from Kansas to Oz. In this presentation, attendees and Professor Lustbader will explore ways in which law school orientation programs can not only get students on the right road, but also, eliminate unnecessary obstacles, enhance the law school experience, enrich the educational process, and ensure that more students find their way over the rainbow and reach their individual goals.

■ **2:15 P.M. - 3:30 P.M.:** Concurrent Presentations,
Session 3 (Courses, Teaching Methods, Curriculum,
and Student Needs)

● **SESSION 3A:** Specific Courses (Washburn Law, Room 114)

Professor Robert P. Schuwerk, University of Houston Law Center, “Structuring and Presenting a Law School Course Exploring Humanizing Issues”

There is an increasing body of literature suggesting many law students undergo psychological distress, often accompanied by substance abuse, as a result of their law school experience, and those conditions persist when the students enter the practice of law. Professor Schuwerk will suggest a model course designed to address and ameliorate those phenomena.

Professor Carol Wallinger, Rutgers School of Law-Camden, “Moving From First to Final Draft: Does Applying Autonomy Support Theory Motivate LRW Students to Flow Through the Writing Process?”

Professor Wallinger will report the results of a year-long pilot study during which two autonomy-supportive interventions were offered to nineteen first-year law students studying legal writing. Autonomy support is a component of self-determination theory. This work builds on that of Krieger and Sheldon, who first applied SDT to law school.

● **SESSION 3B:** Institutional Change
(Washburn Law, Room 102)

Professor Kathy M. Hessler, Case Western Reserve University School of Law, “Structural and Pedagogical Choices”

In order to improve legal education, one must understand the structural impediments to change, as well as the origins of systemic dysfunction. Professor Hessler will focus on the most recent reports concerning legal education and discuss how their findings support and align with a focus on humanizing concerns.

Professor Marjorie A. Silver, Touro Law Center, “The Humanizing Legal Education Movement: One Teacher’s Efforts, Opportunities, Obstacles, and Challenges”

Using Parker Palmer’s four stages of a social reform movement (Parker Palmer, THE COURAGE TO TEACH 166 (1998)), Professor Silver will discuss the successes and disappointments in her efforts to both humanize the various courses she teaches (Civil Procedure, Professional Responsibility, and the Civil Externship seminar) as well as her efforts to infuse humanizing innovations into the required curriculum.

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● **SESSION 3C: Teaching Changes** (Washburn Law, Room 100)

Professor Justine Dunlap, Southern New England School of Law, “Humanize This? Suggestions for the Large Classroom” **

Professor Dunlap will cover teaching techniques to use in the large doctrinal classroom. Included in the discussion will be an examination of why these techniques serve the goal of humanizing the classroom.

Professor Rhonda V. Magee, University of San Francisco School of Law, “The Mindful Law Professor: Teaching and Modeling Mindfulness in Differently Diverse Classrooms”

By teaching and supporting the cultivation of “mindfulness practices,” and by underscoring a humanistic approach to law Professor Magee calls Humanity Consciousness, law schools better prepare students for effective and fulfilling lives as practitioners and engaged leaders and participants in their communities and facilitate their effective performance in the differently diverse, multi-cultural and globalized practice arenas they face in the 21st century.

■ **3:45 P.M. - 4:45 P.M.: Plenary IV**

(Washburn Law, Room 114)

Professor Gerald Hess, Gonzaga University School of Law, “Collaborative Course Design: Not My Course, Not Their Course, But Our Course” **

Attendees and Professor Hess will explore the “why” and “how” of collaborating with students in course design. “Why” – highlights from the literature in legal education and higher education that provide a rationale for collaborative course design. “How” – the collaborative process in crafting a syllabus, including the benefits and pitfalls for students and teachers. Participants will engage in collaborative design during the session.

■ **5:00 P.M. - 6:00 P.M.:**

Optional Tours of the Brown v. Board of Education National Historic Site (see back cover for directions)

■ **6:00 P.M.:** Dinner on your own

(the law school will facilitate sign-ups for the various restaurant choices)

Sunday, October 21, 2007

■ **8:00 A.M. - 8:30 A.M.:**

Continental Breakfast (Washburn Law, Room 114)

■ **8:30 A.M. - 9:15 A.M.:** Plenary V

(Washburn Law, Room 114)

Professor Susan Daicoff, Florida Coastal School of Law, “The Comprehensive Law Movement and its Relation to Humanizing Legal Education”

Humanized law students are likely to search for alternative, more humane ways of practicing law. Teaching the vectors of the comprehensive law movement in law school can offer students a more balanced approach to practicing law, adjudicating, and dispute resolution as well as encourage the development of their intrapersonal and interpersonal skills.

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■ **9:30 A.M. - 10:45 A.M.:** Concurrent Presentations, Session 4
(Students, Service Learning, and the Comprehensive Law Movement)

● **SESSION 4A:** The Student Perspective from Students (Washburn Law, Room 114)

In this session, a panel of current students attending Washburn University School of Law will share their thoughts about the law school experience and take questions from the attendees.

● **SESSION 4B:** Therapeutic Jurisprudence, Restorative Justice, and Collaborative Law (Washburn Law, Room 102)

Professor of Law and of Psychiatry and Behavioral Science Bruce J. Winick, University of Miami School of Law, “Therapeutic Jurisprudence in Legal Education”

Professor Norma Levine Trusch, Professor Marty Price and Jeanne Fahey, J.D., “The New Lawyer: Connecting the Humanizing Legal Education Movement to Innovations in Practice”

A new movement has emerged which takes an explicitly humanistic, interdisciplinary, restorative and often therapeutic approach to law and lawyering. Professors Winick, Trusch, and Price and Ms. Fahey will examine how three ‘vectors’ of this Comprehensive Law movement – therapeutic jurisprudence, restorative justice, and collaborative law – can be integrated into legal education in substantive law courses, legal skills training, and clinical legal education.

● **SESSION 4C:** Service Learning (Washburn Law, Room 100)

Professor Ronald R. Volkmer, Creighton University School of Law, “Engaging Students in a Commitment to Justice”

Based upon personal experience, Professor Volkmer will offer perspectives on the potential positive impact a “third world” immersion experience for law students might have on the well-being of students. The specific example offered by Professor Volkmer builds upon the humanizing legal education credo that it “makes sense to orient [students] toward intrinsic values and internal motivators, because they are associated with well-being.” The model offered builds upon the view of Fr. Dean Brackley, S.J., who stated that “engaging suffering people and injustice ... brings to the surface in students the crucial question: What am I doing with my life?”

Professor Amy J. Schmitz and Student Jenna Mazzucca, University of Colorado School of Law, “Service Learning as a Humanizing Mechanism”

Professor Amy Schmitz will discuss outreach generally at the University of Colorado School of Law and her Humanizing Contracts service learning seminar that she taught for two years. This will include discussion of class logistics, and how this experiential learning humanizes law by expanding students’ understanding and analysis of contracts beyond the basic concepts they learn in their first-year Contracts course.

Jenna Mazzucca, a current third year student at the University of Colorado, will discuss her experience creating service learning workshops in the area of juvenile and family law. This will include a discussion from the student perspective of how service learning has enhanced her legal education as well as the benefits for the community.

■ **11:00 A.M. - 11:30 A.M.:** Plenary VI
(Washburn Law, Room 114)

Professor Michael Hunter Schwartz, Washburn University School of Law, “Looking Back Over the Conference and Looking Forward to Legal Education Reform”

Professor Schwartz will lead an interactive, collaborative discussion of the ideas explored during the conference, invite everyone to share favorite insights and experiences not addressed by the speakers, and link the ideas to each other and to the potential for legal education reform based on the outcomes assessment movement in higher education and on the publications of Educating Lawyers and of Best Practices in Legal Education.

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Washburn Law Directions

To Washburn Law:

From the North

1. Take U.S. Highway 75 south to the Gage Boulevard exit/I-70 East turnoff (Exit 358), taking the Gage Boulevard exit.
2. Turn right on Gage and proceed south to 17th Street.
3. Turn left (east) and follow 17th Street past MacVicar Avenue to Plass Avenue.
4. Turn right (south) to access parking.

From the South

1. Take U.S. Highway 75 north to the 42nd Street/Burlingame Road exit.
2. Turn left and drive to the yield sign.
3. Turn right (north) on Burlingame Road and follow Burlingame (which changes into Washburn Avenue) to 17th Street (approximately 24 blocks).
4. Turn left (west) onto 17th Street until you reach Plass Avenue (approximately 5 blocks).
5. Turn left (south) to access parking.

From the Southwest (I-335)

1. Take I-335 north (Kansas Turnpike) to the South Topeka exit (Exit 177).
2. After leaving the toll area, continue straight. The highway will veer to the left and become I-470 west.
3. Take the Burlingame Road exit (the first exit, Exit 5).
4. Turn right (north) on Burlingame Road and follow Burlingame (which changes into Washburn Avenue) to 17th Street (approximately 24 blocks).
5. Turn left (west) onto 17th Street until you reach Plass Avenue (approximately 5 blocks).
6. Turn left (south) to access parking.

From the East

1. Take I-70/I-470 (Kansas Turnpike) to the South Topeka exit (Exit 177).
2. After exiting the toll area, continue straight. The highway will veer to the left and become I-470 west.
3. Take the Burlingame Road exit (the first exit, Exit 5).
4. Turn right (north) on Burlingame Road and follow Burlingame (which changes into Washburn Avenue) to 17th Street (approximately 24 blocks).
5. Turn left (west) onto 17th Street until you reach Plass Avenue (approximately 5 blocks).
6. Turn left (south) to access parking.

From the West

1. Take I-70 to I-470 East.
2. Take I-470 to the 21st Street exit.
3. Turn left (east) and follow 21st Street to MacVicar Avenue (approximately 30 blocks).
4. Turn left (north) onto MacVicar until you reach 17th Street.
5. Turn right (east) and go to Plass Avenue.
6. Turn right (south) to access parking.

From Washburn Law to Capitol Plaza Hotel: (for Friday evening events)

1. Go north from the law school parking lot to 17th Street.
2. Turn right (east) on 17th Street.
3. Go east past Washburn Avenue (.4 miles) and continue to Topeka Boulevard (.7 miles).
4. Turn right (south) on Topeka Boulevard.
5. Go south to the Kansas Expocentre entrance (approximately .2 miles).
6. Turn right (west).
7. The Capitol Plaza Hotel is on the right.

From Washburn Law to *Brown v. Board of Education* NHS: (for Saturday evening optional tours)

1. Go north from the law school parking lot to 17th Street.
2. Turn right (east) on 17th Street.
3. Go east past Washburn Avenue (.4 miles).
4. Continue east past Topeka Boulevard (another .7 miles).
5. Continue east past Kansas Avenue (another .25 miles).
6. Just past Monroe Street (approximately .15 miles) turn left into the visitor parking lot for the national historic site.

Accessing Washburn's Wireless Internet

1. Open your web browser.
2. You will see a registration page. On the upper right hand side of that page, find a link for conference attendees.
3. Follow (click on) that link, and input the conference ID: **lawschool**
4. Submit.
5. Reboot your machine. You should then have Internet access for the duration of your stay at Washburn.

