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### The Advocate orientation issue, 1971

Suffolk University Law School

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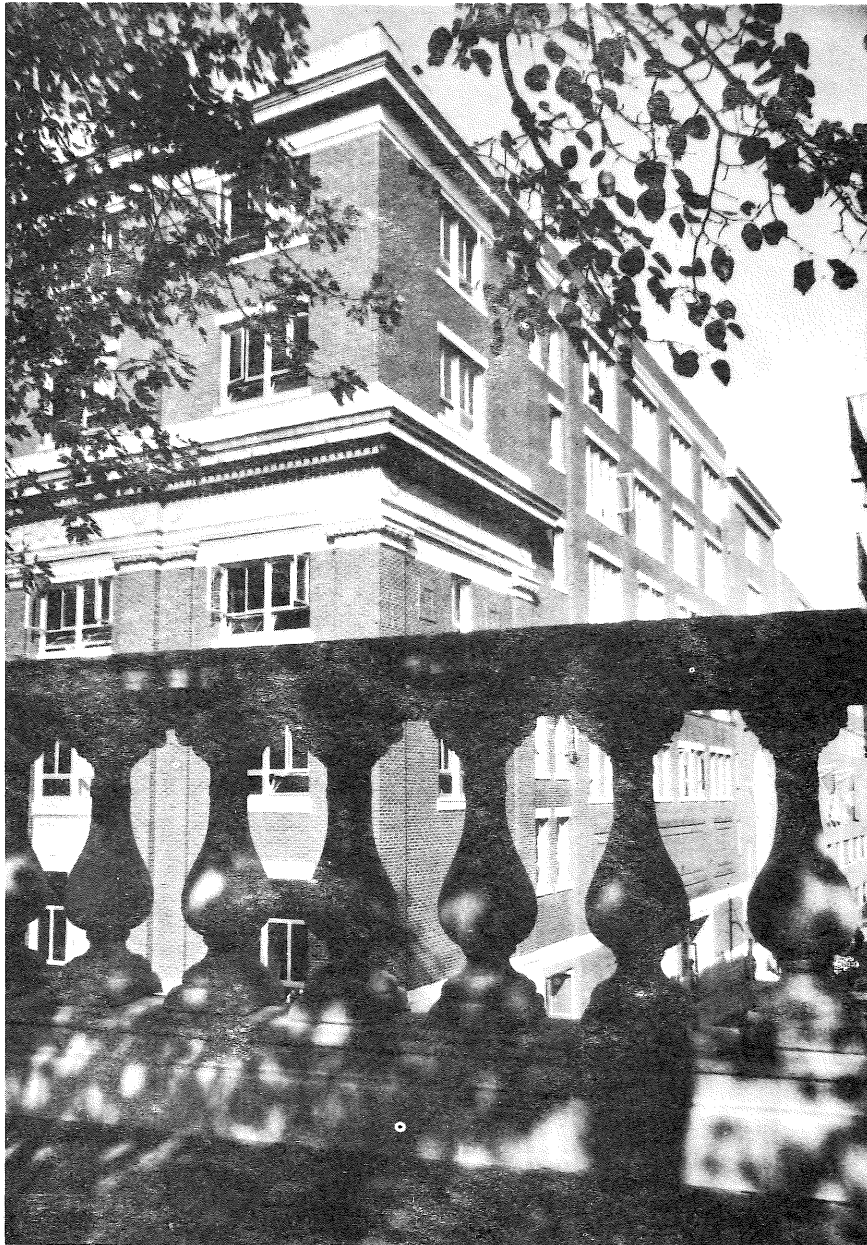
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SUMMER 1971

# ORIENTATION BOOKLET of SUFFOLK LAW SCHOOL



A Special Issue of the ADVOCATE

# The Advocate



Vol. 2 No. 3 Summer 1971

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### POLICY STATEMENT

The objectives of **THE ADVOCATE** are to publicize the activities and outstanding achievements of the Law School and to present articles by students, faculty and guest writers on timely subjects pertaining to the law.

All articles and editorials reflect the personal views of the authors and are not necessarily the views of the administration or faculty of Suffolk Law School.

Guest editorials by students and faculty are welcomed by **THE ADVOCATE** which recognizes its obligation to publish opposing points of view.

# Dean's Welcome



**DEAN DONALD R. SIMPSON**

On behalf of the faculty, I welcome you to Suffolk University Law School. You are beginning a program in which you will have to retrain your entire method of thought. To train as a lawyer — to become what Webster defines as “one whose profession is advising in matters of law or representing them in law suits”; these are not idle words. They carry a tremendous burden as well as a great reward.

You should bring any problems that arise on academic matters to the instructor in charge of the course. Members of the faculty will be appointed as your advisors. Any problems that are not academic should be discussed promptly with these advisors or the Dean so that you will forestall any difficulties that might prevent you from successfully completing your course.

Your professors here will do everything to assist you and provide you with the tools to accomplish your goals. We hope your stay here will be rewarding and successful.

# The Significance Of Orientation

by PHILIP J. ADAMS, JR.  
Editor-in-Chief 1970-71

This booklet is published with a view towards assisting the first year law student in adjusting to the transition which confronts him as a first year student of law. Hopefully, this booklet will serve the dual purpose of aiding the student, generally, in the matriculation to the study of law and, in a more particular way, to what it means to be a student at Suffolk Law School.

The importance of the first year of law school is vigorously emphasized by legal educators because it is generally recognized that becoming a lawyer is a process in which the mind must be trained to reason, based solely upon empirical findings. To phrase it in the converse, though it is necessary to simply learn the law, it is not sufficient. Since much of the training itself takes place in the first year, the necessity for successfully making the transition, referred to above, becomes essential.

"Orientation day" or "orientation week" are inaccurate and misleading descriptions. A day or a week can only serve as an introduction to orientation. The best orientation is properly the entire first year of law school. Accordingly, **The Advocate** has sought to furnish you with information which will be useful to you for the entire duration of your law school career.

Within this statement of policy, **The Advocate** attempts to stress that legal education is by no means limited to the rote learning of substantive law and for this reason, included within this booklet, are detailed accounts of the programs and organizations which are operative at Suffolk. It should be noted that some of the programs and organizations are open only to second and third year students.

## THE CASE METHOD OF STUDY

A question which is frequently on the minds of many entering law students is, "do we have to memorize the cases and must we be able to associate each name with the facts of a particular case?" The answer is that, though rote memorization may prove helpful in daily class recitation, it is generally of little or no importance in the answering of law school examinations.

You will shortly be taught by demonstration how to abstract a case. Later in the semester, you will be given practice examinations by faculty members who will point out your mistakes and offer helpful suggestions. The importance of learning the proper way to abstract a case as early as possible cannot be over-emphasized. If you do not perfect this ability, you will discover (perhaps too late) that answering an examination becomes increasingly difficult.

Why place so much stress on abstracting cases? In terms of answering law school examinations, there are at least two reasons for developing this talent. The first is that the talent itself is necessary for answering examinations. You must be able to analyze fact patterns with perception, separate the essential from the extraneous, and reason both deductively and inductively. These talents are the tools of a lawyer. They are developed by abstracting cases, and these are the very talents which law examinations are designed to test.

Another reason why learning to abstract cases merits all the effort you are able to marshal is that the rules of law are within the cases which are assigned to you. It is your job to find those rules and to be able to state them succinctly.

Each rule of law contains certain nuances. That is, if you were to memorize the rule "in a vacuum," it would be of little help to you in answering an examination since a sense of perspective would be lacking. Often times, a fact pattern on an examination falls into one of the following categories: a specific application of a law, an exception, or a set of circumstances for which there is no law (one which requires you to argue analogously for or against the adoption of a rule of law). You could devote considerable time to memorizing the law of a given area, but the ineptitude of your knowledge would soon become apparent. The gray areas must be learned as well as the black and white and this comes only from abstracting cases.

## EXAMINATIONS

Whatever your view of the value of examinations, in any case, they do serve as an impetus for study and "bringing a course together." You will be given just one opportunity to prove your knowledge of the voluminous materials which constitute each course. The courses extend either from September to January or September to early May.

Please recognize that there is only one way to cope with this rather dreadful prospect. Prepare for that day of reckoning well in advance. Study daily as if you were preparing for an examination on the next day. Review constantly so that the month of April will not find you in a frenzy. Finally, compile concise outlines to which you can refer for exam preparation. If this appears to be a time consuming process—it is! You will soon realize that the consumption of both your time and energy in considerable quantities is essential to becoming a lawyer.

The editorial board of **The Advocate** welcomes you to Suffolk Law School and extends wishes for a successful legal education.

# The History Of Suffolk University

The founder and first dean of Suffolk University, Gleason L. Archer, came to Boston from Maine in 1904 to study law at Boston University. During Archer's second year at Boston University, a business man for whom Archer harbored profound respect, Hugh Quinn, entreated the young law student to tutor him and an associate in the study of law. Archer flatly refused because he considered his own career as a student to be, at that time, a task meriting practically all of his energy and devotion. Though he was capable of temporarily declining Quinn's offer, the seeds of what was to become Suffolk University were sewn. After most carefully contemplating the prospect of tutoring those desirous of learning law, Archer thereafter became obsessed with the idea of teaching law and providing legal education for worthy, but needy students. He advertised vigorously in local Boston newspapers. After what was initially a meager response, he began, in October of 1906, to teach various legal subjects to nine students during evenings in his apartment in the Roxbury section of Boston.

Despite the established reputation of both full time and evening session schools of law in the Boston area, the applications for admission to Archer's evening sessions increased considerably. However, general skepticism among Archer's brethren of the Bar initially rendered subsidies for development of the Law School difficult to obtain. Consequently, though Archer was not lacking in foresight, the facilities within and the faculty of the Law School, for some time, could not be increased to adequately meet the demands of the burgeoning enrollment. Several times it appeared as though Archer's dream was doomed to failure.

Possessing unwavering determination, Archer adamantly transferred the classes to his law offices on Tremont Street. Confronted with opposition from many of his colleagues, he managed to incorporate the Law School in 1914, and later in the same year, purchased a building at 45 Mt. Vernon Street.

By 1919, facilities were once again inadequate and conditions overcrowded. By the end of 1920, Archer and two of his associates, George Frost and James Swift, had launched a successful fund raising campaign in which they displayed excellent business acumen. They later purchased land at 20 Derne Street and initiated a program which resulted in the construction of a million dollar school.

With the construction of an annex in 1923, Suffolk University's Law School became, at that time, the nation's largest law school. In 1935, the College of Liberal Arts and the Graduate School of Law were founded; in 1936, the College of Journalism; and in 1937, the College of Business Administration. In 1937, these new departments were incorporated as Suffolk University. Since that time, Masters programs have been developed in Business Administration, Education, Counseling, and Chemistry.

The creation of Suffolk University Law School and indeed the role Gleason L. Archer played in its found-

ing, are both predicated upon basically two ideals which Archer himself espoused. The first was to provide a legal education for worthy students who could not afford the tuition fees at established law schools. The second can best be demonstrated by reproducing an excerpt from Archer's "The History of Suffolk Law School" (Jan., 1916 p. 21 **Suffolk Law School Register**):

But I was quite disconcerted day after day by the fact that I was so absolutely ignorant of all practical features of law practice. I was well grounded in legal theories but knew no more of how to start a lawsuit or conduct it after it was started, how to open a case in court or to examine witnesses than the office boy who had never studied law. I soon found that although these things were not taught in law schools, yet they were perfectly well known to every lawyer of experience, and I resolved that in my own school these practical matters should be as carefully taught as the theory of law itself.

As Suffolk University enters its 66th year, its student enrollment is approximately: college (day division) 1,710, college (evening division) 900, Law School (day division) 745, Law School (evening division) 765.

The Law School now ranks as 3rd largest in the country. The student body comprising the Law School are graduates of 232 colleges and universities including the United States Coast Guard, Merchant Marine, Military and Naval Academies. These 232 colleges and universities are located in 36 states, the District of Columbia, Nova Scotia, and New Brunswick.

Graduates of Suffolk Law School receive Juris Doctor (D.) degrees. The Suffolk University Board of Trustees enacted a resolution in the latter part of 1968 which made it possible for the University to confer J.D. degrees upon its graduates and alumni. Prior to this, Suffolk, like most of the other law schools, awarded a bachelor of laws (L.L.B.) degree. Suffolk was the first law school in Massachusetts to make the transition from L.L.B. to J.D. degree. Shortly thereafter, Boston College and Harvard University passed similar resolutions.

The alumni of Suffolk Law School extend geographically throughout the country. Many conduct successful private practices as attorneys. Many hold positions with municipal, state and federal governmental agencies. Large numbers are instrumental in the teaching of law, in business as directors of corporations, and in government as legislators and members of the judiciary and executive branches.

Presently, in the Commonwealth of Massachusetts, Suffolk graduates are amply represented within the three branches of state government. There are five graduates of Suffolk presiding on the Superior Court of Massachusetts, including Chief Justice Walter McLaughlin. In the various District Courts, Suffolk's alumni numbered twelve Full Justices, two Associate Justices, and sixteen Special Justices.

# Some Thoughts On The Study Of Law

by PROF. CHARLES P. KINDREGAN

To study law is to develop a way of thinking. A lawyer in America is above all a "generalist" a man who contributes to government, to business, to the advancement of civic development. He does this by contributing in a creative way to that great living thing we call "the law." As John W. Davis put it: "... we smooth out difficulties, we relieve stress, we correct mistakes, we take up other men's burdens and by our efforts we make possible the peaceful life of men in a peaceful state." To make this contribution a man or woman must first be a lawyer. I am not referring to passing a bar examination but to a mode of thinking. "Think like a lawyer," "write as a lawyer writes," "speak with a lawyer's vocabulary" professors have told their students for generations. "At least make noise like a lawyer," more than one professor has told a student who tries to examine a reported decision as a layman would. In spite of this urging, some men and women manage to achieve a J.D. degree without ever developing a lawyer-like way of thinking. To develop the art of thinking and communicating the law I have attempted to state four goals for the law student and some techniques which I believe will assist him in developing this art.

**1. You must learn to analyze fact patterns.** A lawyer deals with specific fact problems. There is no legal theory or set of rules which are divorced from a specific set of facts. There are human problems for which an imperfect solution has been provided by courts. These adjudicated cases create "rules", but the rules are never isolated from the fact patterns in which they are applied. The meaning and usefulness of these adjudicated cases for a solution to the client's problem is for the lawyer to discover and understand. The law requires its practitioners to think in terms of facts rather than theory. This is important for the student. It means that when he reads a judicial opinion he must first understand the circumstances which gave rise to the litigation. The student who learns only a "rule of law" from a case has learned nothing. The student who studies from a "can" (which stresses, and frequently mistakes, the "rules"), who studies only "outlines," or who is unable to relate or discuss fact patterns in relation to legal theory is cutting the heart out of the case method of study. In your class notes, study notes, examination answers, term papers, briefs or memorandums, you should practice the art of building your thoughts on fact-pattern analysis. Students frequently complain about being "forced" to "spend so much time studying factual problems in old cases." To be the best lawyer of the future a student must develop the **discipline** of working with rigidly limited facts. It may not seem "relevant" compared to the great social issues of the day, but only by accepting the "grind" of law school curriculum will the student develop into the effective lawyer of the future.

**2. Develop in yourself the skill for analogous thinking.** Relating the problem you are now considering to the similar problems which have been adjudicated is the essence of the lawyer's act. Analogy is fundamental to the Anglo-American legal system. Through use of analogy our lawyers and judges provide both continuity in the law and the continued

use of wise solutions to human problems which have developed over the years. Use of analogy is not, of course, mere technical comparing of cases; the best lawyer will make original, inventive and creative use of analogy to achieve the result he seeks. This art is one which can be developed by a student in only one way, i.e., daily, thoughtful use of analogy over a period of years in each problem which the student considers. The student who attempts to argue a case in class on the basis of disembodied rules of law or who attempts to write an examination question on the basis of abstract theories should know that he is not "thinking as a lawyer."

**3. Learn to find answers yourself.** A law professor does not exist to provide answers for students. Although he may fall short of the ideal, a law professor is a man wise in the law whose presence is felt in the student's life as one who channels the student's skill-development in the right direction, challenges him to master the lawyer's art, and asks the questions which stimulate legal learning. I have observed students who ask a professor questions, the answers to which could easily be ascertained from other sources. Yet these students ignore or treat as unimportant questions asked by the professor. The paradox of this is that a professor usually asks a question to stimulate some vital thought process, while his answers to student questions may only represent a single man's view of the matter. A lawyer doesn't have a law professor in his back room. He will have to find the answers to his client's problems through his personal skill and diligence. The law student must begin to develop this skill. His ability to use the tools of legal research can be developed only by actual research in the library.

**4. Develop the communication skills needed by the lawyer.** A lawyer serves his client by written and oral communication. He advises clients, he files motions, he speaks to judges, he draws wills and trusts, he argues with internal revenue agents, he writes briefs, he negotiates with opposing counsel. A lawyer is a "word man." The use of language in oral or written form, is basic to the daily practice of law. From the start of law school a student should practice writing clear, precise but legally meaningful essays. He should ask others to criticize his writing. He should review his notes and papers to determine what progress, if any, he has made. He should participate in class. The experience of class recitation, in the presence of a professor and other students who have studied the same problem is invaluable. If he is not reciting, he should listen to the student who is, and mentally criticize the recitation. I have met students who think they can develop lawyer-like skills without class recitation, by private study alone. For hundreds of years, in the Inns of Court and in American law schools, public recitation and discussion have been a cornerstone of legal education. The student who believes he can bypass this experience is in error. If he practices law, there will come a time when someone is going to pay him to stand up and advance a position. Hopefully, the lawyer will have learned something of this in law school, not at his client's expense.



# CLINICAL PROGRAMS – PROGRESS REPORT

by PROF. WILBUR G. HOLLINGSWORTH

In the fall of 1969, at the request of the law school faculty, Dean Simpson recommended to the President and Board of Trustees that all clinical programs be placed under the full time supervision of a member of the faculty. As a result of that recommendation, I was added to the faculty slightly over a year ago and the following sets out very briefly what the students and I have done, or attempted to do, during the past year.

At the outset it seemed that it would be difficult to include evening students in several programs. No problems presented themselves, however, and all programs are open to, and participated in by, both day and evening students.

## Prosecutor Program

With some difficulty, because of the number of law schools in the area with similar programs started years before ours, we are putting together, on a county basis, teams of senior students for the prosecution of cases before six man juries under the supervision of assistant district attorneys. We have had such a program operating in Plymouth County for nearly a year, all of the work being done by evening students and hope to have trained groups ready to work in several other counties next September.

## High School Teaching Program

This program was started two years ago as a federally funded project. Entitled "The Law and Poverty Program" it was supervised by a director with offices at Boston University. Last summer, when funds ran out and the program was abandoned, it was decided that, because of the popularity of the program, it would not only be continued at Suffolk but would be expanded. Presently, nearly fifty students have classes which they regularly address at English High, Dorchester High and Woodrow Wilson High. They use only material which has been prepared for them and the general purpose of the program is to present a given problem to the class which will involve the entire class in discussion.

## Suffolk Voluntary Defenders

This program is by far the most popular one in the school. Under Supreme Judicial Court rule 3:11, senior students with the written approval of the dean

of his character, legal ability, and training, may appear without compensation on behalf of indigent defendants in criminal proceedings in any District Court under certain specified supervision. The rule provides that the supervising attorney does not have to appear in court with the student.

At the present time thirty day seniors and sixteen evening seniors, have been approved by the dean and cover the East Cambridge District Court and the Boston Juvenile Court on a daily basis. When a student has been assigned to a case by the judge, a continuance is requested and granted; the case is prepared as to the facts and law by the student to the best of his ability; the interview with the defendant, the investigation and research are then written up and the case submitted to me. At this point the student and I discuss the case in detail as to possible pleas—trial tactics if it is to be a trial—possible motions—factual or legal points overlooked by the student. In short, everything the student needs to furnish adequate representation to his client.

The program is essentially a two year program. Second year day and third year evening students are accepted at the beginning of the school year. The class has a designated time to meet with me once a week and attendance is taken with the understanding that only those who regularly attend will be recommended to the dean for his approval when they become seniors. During the first semester every conceivable district court activity is covered and during the second semester the student is sent into court to observe and to assist the student who is actually handling a case.

There are presently eighty-nine second year day and twenty-two third year evening students who will be recommended to the dean for approval at the end of the year.

**Ed. Note:** Since the above has been written, several courts have been added to the defender and prosecutor programs. The Voluntary Defenders now appear regularly in the Dedham District Court and in September, 1971, will appear in the Lynn District Court on a daily basis and in the Salem District Court three days a week. In addition, a prosecutor program will be commenced in the Lynn Court on a daily basis.



# Organizations

## THE ADVOCATE

**The Advocate** had its inception in the fall of 1969. As a news-magazine, **The Advocate** has developed the following policy statement:

The objectives of **The Advocate** are to publicize the activities and outstanding achievements of the Law School and to present articles by students, faculty and guest writers on timely subjects pertaining to the law.

All articles and editorials reflect the personal views of the authors and are not necessarily the views of the administration or faculty of Suffolk Law School.

Guest Editorials by students and faculty are welcomed by **The Advocate** which recognizes its obligation to publish opposing points of view.

(This policy is found on the first page of every issue of **The Advocate**).

With this policy in mind, **The Advocate** in its short existence has become a vital source of communication between students, alumni and the faculty of the Law School.

The circulation of **The Advocate** has increased from 1,500 per issue to 6,000 per issue during the academic year 1969-70, and will remain at this figure during the 1971-72 year. Circulation was increased to include: students, faculty and alumni of the Law School; Trustees of the University; the Justices of the Supreme Courts and the Attorneys General of the New England States; and all accredited law schools.

The underlying theory behind the organizational structure of **The Advocate** is to devise a co-ordinated system of committees each headed by an Editor. The purpose is to discharge all the duties necessary to publish with a minimum of redundancy and a maximum of efficiency. The Editorial Board for 1970-71, with one exception, was ranked in the top quarter of the Class of 1971. The staff of **The Advocate** is composed of underclassmen. Selection is based on academic achievement and legal writing ability.

The Editorial Board is appointed a faculty advisor by the Dean of the Law School. The role of the advisor is advisory rather than supervisory. The Editorial Board is proud to have as its Advisor Professor Charles P. Kindregan.

**The Advocate**, as a news-magazine, performs a two-fold function for the Law School. The first is the promulgating of newsworthy events involving individuals and associations affiliated with the Law School. The second is a much more prodigious task—that of contributing to the enhancement of the image of the Law School on both the local and national levels. Our own excellent Law Review is no doubt serving to enhance the name of the Law School,

though certain limitations should be recognized. A Law Review is primarily a research tool and is used almost exclusively by law students and attorneys for research. **The Advocate** transcends these limitations.

The Editorial Board will continue to invite prominent legal figures to write on topics of regional or national importance. Past issues have contained articles by U.S. Senator Pell of Rhode Island, Elliot Richardson, former U.S. Senator Tydings of Maryland, U.S. Senator Gurney of Florida, as well as articles by judges, attorneys, faculty members and students. **The Advocate** hopes to expand its current departments concerning alumni, faculty and news briefs.

**The Advocate** is subsidized by the Student Bar Association and the Board of Trustees of Suffolk University. We are grateful for their continued financial support during the coming academic year.



Serving on the 1971-72 Editorial Board are:

**Brian Gilligan** — Associate Editor  
**Tom Barbieri** — Associate Editor  
**Tony Theophilos** — Feature Article Editor  
**Bob Damiano** — Alumni Editor  
**Ken O'Donnell** — Technical Editor  
**Bill Batty** — Assistant Editor

## LAW REVIEW

The Suffolk University Law Review is a legal journal published by an editorial staff selected from second and third year day students and evening students on the basis of academic achievement and proficiency in legal writing. As the principle medium through which new legal thought and authoritative opinion are presented to the legal community, Law Review is considered a distinctive criteria in judging the caliber of nearly all law schools.

In the **Suffolk Law Review**, as in most, each issue is divided between professional and student material. The professional material published in the Suffolk Law Review is contributed by judges, legal scholars, professors, practicing lawyers and authorities in fields related to the law. Although unsolicited manuscripts are received, most of the lead articles and book reviews are solicited in advance. In selecting articles

for publication the principal criteria are scholarly and incisive analysis, informed opinion, and content of interest to the legal community. Diversity of subject matter is considered desirable although on appropriate occasions an entire issue may be devoted to a single field of law. In 1968 the **Suffolk Law Review** presented a symposium on "Marihuana and the Law" which received national acclaim in the profession.

Student material in the Law Review is classified as either Note or Case Comment. If the treatment expands rather than confines the issue raised by a case, or if it covers several cases rather than one, the product may be a Note. In contrast, a Case Comment presents a succinct analysis of how one significant case fits into the body of existing law. In both writings, emphasis is placed on analysis, evaluation, and substantive expression of the legal issues in terms of the underlying practical dictates of society, from which "the law" originates. On this basis, both writings should be able to predict future developments in a particular area.

The object of the **Suffolk Law Review** is to produce the finest possible legal journal and to thereby make a significant contribution to the development of the law. Members are expected to devote many hours to the Review. Each member must produce at least two writings during his first year on the Law Review. A Case Comment is required for the first writing. In addition to his writing assignments each member must contribute many hours of production work, cite checking, proof reading, research projects and miscellaneous duties. The above is especially true for second year day students. The quality and volume of a member's work is constantly reviewed and is a condition to continuing membership on the Review. Members who contribute both quantitatively and qualitatively are considered for editorial positions the following year.

The Law Review is housed on the third floor next to room 311. Although the bulk of the writing and editing is done by its members, the pages of the Law Review are open to all students at the law school who might want to submit Notes or Case Comments for consideration.

The Law Review has selected the following students to comprise the Board of Editors for Volume VI (1971-72):

**Bernard M. Ortwein** — Editor-in-Chief  
**Leonard L. Lewin** — Managing Editor  
**Andrea W. Wasserman** — Lead Article Editor  
**Gregory E. Michael** — Lead Article Editor  
**Walter G. Hiltz** — First Circuit Review Editor  
**William F. Lally** — Note Editor  
**Stuart I. August** — Note Editor  
**Michael S. Riselli** — Case Comment Editor  
**Robert M. Cove** — Technical Editor  
**Howard S. Fisher** — Technical Editor

Additionally, the Law Review has acquired a new secretary, Miss Susan E. Weston.

## DELTA THETA PHI

The Delta Theta Phi Law Fraternity, founded in the year 1900, is one of the three leading professional law fraternities in the world. Its members consider it to be the best legal fraternity, and are intensely and justifiably proud of their fraternal contacts and associations. Its membership numbers close to 60,000 and includes many distinguished men in high places of business, in government, in international affairs, on the Bench and of the Bar.

Delta Theta Phi has Student Senates across the continent and in Puerto Rico, from Story Senate at the University School of Law in Seattle, Washington, to the Pabon Senate at Inter-American University School of Law in Hato Rey, Puerto Rico. Currently, efforts are under way to organize Student Senates in Canada and Mexico.

Membership in Delta Theta Phi does not end with graduation from law school. It has Alumni Senates from San Diego, California, to Washington, D.C., from Miami, Florida, to Dallas, Texas, which provide social and professional programs for both students and alumni. Alumni Senates provide students, recent graduates, and alumni members the opportunity to meet and associate with, and to receive a helping hand from, their brothers in business, in government, on the Bench and of the Bar. In addition, we have alumni brothers around the globe who are willing to be of assistance whenever called upon.



Delta Theta Phi Members include: (Seated left to right) Cliff Noy, Pete Raymond, Professor Pizzano, Bob Sayder and Gary Pappas. Standing (left to right) Peter Aliosi, Steve Needles, Don Belanger, John Nantora and Don Barry Weinstein.

The fraternity conducts a placement service through the medium of its publication **The Paper Book**, and a number of Alumni Senates offer a placement service in the area in which their members live. This service is given without charge and assists brothers in finding excellent positions in law firms throughout the continent.

At Suffolk Law School, the Frank L. Simpson Senate of Delta Theta Phi was chartered in the

1969-70 academic year with the objective of providing the student with fraternal friendship and the opportunity of participating in worthwhile programs for the benefit of the school and community.

In all projects undertaken by the brothers of Delta Theta Phi the emphasis is on encouraging participation by other students in the Law School as well as the brothers themselves. A program which reflects this attitude is the legal aid office established in Beverly by Delta Theta Phi. Under the sponsorship of the fraternity, this program is open to all Suffolk students who wish to assist indigent people with legal problems in either a research or trial counsel capacity.

Last year, the brothers instituted a tutorial program to assist first year students studying for composite and criminal law examinations. With the cooperation of the faculty, this effort proved to be very successful and will be continued during the 1971-72 academic year on a larger scale.

Presently in the planning stage is a program which will be organized with the cooperation of the local police programs. If the fraternity is successful in initiating this project, students will be placed in police stations for the purpose of observing and working in the legal process at the grass roots level.

The brothers of Delta Theta Phi hope that this sampling of activities engaged in by the fraternity will encourage the incoming law student to consider the advantages of becoming an initiate in the Frank L. Simpson chapter when he makes his decision on joining a fraternal organization. A coffee hour will be held early in the first semester to give all interested students an opportunity to meet with the brothers and discuss any questions concerning membership in Delta Theta Phi.

In March of this year, Delta Theta Phi elected its officers for the 1971-72 academic year. Taking the helm for the new year will be:

**Don Belanger** — Dean

**John Nanorta** — Vice Dean

**Peter Raymond** — Tribune

**Stephen Needle** — Clerk of the Rolls

**Gary Pappas** — Clerk of the Exchequer

## PHI ALPHA DELTA

### Declaration of Purpose

The purpose of this Chapter shall be to form a strong bond uniting students and teachers of the law with members of the Bench and Bar in a fraternal fellowship designed to advance the ideals of liberty and equal justice under law; to stimulate excellence in scholarship; to inspire the virtues of compassion and courage; to foster integrity and professional competence; to promote the welfare of its members; and to encourage their moral, intellectual, and cultural advancement; so that each member may enjoy a lifetime of honorable professional and public service.



**All About PAD**

The considerable expansion of Phi Alpha Delta in the last several years and the continued improvement in our professional programs have justifiably increased our pride and respect for our Fraternity, but it has also compounded the problem of communication among the membership. The number of active member initiations has more than doubled in the last five years, with almost 100 initiations anticipated this year. As our chapter's active members, associates, and rushees increase year after year, it becomes more challenging to assure their comprehension of the real value of PAD.

It is entirely natural for all present and potential PADs to be asking what tangible benefits will come their way from such membership. A recitation of our noble "Declaration of Purpose" and the emphasis on the values of brotherhood are always persuasive, but even Fraternity leaders at all levels are sometimes hard put to describe the "bread and butter" benefits.

Because we are the largest professional fraternity, there are many benefits which accrue to both active and alumni members. Among the many benefits are:

**1. Student loans.** Endowment fund resources are available for individual student loans to a maximum amount of \$1,000, with interest accruing only on past-due repayment installments.

**2. Faculty assistance.** The fraternal tie enables the student member to consult active chapter faculty advisors and other PAD faculty members on a friendly and cooperative basis in regard to his law school problems.

**3. Job preparation.** PAD can help the active members learn how to prepare personal resumes, interview for job opportunities, obtain summer positions in the law, and learn other values incident to preparing for the law.

**4. Job placement.** Job placement programs are in effect in many metropolitan areas to assist both the senior law student and alumni practitioner in obtaining a new position.

**5. Admissions.** PAD alumni brothers frequently assist their younger brothers by moving their admissions before various courts, including the United States Supreme Court, and recommending membership in various local organizations and business clubs.

**6. Scholarships.** PAD now awards numerous \$500 scholarships to active chapter members across the

country. In addition, Frankfurter Chapter will award scholarships to deserving members of its chapter this year.

**7. Professional programs.** This single category of tangible benefits actually embraces a considerable number of law student aids, including freshman orientation, legal research for attorneys, effective speaking, court visitations, law practice tips, etc. Our PAD library now contains more than 40 memoranda on professional activities.

**8. PAD Directory.** The availability of our fine PAD Directory not only enables active members to contact alumni members throughout the nation, but primarily serves as a valuable aid in the referral of business throughout the legal profession. It also enables every PAD to keep track of the whereabouts of his many PAD friends as they move from place to place.

**9. Achievement awards.** An effective stimulus to high achievement in law school is the PAD series of national and local awards for excellence by law school seniors, as well as the "Outstanding Active" in our chapter. This series also includes an award to outstanding alumni of PAD.

**10. National fraternity affiliation.** Membership in PAD assures all members that they are a part of a national organization of 50,000 members who can offer counsel and assistance as requested.

**11. Chapter recognition.** Frankfurter Chapter has been awarded the Outstanding District Chapter Award of PAD for the past five years. The Chapter was selected the third Most Active Chapter of PAD nationally during the 1970-71 academic year.

## MOOT COURT

As part of the first year in Law School, each student is required to participate in the Moot Appellate Court Program. The objectives of this program are to acquaint the fledgling lawyer with the techniques of brief writing and the art of oral advocacy. These objectives are accomplished in a way which challenges the student's research ability, writing talent, and imagination.

During the first semester in school, each student is acquainted with the various research tools available to him in the Law Library. The Moot Court Program enables him to utilize these tools and to further refine his legal abilities. This is accomplished by presenting each student with an original, and fictional, trial record representing a case which has been fully tried. The student is then "hired" to represent either the plaintiff or the defendant on an appeal to the highest court of the state in which the trial took place. In order to promptly represent the "client" each student-attorney, under the guidance of third year student advisors, will do exhaustive research on the

several issues presented in the trial record. The student must be thoroughly familiar with all the arguments for the side which he represents and the arguments available to the other side. Once the student has completed his research he must then write a brief in which his arguments are set forth and fully substantiated.

The final phase of the first year Moot Court Program is the actual presentation of oral arguments before a mock tribunal composed of faculty members, attorneys from outside the school, and the student advisors. Each side is afforded the opportunity to present their arguments to the court in an effort to persuade the court to adopt its position and either affirm or reverse the decision of the lower court.

Upper class members, under faculty supervision, assume a major role in the conduct of this program. Those first year students who perform exceptionally well in the Moot Court Program, and have a high academic average, are considered for membership on the Moot Court Executive Board, which bears the full responsibility for the conduct of the Moot Court Program. The third year advisors write the records used by the first year students, act as counselors to the first year students in their research, brief writing and preparation of the oral arguments, and perform the multitude of administrative duties which a program of this size entails.

Exposure to the Moot Court Program does not, however, terminate with the first year program. During the second year in Law School there is a Voluntary Moot Court Competition in which students compete with each other in brief writing and oral advocacy in much the same manner as is done in the first year program. The winner of this competition receives for his effort and achievement a \$250 scholarship, and is also considered for membership on the National Moot Court Team, which represents Suffolk University Law School in competition with virtually every law school in the country.

The Moot Court Program aims to aid in developing three of the most basic skills required of any attorney: research, writing and oral advocacy, and the student who conscientiously participates will acquire and eventually perfect these skills.

Heading the Moot Court Program for 1971-72 is **Leonard J. Henson** — President.

## **STUDENT BAR**

### **WHAT IS THE S. B. A.?**

The regular student body is integrated as The Student Bar Association of Suffolk University Law School. This Association functions under a Charter granted by the Dean and Faculty, and is affiliated with the American Law Student Association, the national organization of Student Bar Association sponsored by the American Bar Association.

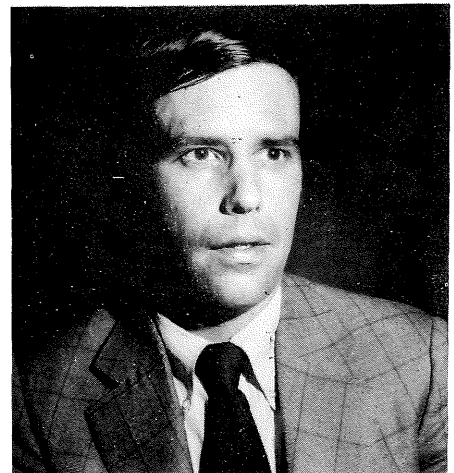
The objectives of the Suffolk University Law School Bar Association, as described in its Charter, are "to assist in the development of a sound program of legal education, to promote understanding and coordination of activity among the members of the Law School community, and to foster cooperation with national, state and local bar associations, and other law schools through participation in the American Law Student Association."

Under the leadership of its Officers and Board of Governors elected from the upper classes of the student body, the Association sponsors, coordinates and carries on various student activities. It operates through standing committees, whose titles, indicative of the major fields of Association interest, are as follows: Alumni, Placement, By-Law, Election, Curriculum, and Social.

A student Delegate represents the Association at the Annual Meeting of the American Law Student Association, held in conjunction with the Annual Meeting of the American Bar Association. Officers of the Association also attend the Annual Regional Conference of the Student Bar Associations of the Law Schools of the First Circuit.



**Deliso Schatz**



**SBA Chairman Bill Batty**