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THE ADVOCATE
A publication of
SUFFOLK UNIVERSITY LAW SCHOOL

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Editor-In-Chief
Judd J. Carhart

Associate Editors
Norman Berman
Nicholas Chapman
James Clarkin
Reynold Cullman

Faculty Advisor
Charles P. Kindregan

Special Appreciation
John Deliso
Richard Voke
Dean’s Message

On behalf of the faculty may I extend to you a most cordial welcome to Suffolk University Law School. I sincerely hope that your time spent here will be personally fulfilling and rewarding for all of you. Each of us is entering upon a new experience—you as students of the law and myself as Dean of the Law School. As we thus embark you will soon find and I will be constantly reminded that Law is more than a profession it is a way of life. Most aptly Roger North has stated:

"As to the profession of the law, I must say of it in general, that it requires the whole man, and must be his north star, by which he is to direct his time, from the beginning of his undertaking, to the end of his life. It is a business of that nature, that it will not be discontinued, nor scarce endure a cessation; but he that will reap the fruit expected from it, that is, raising of an estate by the strength of that, must pursue the subject without interruption, and he must not only read and talk, but eat, drink, and sleep law."

You have undoubtedly heard it said that "The Law is a jealous mistress" and she is indeed. There is perhaps no other profession in which the demands placed upon you would be greater. At this time you will find that true dedication and much perseverance will stand you well in meeting the demands and challenges of the profession.

Today the study of law is more vital than at any other period in the history of our country. Thus it is of the utmost importance that you temper yourselves now for the demands of the future in your roles in society as members of the Bar, and administrators of justice.

May I again extend my wishes to you for a very successful year and leave you with a thought from Coke:

"The knowledge of the law is like a deep well, out of which each man draweth according to the strength of his understanding."

David Sargent
Dean of the Law School
Editor’s Page

It appears that Suffolk University Law, like the Marines, continues to look “for a few good men”. (With genuinely abject apologies to the Women’s Law Caucus). You represent the fruits of Suffolk’s most recent talent search. As such, the Editors of the Advocate congratulate you on the fact that you are here and welcome you to our community.

Undoubtedly, you arrive here forewarned of what lies ahead as does the “good man” who arrives at Parris Island to undergo that particular experience. As you’ll be told and soon discover for yourself, basic training/law school similarities do not end here.

Within a few days, you, like legions of law students who have preceded you, will commence the legal education process by chasing a wily but much-revered fox across the intellectual moor of Person v. Post. That animal represents much more than a colorful fragment in a fact pattern. In a way, you will come perhaps to regard him as symbolic of your first year in law school. There will be days when you will question the wisdom of continuing the chase and even angst-filled hours when you will doubt the fact of the fox’s worth and existence. In other words, if past experience is accorded any validity, you will harbor qualms as to the efficacy of the legal education process, and you will bewail the fact that you voluntarily enmeshed yourself in that process’ tentacles.

As a contemporary American political leader (and lawyer) recently murmured to his aides, “Advice is cheap”. And advice is one thing that is lavished upon freshman law students with particular munificence amidst the phobic chaos of orientation day. Nevertheless, with full knowledge that our message will probably be lost on you amidst the elegant and eloquent phrases that will sally forth off the tongues of the many distinguished speakers who will address you today, we still venture to impart some advice.
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 layman 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 similar problems which have been adjudicated is the essence of the lawyer's art. 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's 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 though 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.
On behalf of the Student Bar Association, I would like to welcome you to Suffolk University Law School. You are embarking on what can be the most interesting period in your life. The challenge is great and I urge you to meet this challenge, as an individual, as a student of the law, and as a member of the Suffolk community. Each of these three areas constitutes an integral part of a successful lawyer. The challenge to be the type of human being it takes to represent people in their hours of dependence and to maintain the high ethical and moral standards demanded of someone placed in a position of trust.

The second requisite, to be a student of the law, is one that cannot be taken lightly; it is one that demands intense study and analysis, for it is indeed a broad and comprehensive field.

The third area, membership in the Suffolk community, is by no means the least important of these. A student should be a part of his academic institution and the role of the student does not change at the law school level but rather must increase to meet the expectations of present day society.

The quality of legal education at our law school depends upon more student input. Presently Suffolk University Law School suffers from a lack of student input into the decision making process. Our need is greater than most contemporary law schools. The law school is going through a much needed period of introspection, because it is evaluating its past performance, its past emphasis, and its future direction.

Our school is valiantly fighting to attain standards of excellence it has never before been able to achieve. You are an integral part of this struggle and your participation is essential!

Far be it from me to paint a totally negative picture; Suffolk is a great institution which may properly boast of some of the most competent professors in the country. It is an institution which is capable of promptly responding to the needs of the present day student. Numbered among the alumni, faculty, students and staff of Suffolk Law School are some of the finest people you will ever meet.

My call to you is simple; become involved in the institution that will be a part of you for your entire life.

Richard A. Voke, President, Student Bar Association
Law Review

The Law School catalogue states that membership to Law Review is the highest honor that can be bestowed upon a law student, but the catalogue cannot, and does not, explain in any detail what Law Review is, what it does, how its members are selected and, once selected, what is expected of each member. The purpose of this letter is to provide much of that information for you.

The Law Review is a legal periodical published four times during the school year. It contains "Leading Articles" discussing various legal topics written by prominent individuals both within and without the field of law. It also includes "Notes", discussing a broad aspect of the law and usually concluding with a suggestion or proposal for reform; and "Case Comments", which analyze the decisions in important recent cases and offer opinions as to their probable impact upon the law. The "Notes" and "Case Comments" constitute the major portion of each publication and are written by law students. Additionally the Review occasionally critiques new books covering topics of interest to the legal profession.

The Suffolk Law Review is received by nearly every major law school in the United States. There is also a private subscription rate consisting of some 1,000 jurists and lawyers. A great majority of these subscribers practice within the Boston Metropolitan area. Obviously, the more local practitioners exposed to a quality product, the more likely are the chances that the Law School will ultimately be accorded recognition as an institution which consistently produces highly qualified members of the Bar. The publication of the Law Review is already one of the primary vehicles by which the Law School attains recognition on a national level as well as from the local Bench and Bar. The necessity for this recognition should be apparent to every member of the student body. For it follows that every student will be the beneficiary of this recognition when it is translated into the form of readily available jobs.

Members are selected to the Review after completion of first year studies. Membership on Law Review is determined in the following manner: First, the highest 25% of each of the three second year day sections; the highest 15% of each of the third year night sections; and the highest 5%, not previously invited of each of the third year day sections and each of the two fourth year night sections.

Second, each individual who accepts the invitation will receive a Law Review Manual and will be assigned a case that has been recently decided by the First Circuit Court of Appeals. The candidate will be required to write a "Case Comment" analyzing the assigned case and to submit the analysis to the Law Review Editorial Board for evaluation. The Manual contains more detailed information concerning what is required to properly complete this task. In addition, a pamphlet on legal research and writing will be provided as a valuable guide, to assist you in your approach to the assignment. When all competition pieces are received, the Editorial Board will make an evaluation of each candidate's writing ability.

The final step in the process will be an interview conducted by a three member board. The interview is designed to insure that the candidate has an appreciation of a Law Review staff member's responsibilities and to determine the motivation and dedication of the individual. Shortly thereafter, the candidates will be notified by mail of their selection to the Review and will be expected to begin Law Review work immediately.

Volume VIII of the Law Review consists of an Editorial Board of twelve members and a staff of approximately fifty members. The Law Review staff is responsible for, inter alia, contributing articles to the Review. Each staff member is required to submit at least two articles of publishable quality per year. (Some members write three articles per year.) In addition to this writing requirement, each staff member is required to perform all the necessary functions which contribute to a final publication. Such functions include checking the validity of every statement of law and fact made in each article and insuring that each statement is buttressed by a primary authority; also proof-reading each article a minimum of nine times before it is finally published. This requires an overwhelming amount of time and it is not uncommon for a staff member to spend from 250-300 hours each semester (over 20 hours per week) performing Law Review work.

Notwithstanding the honorary character of Law Review, which by definition limits selection to those near the top of the class, there are pragmatic considerations for having a limited selection process. Suffice it to say that time and manpower limitations dictate such a process to allow for the fullest and fairest evaluation of competition pieces commensurate with the amount of effort the candidate has expended in their preparation.

It is very important at this point to stress the fact that neither invitation nor selection to the Review is required for submitting articles to the Review for publication. The Law Review Staff hopes your first year is a successful and fulfilling one.
Welcome to your first year of study at Suffolk University Law School.

By now you are probably anticipating your first encounter with the curriculum of law school, and words and phrases such as "law principles", "moot court" and "student bar association" are undoubtedly swirling through your heads. So many things may seemingly compete for your attention that you are unsure where to begin.

Well, I'd like to give you my ideas as to the proper point of embarkation on your law school journey, reminding you that what I have to say represents my own viewpoint, and for that reason if no other may prove alarmingly fallible.

I can vividly recall the initial meeting of a certain course at the beginning of my first year here. The Professor strutted arrogantly across the platform and began to impress upon us one fact with which we were continually chided (or so it seemed) for the remainder of the year. He told us that we were laymen, outsiders, not lawyers, and indeed hardly yet law students. At the time this professorial ego-trip was interpreted as a ritualistic form of hazing, and we good-naturedly dismissed it as such. We were here at Suffolk, weren't we? Laymen? Indeed!

For whatever it may be worth, I am now commencing my final year here and I, too, must tell you that you are laymen. You are unfamiliar, for the most part, with both the tools and the methodology of the legal profession. Some of you will have fathers who are lawyers or judges and will feel that this somehow entitles you to bypass the usual initiation. But be assured that apart from whatever headstart heredity might have bestowed upon you, you are still laymen.

But take heart, for I speak not out of arrogance acquired in the course of the past two years (well, not completely, anyway), but out of the experience distilled therefrom. If I were to characterize the process of legal education, I would suggest that it is, first and foremost, a journey of indoctrination and initiation. Before you can begin to understand the law as it has evolved, you must first be introduced to the common law principles which have governed that evolution.

You will often be told in the coming months that your success in the study of law will to a large extent depend on your ability to learn to "think like a lawyer." Now at first glance this may seem like an invasion of your privacy, and you may feel resentful that anyone would demand that you alter your mental processes. However, it is not as painful as it sounds, and will occur almost automatically if you apply yourself diligently to your course work. You will learn to recognize not merely a bare principle of law, but more importantly you will learn to relate that principle to its factual and social environment as presented in a given case. Generalization will give way to detailed and purposeful analysis of the particular factors operative in each case and the effect of these factors upon the resultant law.

As an aid to the swift development of your legal talents, I urge you to master the more concrete tools of the lawyer, his books and the methods of legal research. As a law student and lawyer, your success will depend, in part, upon your ability to find the law. Unless you understand the organization of the research tools available and the inter-relationships between them, you will be at a loss. In short, then, master the principles of legal research and become intimately familiar with the law library and its resources.

When the "moot court" portion of your course in legal research comes around, do not listen to those who urge you to "put it in perspective" which usually means to ignore it in favor of your substantive courses. This type of competition is the best available test of your fledgling research abilities, and also offers one of the few opportunities of your law school career to begin to master the art of oral advocacy.

What is more, I would urge you not to be overly influenced by the number of credit hours allotted to any particular course of study. In college you probably referred to certain courses as "guts" because they could be easily passed with little effort. This concept does not belong in law school. There are, to be sure, some courses and some teachers who are, shall we say, more lenient than others. Some of these will provide your most challenging experiences, but this is not the rule. Since you are here to develop skills for use in your career, how demanding a professor may be is irrelevant. A given course should be thought of solely as a framework within which to make a thorough inquiry into the subject area of that course. Do the work prescribed, to be sure, for there are exams to pass. But to refuse to follow up on some area which is interesting to you solely because it is not required is to allow your professional development to be limited by the horizons of others. This is hardly a good way to begin.

Of course, I would be amiss not to acknowledge that time will be your major concern, for there will never be enough. The ideas expressed above might well be cast aside as the pressures begin to mount. Still, your success will depend upon your ability to make time and cover as much ground as you can. The number of students who are deficient in the conclusion of each academic year attest that not everyone can make it.

You come to Suffolk in a time of major re-organization and reorientation. In my two years here things have been greatly improved and have resulted in an increase in enthusiasm throughout. Your time here will also experience a major re-organization and reorientation. The number of students who are deficient in the conclusion of each academic year attest that not everyone can make it.

Of course, I would be amiss not to acknowledge that time will be your major concern, for there will never be enough. The ideas expressed above might well be cast aside as the pressures begin to mount. Still, your success will depend upon your ability to make time and cover as much ground as you can. The number of students who are deficient in the conclusion of each academic year attest that not everyone can make it.

You come to Suffolk in a time of major re-organization and reorientation. In my two years here things have been greatly improved and have resulted in an increase in enthusiasm throughout. Your time here will also experience change, change which will surely be beneficial to us all. Work for this change eagerly, but remember that your course work is your first concern. Unlike college, what you learn in law school will be useful later on.

Do your best, enjoy it, and you will make the grade.

John C. Whitten
3rd Year Day Student
Suffolk Women's Law Caucus

Founded to further the interests of women law students at Suffolk Law School and to foster the notion of equal rights for women and other minorities in general, the Suffolk Women’s Law Caucus has worked extensively to bring women together to explore the problems inherent in being a woman and a member of the legal profession. This exploration has ranged from an inquiry into admissions procedures at Suffolk and other New England Law Schools to panel discussions with Suffolk alumnae regarding opportunities available for women lawyers here in the Boston area. We have brought outstanding women in the profession to Suffolk to broaden our own understanding of women’s issues, attempting to supplement our academic approach to legal issues of interest to women with some different perspectives. We have worked with other women law students in the New England region, first at the National Conference on Women and the Law held last year in Greenville, S. Car., and now with the women at the Boston law schools to plan a Regional Conference for college and high school women—for all women—interested in a legal career.

Our goals have been to inform and thus educate—ourselves, other men and women around us, the entire Suffolk community. We write a bi-weekly newsletter to keep all students at the Law School aware of what’s happening—not just with the women at Suffolk but with the Law School as a whole. We have presented testimony at legislative hearings dealing with women’s issues such as credit on Beacon Hill. We have presented a working paper on the experiences of women students at Suffolk to the administration, attempting to inform them of our needs and our goals. We have sponsored informal get-togethers for students and professors, hoping to establish a more personable rapport between student and teacher than that of the ever-present classroom. We have worked actively to secure the personal safety of all students by petitioning for greater security measures at the University.

The Women’s Law Caucus extends itself as an interest group whose concerns reflect a caring attitude for the entire Suffolk Community. We welcome you!
Moot Court

The purpose of the Moot Court Programs is to expose students to the techniques of legal research, writing and advocacy essential to the legal profession. Of primary concern to the incoming student will be the First Year Program, a mandatory course for new students of the day division and, for the first time, those of the evening division as well. Each participant in this program is provided with a fictitious trial court record involving issues of law that are unsettled or subject to controversy. The student then represents one of the litigants in an appellate trial. To do this effectively, he must engage in extensive background research. When the relevant law on the subject has been thoroughly examined and mastered, the student is required to write a legal brief, an in-depth analysis of his position. Once this assignment has been completed, the student is given the opportunity to learn the skills of oral argument by taking his client's case to the court room. Every effort is made to achieve realism in this setting with the presence of a three judge panel and opposing counsel.

Involvement in these areas need not cease upon completion of the initial program. Upperclassmen may participate in the Justice Tom C. Clark Competition for which there are scholarships awarded. Outstanding students may also be selected for the National or International Moot Court Team, both of which represent Suffolk in competition against other law schools in the country. In 1973, Suffolk's International Moot Court Team won the Northeast regional contest, defeating such schools as Harvard, Columbia, Boston University and Connecticut, with a member of Suffolk's Team as recipient of the best speaker award. A new voluntary competition was initiated for upperclassmen in the Evening Division last year.

These programs are administered by the Moot Court Board, a group composed of second and third year students. Members are selected on the basis of academic excellence and proven ability in legal writing and oral advocacy.

Clinical Law Programs

Suffolk University Law School is continuing to build its Clinical Law Program. Under the guidance of Professor Wilbur Hollingsworth the clinical law opportunities have grown to become an integral part of the Law School curriculum. The clinical law courses consist of four separate programs — Society and the Law, Voluntary Defenders, Voluntary Prosecutors, and Legal Aid.

Society and the Law — This program consists of student-teaching at various local secondary schools. Although no credit is offered for this program it does provide the law student with a keen insight into the layman's difficulty in grappling with legal concepts. The program is open to all students.

Voluntary Defenders — Under Massachusetts Supreme Judicial Court Rule 311 third year law students can defend indigents at the District Court level. In order to qualify for this program a course on the District Court process is offered to second year students. The program utilizes three District Courts on a rotating basis and currently has sixty third year students active in the program.

Voluntary Prosecutors — This program is also run under Massachusetts Supreme Judicial Court Rule 311. The program gives the opportunity for selected third year students to prosecute at the District Court level. Both the Voluntary Defender and the Voluntary Prosecutor programs are course offerings with the cumulative value of four credits each.

Legal Aid — The Clinical Law office is currently exploring the possibility of opening a full-time legal aid office for indigents staffed by Suffolk University Law School students.
Environmental Law Society

The 1972-73 version of the Environmental Law Society was comprised of twenty-three students from the three law school classes. Among the Society's endeavors was a comprehensive survey of local private and public enemies to the environment. The group hopes to continue this project by bringing a class action this Fall in a Massachusetts District Court against a known violator. The Society was also responsible for arranging and supervising various internship programs during the school year. Students receive academic credit while working in the field with such diversified organizations as the Pesticide Control Office in the Department of Natural Resources, the Department for Community Affairs, and the Massachusetts Audubon Society.

The Society is governed by a chairman, secretary-treasurer and executive board, with faculty supervision provided by Professor Charles Kindregan. Meetings are held in the Society Office located at 45 Mt. Vernon Street, room 452. Guest lecturers from the Metropolitan Boston Area provide club members, as well as the student body at large, with interesting presentations throughout the year. One such presentation was given by Asst. U. S. Attorney Fred Kellog, who discussed avenues of relief in the federal courts from environmental destruction.

The Society is anxious to expand its membership, and would like to have more participation from first year law students. While academic credit for internships is not available to first year students, the Society offers a unique opportunity for those interested in the environmental law field to become better acquainted with the laws and the people that predominate in this area today. The year's initial meeting date will be posted on the Society bulletin board located outside of room 311.

LOCATION: The office is located at 56 Temple Street on the third floor.

HOURS OF OPERATION: The office is opened from 8:45 - 4:45 Monday through Friday. In addition, at the commencement of the school year, the director meets with representatives of the student body to discuss the arrangement of evening sessions. While the evening sessions are aimed primarily to the students attending evening classes — all students are welcome.

STAFF: The staff consists of the director, who is a member of the bar of the Commonwealth, a secretary, and a clerk typist.

SERVICES: The Placement Office is not strictly speaking, an employment agency. The office is primarily an Information Gathering Center. The director gathers, assembles, organizes any and all information relating to job opportunities that he comes in contact with. The office serves the entire student body of the Law School as well as the alumni. Information concerning job opportunities, whether the jobs are part-time, full-time, or summer employment, is made available to the Suffolk Law family.

Interviews are co-ordinated by the office. Although the director encourages prospective employers to conduct on-campus interviews, he does arrange interviews, where requested, in the prospective employers' office. (There is a tendency for local firms to request interviews at their office in lieu of visiting the school.) Interviews also are arranged with representatives of government agencies, Federal, State, and local as well as with representatives of any company interested in and with employment opportunities for law school graduates.

Notices of all job opportunities are published, i.e., made available by posting. Job opportunities are posted on the law placement bulletin boards. There are four such boards. One is located on the third floor of the Donahue Building just outside the Law Review Office. A second is located on the fourth floor of the Donahue Building just outside room 413. In addition to the two bulletin boards mentioned above, there is a bulletin board inside the Placement Office and a bulletin board outside the entrance to the Placement Office. These boards (56 Temple Street) carry information of a general nature. The entrance to 56 Temple Street normally is secured at 5:00 p.m. except when the Placement Office is open for evening interviews.

The office maintains sample resumes for reference and students are free to request guidance while preparing same.

The office maintains files of listings of job opportunities obtained from various sources. There also is available a set of the Martindale-Hubbell Law Directory.

For reasons that should appear quite obvious, information of a general nature only is given over the phone. Queries pertaining to specific job opportunities are not, as a general rule, answered via phone — unless the office personnel is absolutely certain the inquirer is a member of the Suffolk Law family.

GENERAL COMMENTS: Students and alumni are encouraged to have a resume on file in the Placement Office.

Students and alumni who become aware of a job opportunity for which they may not be qualified or in which they may have no interest are encouraged to pass on such information to the Placement Office. Constructive suggestions are welcomed by the director.

Students/alumni desiring personal interviews with the director are encouraged to make appointments for same. The director does not normally schedule more than 5 interviews on any one day for the reason that he wishes to make himself available on an 'open door basis' to the large number of students who drop into the office to ask a question or two.
Phi Alpha Delta Law Fraternity

The purpose of our fraternity is 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.

The men and women of Phi Alpha Delta are dedicated to service to the school, the student and the legal profession. Our members are eligible to participate in and benefit from the following programs:

1. ORIENTATION PROGRAM: Phi Alpha Delta, as in the past is organizing and presenting a comprehensive program of orientation for the 1st year day and evening division students. The membership in conjunction with other interested students hold small group discussions covering a wide area of problems which may confront the first year law student.

2. COMPOSITE REVIEW PROGRAM: Prior to the first year composite examinations in January, the members of Phi Alpha Delta conduct a review session for all first year day and evening students. We attempt to analyze composite questions from past examinations in an effort to acquaint the student with the form and structure of questions from various instructors. Suggested answers from our members are presented for analysis with the students.

3. PHI ALPHA DELTA SPEAKERS FORUM: Again this year Phi Alpha Delta will sponsor a speakers program to foster communication between the members and persons in the legal profession outside of the school. This program is run to supplement the speakers program of the Student Bar Association.

The above mentioned programs are intended to benefit the student body in general. The following are for the benefit of the Phi Alpha Delta membership:

1. SOCIAL FUNCTIONS: The fraternity offers an opportunity for its members to gather socially as well as academically. Last year was highlighted by the 70th anniversary banquet. This fall our chapter will be the host chapter for the district conclave. This district meeting will bring together representatives of other chapters in our part of the country for business as well as social gatherings. Each of our initiations is followed by a cocktail party at which the new members have an opportunity to meet their fellow Phi Alpha Deltas informally.

2. RESUME AND JOB PLACEMENT SERVICES: Last year Phi Alpha Delta embarked on a nationwide program to assist members in finding employment both after graduation and for the summer. The chapter has lists of law firms from around the country and numerous government job openings available to our members. Also a member may submit resumes to the national office for distribution to firms in other parts of the country.

3. SCHOLARSHIPS AND LOANS: Phi Alpha Delta international offers several $500.00 scholarships to qualified members. There are also loans available through the national office for members.

4. ACADEMIC AIDS: Frankfurter Chapter maintains a complete file of study aids and past examinations which we make available only to members. We also attempt to make second and third year students available to tutor members who may need assistance.

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