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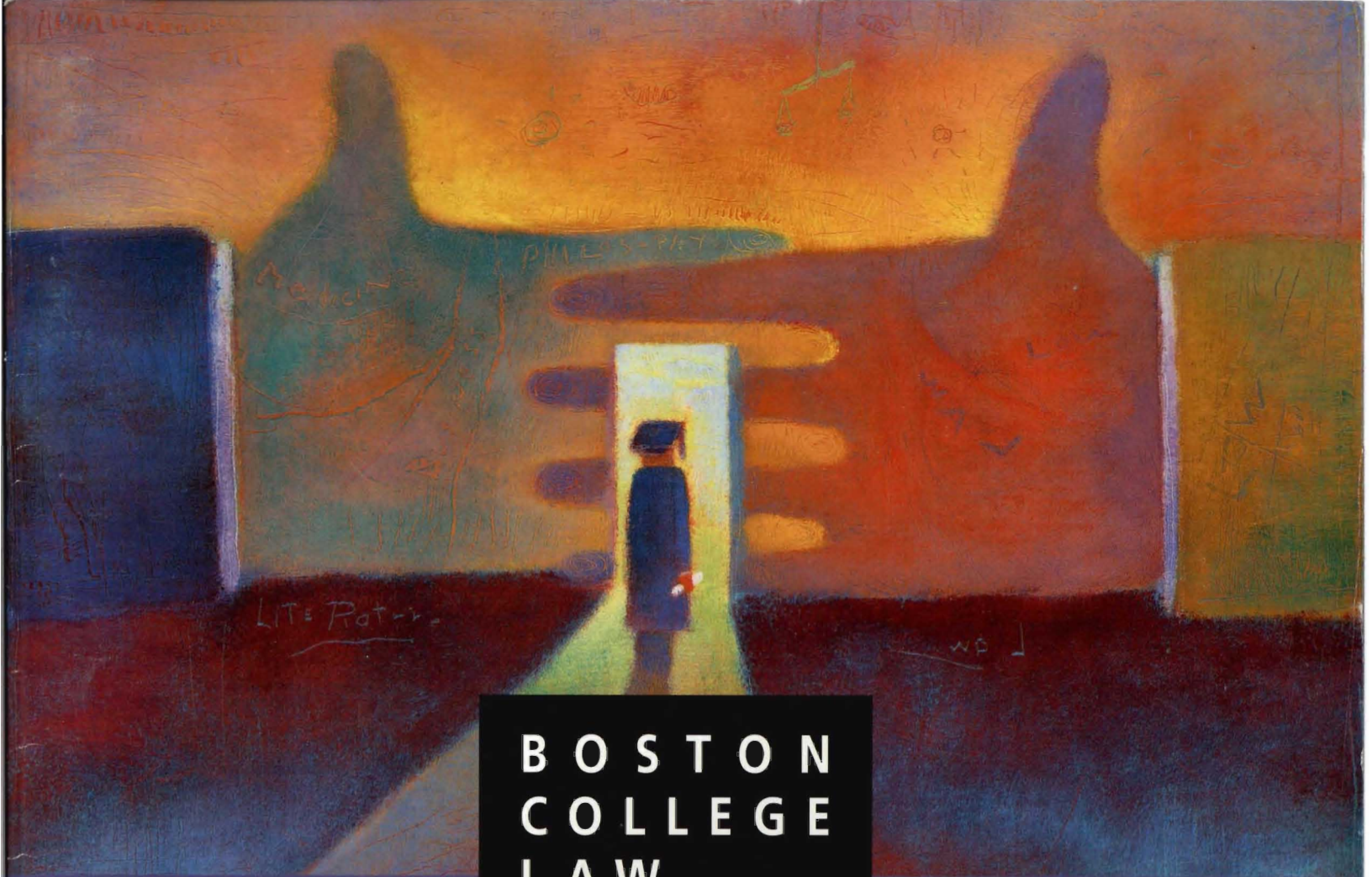


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BOSTON
COLLEGE
LAW
SCHOOL
MAGAZINE

Lawful Combinations



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Law Library Opening, Building Planning Enters Next Phase

IN
brief

With the new law library complete and ready for the spring semester, Boston College Law School is looking ahead to the 21st century. Planning is underway for the remaining phases of the Law School's four-phase building project that will transform the campus entirely by 2004.

The next construction phase involves removing the Barry Wing and replacing it with a completely new building of approximately 43,000 gross square feet. Phase II will begin in the summer of 1997, with the new structure scheduled for occupancy in the fall of 1998.

Phase II will contain a mixture of classrooms, a courtroom, administrative and faculty offices, and space for student organizations. Designed specifically for the Law School's needs, the building will increase the number of small seminar rooms and enhance audiovisual capability. Large classrooms will be located on the first of the building's four floors to provide sufficient height for comfortable tiered seating. It will be possible to combine two of these large rooms to accommodate at least 300 people.

"It is important for us to have a conference space and a meeting place for the entering class. It will be a much better facility than our Barry Auditorium," says Associate Professor Robert H. Smith, who has been serving as interim co-chair of the Law School's Building Committee.

This fall, the architectural firm of Earl R. Flansburgh & Associates — also creator of the new law library — presented an initial draft of floor and site plans for Phase II. By the end of the current academic year, plans will be finalized, and "detail plans" — those indicating minutia such as specific placement of electrical outlets — will be developed during the summer of 1996.

"Because Phase II is part of an overall plan, we have to put Phases III and IV in place, too," Smith says.

During the next phase, occupants of the Barry Wing will relocate temporarily to the now-vacant Kenny-Cottle Library. Smith says, "With a moderate amount of inconvenience, we will be able to continue operations. Construction of the new library was not a serious disruption, and it is our expectation that Phase II will be handled in a similar way to minimize disruption."

In Phase III, the Kenny-Cottle Library will be renovated to include dining facilities for both the Law School and undergraduates, a bookstore, and student mailboxes. The exterior of the building will gain a new face, and the interior will be gutted. This phase is scheduled to begin in the spring of 2000.

The final construction phase at the Law School will involve the replacement of Stuart House and the James W. Smith Faculty Wing with a building containing classrooms as well as faculty and administrative offices.

Also part of Boston College's building plans is a graduate residence center on the Newton campus. This facility will house Boston College law students as well as those in other graduate programs. It will allow the Law School to offer campus housing to students for the first time.

Smith points out another significant advantage of the planned new buildings: they will be air conditioned as well as heated properly. This, Smith says, will allow the Law School to consider making space available throughout the year for a range of academic and professional activities. ■

Abrams New Advancement Director

Deborah Blackmore Abrams has been named director of institutional advancement for Boston College Law School. In this position, she oversees the Law School's external relations, including the alumni relations and development functions.

Most recently, Abrams spent three years as assistant vice president for development at Brown University in Providence, Rhode Island, where she directed the leadership gifts staff and the planned giving staff in Brown's recently completed \$450 million campaign.

Abrams previously held positions at Radcliffe College as the director of development, at the University of Pennsylvania as director of planned giving and development planning, and at Boston University as director of planned giving.

She has been a frequent speaker for the Council for Advancement and Support of Education (CASE); the National Society of Fundraising Executives; and a wide variety of other organizations such as the American Institute of Certified Public Accountants, Women in Financial Development, and local planned giving councils across the country.

Abrams is a graduate of Wellesley College.

"Deborah Abrams is a wonderful addition to the Law School. She brings a remarkable blend of energy, an ability to listen, and planning skills to our multifaceted outreach efforts," says Dean Aviam Soifer. "I am confident that she will help us achieve great things." ■

Boston College Law School Becomes Regional Home of Pro Bono Students America

Boston College Law School students now have greater access to more *pro bono* opportunities than ever before. This fall, the Law School became the New England regional center for Pro Bono Students America (PBSA), a nationwide network that develops and disseminates information about short- and longer-term *pro bono* work for law students.

Consistent with the Law School's mission of education for the service of others, PBSA is designed to encourage volunteerism, assist communities and organizations in filling unmet legal needs, and help students determine career interests. Through PBSA, students may pursue legal work for a semester or simply conduct brief research. This year, PBSA is adding post-graduate and fellowship information to serve a full spectrum of public service interests and needs.

Students seeking volunteer legal experience may choose from opportunities across the country. Boston College Law School is linked to a national database of public interest employers, enabling students to pursue work outside the Boston area during vacation periods and summers as well as locally during the academic year. Students complete a form indicating their interests and availability and interview for appropriate placements.

According to Boston College Law School Director of Career Services Jean E. French, PBSA is of particular value to students who wish to gain practical experience. For all students, she notes, "PBSA provides multiple *pro bono* opportunities throughout the school year. It also sets the tone for doing community service throughout students' law school careers and beyond."

The Law School has hired a part-time director to oversee the regional center. Judith A. Levenfeld, a 1988 graduate of New York University Law School and most recently an attorney with the Massachusetts Division of Medical Assistance, will update and continue to expand a database of New England public interest employers, promote PBSA to students and employers, and assist the participating New England law schools at their campuses.

Thus far, eight New England law

schools in addition to Boston College Law School have become PBSA members. They are Boston University School of Law, Harvard Law School, Northeastern University School of Law, Quinnipiac School of Law, Suffolk University School of Law, University of Connecticut Law School, Western New England School of Law, and Yale Law School. These schools will be trained in the use of the national database and receive ongoing support from the regional center at Boston College Law School.

Boston College Law School is the eighth PBSA regional center. Founded at New

York University Law School in 1991, PBSA began to branch out to other areas of the United States in 1994. In New York State alone, PBSA has during a single year placed nearly 1,000 law students who performed 75,000 hours of *pro bono* service.

"I am optimistic that PBSA will increase volunteer hours in the legal community and will provide real benefits to our students," French says. "The expansion of PBSA to include information on post-graduate opportunities also will serve as an excellent resource for students who choose public service as their career." ■

Law School Develops Massachusetts Youth Advocacy Initiative

This fall, Boston College Law School created a new initiative to address problems and affect policy related to juvenile justice in Massachusetts. This effort is overseen by Associate Professor of Legal Reasoning, Research, and Writing Francine Sherman, who teaches and writes

about juvenile justice issues, and by Mark Soler, director of the Youth Law Center in Washington, DC. Funding is provided by the Gardiner Howland Shaw Foundation.

The Law School developed the initiative because practicing lawyers with



Law School faculty member Francine Sherman and Mark Soler of the Youth Law Center oversee the newly created youth advocacy initiative

large caseloads are unable to act upon broad policy issues. The initiative also responds to the need to train lawyers to consider juvenile justice concerns in context, not simply from a legal perspective.

Sherman and Soler co-taught a course in which students investigated juvenile justice problems and recommended solutions. The course began with intensive study of juvenile justice and confinement, child development, education, and advocacy strategies. Sherman says, "Law students have to learn that there is more than one way to look at issues. There's not just the legal way."

The 12 students were divided into two teams examining problems Sherman and Soler had identified in discussions with child advocates across the state. One student group considered the role of primary and secondary schools in preventing entry into the juvenile justice system. The second team looked at the legal needs and conditions of confinement of delinquent youths in Department of Youth Services (DYS) facilities. All of the law students had direct contact with young people in the systems they investigated and maintained journals about their findings.

In conducting their work, Sherman says, "Students have to think about rights, resources, and remedies — the project is an opportunity for students to combine theory and practice, have an impact, and gain insight into the lives of young people involved or at risk for involvement in the juvenile justice system."

Students exploring the circumstances of confined youth visited several DYS facilities and led discussions on the legal and political concerns of the young people. The law students examined laws and regulations pertaining to youth confinement and developed strategies to improve the facilities.

The group examining the role of schools in preventing entry into the juvenile justice system considered cases and statutes relating to school suspension and expulsion. These law students also taught "street law" to three ninth-grade civics classes; participated, with Boston College graduate students from other disciplines, in student support team meetings; and prepared fact sheets for students at Brighton High School in Boston to educate these young people about their legal rights.

Sherman believes all of this experience was of great interest and importance to the law students. She notes that the project teams included students who had participated in planning the Law School's juvenile justice conference last year, others who previously had worked in schools or youth centers, and one who began a mentoring program at his undergraduate university. Sherman says, "The students had interesting backgrounds, and class discussion was rich because of the breadth of their experience. Many of them seek careers as lawyers in the juvenile justice field."

The students will be able to continue

to learn about juvenile justice through an advanced seminar offered in the spring semester. The investigative work begun in the fall is ongoing, and Sherman says other areas of inquiry may be introduced as well. These may include study of community-based violence prevention programs, confidentiality rules, and the short-term use of jails for children.

"The initiative will evolve," says Sherman. "It has a clear conceptual basis, but we have identified numerous problems to address and are being flexible. To a great extent, we're letting the students determine their advocacy agendas and pursue them under our supervision." ■

Smith, Greenfield Newest Members of Law School Faculty

Pamela J. Smith and Kent Greenfield joined the Boston College Law School faculty this fall. Both hold the rank of assistant professor.

Smith, who is teaching the first-year Property course and a seminar in computer law, is a magna cum laude graduate of Tulane Law School. As a law student, she served as associate editor of the *Tulane Law Review* and as articles editor of the *Law & Sexuality Journal*. Smith received the George Dewey Nelson Memorial Award for highest common law average, the Morrison Law Review Best Comment Award, and the American Jurisprudence First Amendment and Family Law Awards. She also earned best brief honors in the 1992 J. Braxton Craven moot court competition.

After completing her law degree in 1992, Smith served as a judicial clerk for the Honorable Robert H. McWilliams of the United States Court of Appeals for the Tenth Circuit in Denver, Colorado. She subsequently became an associate with a civil litigation and intellectual property practice with the Dallas, Texas, law firm of Thompson & Knight.

Smith holds a B.S. in computer science from the DeVry Institute of Technology in Chicago, Illinois, and an M.B.A. from The University of St. Thomas in St. Paul, Minnesota. Prior to beginning her law career, she was employed for more than five years as a computer programmer/analyst.

Greenfield is an honors graduate of the University of Chicago Law School, where he was topics and comments editor of the *University of Chicago Law Review*. He earned his undergraduate degree in economics and history at Brown University.

At Boston College Law School, Greenfield is teaching Corporations, Corporate Decision Making, and Administrative Law.

Immediately prior to coming to the Law School, Greenfield held a judicial clerkship with Associate Justice of the United States Supreme Court David H. Souter. He also was a law clerk to the Honorable Levin Campbell, Senior Circuit Judge of the United States Court of Appeals for the First Circuit in Boston, and an attorney with the Washington, DC, law firm of Covington & Burling. Greenfield practiced in the areas of employment discrimination and criminal, administrative, and environmental law.

Before he began his legal career, Greenfield was a community affairs and corporate communications specialist for Levi Strauss & Co. in San Francisco, California, and an economic development analyst for the Rhode Island League of Cities and Towns. He also took part in political campaigns, served on the board of directors of a reading clinic for underprivileged youths, and spent a year traveling through South America and Africa. ■

Director of Admissions and Financial Aid Louise Clark Retires After 26 Years at Law School

Admissions and Financial Aid Director Louise Clark didn't exactly ride off into the sunset, but she does plan to spend more time on her horse now that she has retired from Boston College Law School.

Through December 1995, Clark had been a constant presence at the Law School

law school," Clark says. "I've seen this school grow, and I think that's what I enjoyed the most. To think that I had a small part in it is nice."

The man who placed Clark in charge of admissions gives her far greater credit for the Law School's progress than she grants herself. In summarizing Clark's

national meetings of the LSAC, addressing issues such as trends in law school admission, the role of the Law School Admissions Test (LSAT) and undergraduate grade point average in admission decisions, and financial aid.

"I really liked my job. There never was a time when I got up in the morning and didn't want to go to work," Clark says. "I think I was able to grow with the Law School. I also had an opportunity to meet my colleagues across the country."

Nonetheless, Clark says it was time for her to leave. This may not occur entirely however — she has offered to continue to help recruit students after her retirement if she is needed.

Clark has other plans as well. Aside from riding her horse, she hopes to spend more time at her Hampton, New Hampshire, beach house now. Clark also sees another advantage to a more flexible retirement schedule. She says, "If I don't see any more snow, it will be okay with me. I have enough family scattered around the world to get through the winter." ■



Admissions and Financial Aid Director Louise Clark has retired after reading thousands of applications during her 26 years at Boston College Law School

for 26 years. She began as a secretary in what was then called the Placement Office; became administrative assistant to Dean Richard G. Huber in 1972; and assumed leadership of the admissions, financial aid, and registration function in 1974.

Clark describes a school that 20 years ago differed greatly from today. When she became director, applications for admission to the Law School numbered fewer than 3,500, compared with 5,500 in 1995. Almost all of the prospective students then attended undergraduate institutions in or came from the northeastern United States. They were overwhelmingly male. Now California is a major source of Boston College Law School students, and women and men have been represented nearly equally in recent classes.

"It has been exciting to see this school, which was basically a regional law school, branch out and truly become a national

career, Huber says, "She has been a figure of solidity within the Law School and the most authoritative figure in her field in legal education. She showed excellent judgment and also good instincts in choosing among people with similar credentials to pick those who would be very good law students and lawyers. She has had a major influence on the quality of the Law School by being so effectively involved in the student selection process."

Over the years, Clark became influential both at the Law School and among admissions professionals. Through June 1995, she served on the executive board of the Northeast Association of Pre-Law Advisors; as secretary and board member of the National Network of Law School Admissions Officers; and on both the Program and Services and the Misconduct Committees of the Law School Admissions Council (LSAC). She was a frequent presenter at regional and

Boston College Law School on the Internet

Information about Boston College Law School now can be found on the Internet as well as in print form. This fall, the Law School developed a World Wide Web site describing the campus, the curriculum, student organizations, clinical programs, financial aid, and the admissions process. Also featured on the home page are important phone numbers; the academic calendar; a map locating the Law School within the Boston area; and photos of Stuart House, the new law library, and Boston. A complete listing of all faculty articles, books, and other publications is available on-line as well.

The presence on the Internet is intended to provide immediate information to prospective students and others interested in learning about programs, people, and other aspects of legal education at Boston College Law School.

The Law School's home page on the World Wide Web is located at the following address: http://www.bc.edu/bc_org/avp/law/lwsch/Index.html. ■

Financial Aid Dollars Increase, Law School Examining Ways to Meet Vast Remaining Need

This year, the Law School convinced Boston College of the urgent need to increase both scholarship dollars and funding available for student loans and student employment. Under a three-year plan, the total number of scholarships available to Law School students will increase 50 percent.

"The University has been very generous in making more funding available. They are addressing the financial aid crisis we face not only with more direct tuition assistance, but also with more loans at below-market interest rates and with longer repayment periods," says Boston College Law School Dean Aviam Soifer, who quickly adds, "Given the depth and breadth of the crisis in paying for legal education that over two-thirds of our students face, we still have a long way to go to make sure that we do not freeze out those people for whom Boston College Law School has traditionally opened up new, sometimes previously unforeseen, opportunities."

The numbers today are stark. The cost of an education at Boston College Law School and other high-quality private law schools now reaches approximately \$100,000 over three years when books and living expenses are included with tuition. Even students who were able to finish their undergraduate degrees without major debt — usually because they received generous assistance from their families — typically find themselves responsible for meeting most of the costs of their legal education and often must borrow extensively.

A study of the Law School's Class of 1993, undertaken last summer by General Assistant to the Dean James B. Malley, S.J. and Laurie Hogan of the Financial Aid Office, revealed that over 70 percent of the students in that class received financial aid and that their average debt upon graduation was nearly \$60,000.

"This directly affects their career choices, their ability to marry and to find housing — the entire range of expectations they might have as they go out into the working world," says Malley. "Moreover, the cuts in governmental financial assistance often make the situation seem desperate, particularly for many of our

students who are committed to serving the public interest."

To address these financial issues, Dean Soifer has appointed a taskforce chaired by James A. Champy '68. The taskforce has begun to explore the situation in detail, to consider possible responses to a tight job market, and to seek creative solutions.

"Jim Champy combines expertise and analytic power with a heart that is in exactly the right place. That's a rare combination in any context, and exactly what is needed for this vital effort," Soifer says of his choice to serve as the taskforce chair.

A parallel faculty working group, headed by Professor John Flackett, is examining possible cost containment measures and programmatic changes to help address the financial difficulties that students and recent graduates face. Members include Professors Charles H. Baron, Robert M. Bloom, Daniel R. Coquillette, and Ingrid M. Hillinger.

The administrators directly engaged in the effort include Louise Clark and

Elizabeth Rosselot of the Admissions Office, Dean for Students R. Lisa DiLuna '82, Associate Dean for Academic Affairs Catharine Wells, Director of Career Services Jean E. French, Director of Development Marianne M. Lord, and Director of Institutional Advancement Deborah B. Abrams in addition to Hogan, Malley, and Soifer.

The team approach already has produced a detailed analysis of the extent of the problem and a study of the efforts that other schools have undertaken. But Soifer anticipates that Boston College Law School will respond in innovative ways suited to its particular community. He explains, "We expect to build on the existing William Willier Public Interest Loan Assistance Program, which helps those who are doing public interest work with summer stipends and loan repayment assistance. I hope that we also will come up with some new and far-reaching responses to a harsh economic reality that threatens the very core of what makes our school unique." ■

Law School Hosting Jewish Law Students Conference

"Building a Jewish Identity Within the Legal Profession" will be the theme when Boston College Law School hosts a four-day conference of the National Jewish Law Students Association (NJLSA) in March.

Beginning on March 7, the conference will consider topics of particular concern to Jewish law students and lawyers, including incorporating Judaism into professional life and the links between the Jewish religion and the pursuit of social justice through law. More general issues such as assimilation, barriers between Jews, antisemitism, and relationships between Jews and African-Americans also will be addressed. In addition, conference sessions will explore opportunities with legal and community service organizations — including Bet Zedek Legal Services, the Anti-Defamation League, the American Jewish Congress, and Hillel — that advance Jewish causes.

Featured speakers will represent law schools, the legal profession, the religious community, student organizations, and a variety of Jewish groups.

During the conference, NJLSA members will

hold workshops on chapter development and improving the structure and operations of their organization. They also will elect new officers. On Saturday evening, March 9, there will be an awards dinner and a keynote address focusing on current trends in interpreting the establishment clause.

All programs featured as part of the NJLSA conference will take place at Boston College's Chestnut Hill campus. Panel discussions and workshops will be held in Devlin Hall.

Lawyers and law students who are interested in helping to plan and coordinate activities or who would like to attend the conference are invited to contact Boston College Law School student and NJLSA Co-President Andrew Apfelberg '96 at 617-552-4533.

Affiliated with Hillel and involved with numerous other Jewish organizations, Boston-based NJLSA was founded in 1983 and now has chapters at more than 130 law schools in the United States and Canada. NJLSA's goals include facilitating members' cultural, religious, academic, and professional development as well as enhancing communication both within and beyond the Jewish community. ■

Third-Year Student Travels to China to Participate in International Women's Conference

When 30,000 women gathered in China for an international conference in September, Josette Simmons '96 was among them. Simmons attended the fourth World Women's Conference Non-Governmental Organization (NGO) Forum in Huairou, held in conjunction with the United Nations Conference on Women in Beijing.

With financial assistance from the Law

China conference strictly as an opportunity to meet and learn from other women involved with grassroots community organizations. She soon discovered it had far greater value.

Simmons took part in drafting the section of the NGO Forum's Platform of Action addressing violence against women. She accomplished this as a member of the African-American Women's Caucus,

"The experience of going to Beijing was a beautiful one. We came out of the conference feeling something needed to be done, and we're going to do it. We're going to make it work," says Simmons, who notes that she had no prior exposure to international law.

Simmons, Guthrie, and Jackson are in the process of forming African Interlink, which they expect to become an NGO monitoring the influence of the United Nations conference's document designed to shape the future of women. They want to expose Black women worldwide to the document's provisions. In doing so, Simmons hopes to close gaps between African-American women and other women of African descent.

The three women have been meeting weekly to develop plans and budgets for African Interlink. Currently relying on their own money to fund the effort, they are seeking other support to keep it afloat. They have begun to gather information about violations of women's rights under the conference document's provisions and expect to create a publication to disseminate this news to interested parties.

"Our responsibilities are to teach and monitor. We're asking for information and involvement," says Simmons, who also has increased her own knowledge of the document by pursuing an independent study project at the Law School. Under the supervision of Associate Professor Phyllis Goldfarb, Simmons has examined the reasons why race is mentioned only in the context of violence in the United Nations Platform of Action. She also is exploring how this document nonetheless can be effective for women of color.

Simmons has been sharing her views of the importance of the United Nations document with others as well. This fall, she spoke at the Law School as well as at colleges in Georgia, North Carolina, and Washington, DC. In addition, she appeared on a cable television program in New York City.

"We want to talk to young women to let them know about the document and how they can affect the process of change. I feel it's my duty to inform as many people as possible about what I've learned," Simmons says. ■



Back from Beijing, Josette Simmons '96 is forming a non-governmental organization to make Black women worldwide aware of the potential impact of the provisions resulting from the international women's conference

School, Simmons was able to travel to Beijing, which became the base for her 130-mile daily commute to the forum site. Over the course of nearly two weeks, she attended workshops and plenary sessions at the conference. She also explored Beijing, observing Chinese people in their communities.

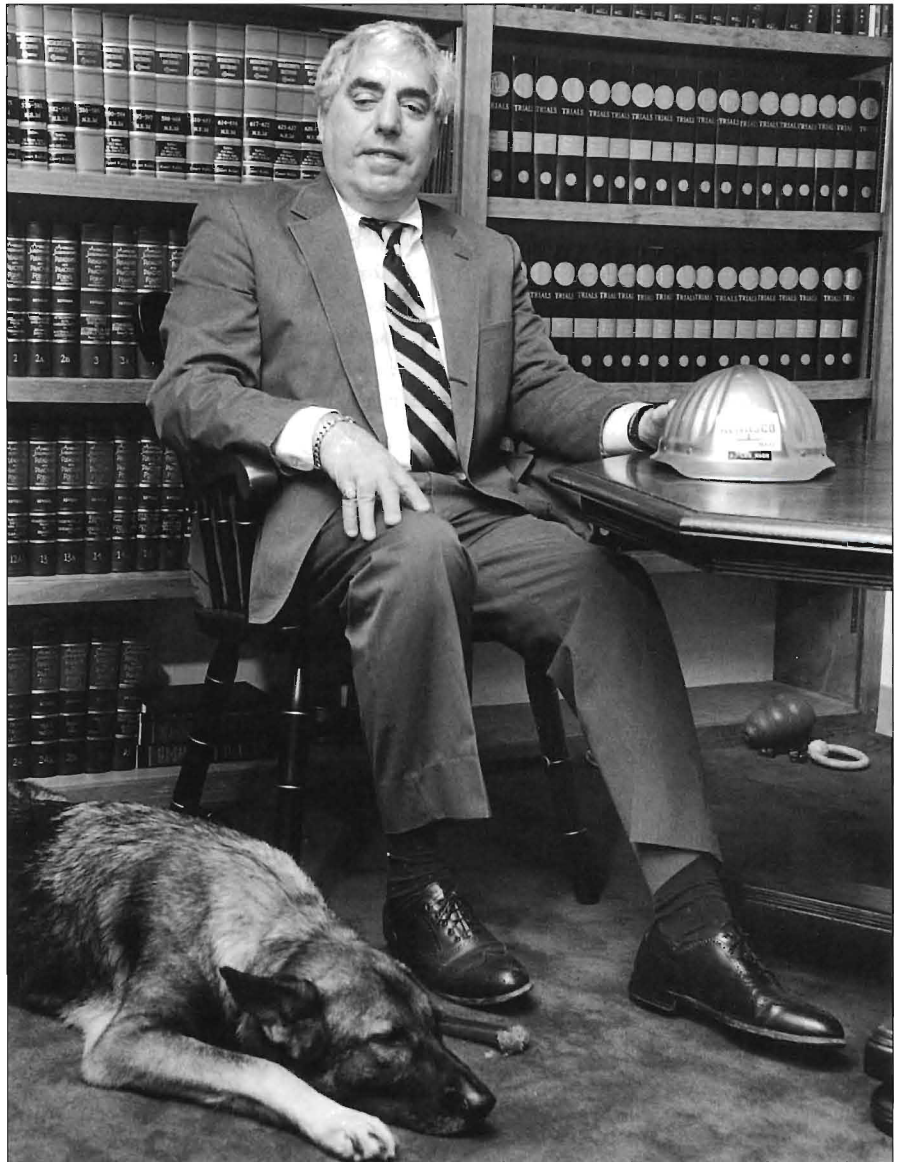
Simmons has a strong interest in community needs and groups that serve them. She is active in her Brooklyn, New York, neighborhood and has participated in the Law School's Black Law Students Association outreach efforts. Initially, Simmons viewed her attendance at the

which then sought to influence official United Nations conference delegates creating their own document. Simmons also joined a committee of young women of color that presented the perspectives of Black, Latino, and Asian women in their 20s.

Among the women Simmons met were Vernice Guthrie, an L.L.M. candidate at Georgetown University, and Elizabeth Jackson, a consultant for the Audubon Society. The three were excited and inspired by the words and actions at the forum and decided they would form their own NGO.

LAWFUL COMBINATIONS

Alumni have found that a legal education can result in many different careers



E. Melvin Nash '82 had a construction business before moving into a career in construction law

FLEXIBLE AND APPLICABLE ARE TWO WORDS THAT CAN DESCRIBE LEGAL EDUCATION. Boston College Law School graduates are able to apply their skills and knowledge to numerous areas of law as well as to fields less connected to law. They gain the flexibility to move in and out of law practice if they choose and to add law to other professional experience to build new careers. In business, government, the arts, and almost any pursuit, the discipline and analytical ability developed through legal training benefit alumni every day.

E. MELVIN NASH '82

When E. Melvin Nash '82 became a law student at age 45, he had been

in the construction business for 23 years. He has used his knowledge of that industry to become a construction lawyer with his own Boston practice.

Neither of his two careers is the one he initially expected. When Nash graduated with an economics degree from Brandeis University in 1955, he planned to continue on for a Ph.D. at Princeton University. With his eyesight greatly limited, he assumed that an academic career was his best option. Then Nash's brother asked him to join the family's steel fabricating business for a summer.

"I absolutely loved the business and came to the conclusion that I didn't want to go to school any longer," Nash says. "I always considered myself a seeker, but the practical side of making a decision on Tuesday and seeing a product roll out of the factory on Friday appealed to me."

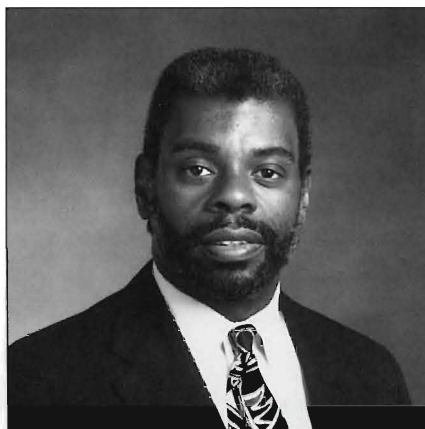
Nash became treasurer of the Pittsfield, Massachusetts, company. With his brother, Nash led Alnasco through good times and bad, eventually making it one of the more successful New England-based fabricators. Their customers stretched from Maine to Delaware, with heavy concentrations in Boston and Springfield, Massachusetts.

By 1978, however, business had turned downward, and the brothers concluded they needed to sell their company. Nash recalls, "When we shut down the business, I had absolutely no idea what I'd do next. It was kind of frightening."

Then he decided on a legal education. Nash explains, "General contractors, subcontractors, and owners often have disagreements. The construction industry can be very litigious, and the business had required a lot of legal protection. Since I'd worked closely with lawyers for many years, I thought I'd become a lawyer."

When Nash came to Boston College Law School, he felt he needed to make significant adjustments. These did not result from being a blind law student in his 40s — Nash describes the Law School as very supportive. Rather, the adjustments arose from the differences he perceived between legal reasoning and business decision making. Nash says, "I used to walk around feeling grumpy, figuring that law schools had caused my past problems with subcontractors."

Though Nash had begun his law school career uncertain of his eventual area of practice, he subsequently decided to draw on his construction experience as a lawyer. He joined the Boston firm of Wasserman & Salter, remaining there for



Ronald A. LeGrand '80, currently a corporate executive, previously practiced law

15 months before opening his own law office in 1984.

"When I started practicing, I sent my card to all of the people I knew from my business. The phone started ringing immediately. All of the calls came from my former competitors in steel fabricating. At that point, I figured out what kind of law I'd practice," Nash says. "I understood their business; there was no learning curve. The only learning curve for me was finding out where the courthouses were and how to file motions."

Over the years, Nash has taught as well as practiced construction law, and he enjoys both aspects of the profession. He has been an adjunct faculty member at Boston College Law School and, more recently, at the Boston Architectural Center and Suffolk University Law School. In doing so, Nash has revisited the academic life he had anticipated for himself years before.

"I always wanted to be a teacher, and law is a thousand times better than I expected. I consider myself the happiest person I know. I'm in my milieu now. The high point of my work is to go to class and have students challenge me and ask me questions. It's very rewarding," Nash says. "I also enjoy law practice — the people I deal with and the involvement with their problems. I like that touch of reality as well as the intellectual stimulation of teaching. I wouldn't want to give up one for the other."

RONALD A. LEGRAND '80

"I n every position I've had, I've been able to take my experience, skills,

and relationships and parlay them into something positive for the next experience," says Ronald A. LeGrand '80, who has spent the past four years as director of minority affairs and business development for Nabisco Brands, Inc.

For the first ten years of his career, LeGrand was a lawyer. After graduating from Boston College Law School, he joined the United States Justice Department in Washington, DC, as a narcotics prosecutor within the criminal division. His work involved investigating drug trafficking and sent him to Bogota, Colombia, as a special assistant to the United States Ambassador. LeGrand remained with the Justice Department for five years and then became a Congressional staff member. He was chief investigator and counsel for the Senate Judiciary Committee, heading the nomination staff under Senator Joseph Biden of Delaware.

As part of this work, LeGrand frequently contacted community leaders and civil rights organizations familiar with the judicial and non-judicial nominees. LeGrand developed trust with many individuals and groups, and he was able to draw on these relationships when he joined Nabisco.

Initially, LeGrand says, his position at Nabisco was viewed strictly in terms of community relations: he was to enhance the company's relationships with communities of color nationwide. LeGrand saw more potential for his department.

"I looked at ways to make my function more valuable to my colleagues with bottom-line responsibility. They didn't have a sense of the opportunity that existed within these communities, which our data tell us represent growing segments of the population. If we're looking for ways for business to grow, we need to look at where the population is growing," LeGrand says. "We want people to make decisions that are favorable to us when they walk down the supermarket aisles and choose a product. We want our relationship — the sense that Nabisco gives something back to their communities — to be a factor in their decision making."

When LeGrand arrived at Nabisco, its outreach efforts were directed largely toward African-Americans. LeGrand since has helped Nabisco become more involved with Latino, Asian, and Native American communities.

LeGrand has redirected company contributions toward specific community programs rather than event sponsorships. He also has worked with minority-owned small businesses to help them become suppliers for Nabisco.

"I do a lot of advising. If I were in a law practice, I'd be in a general practice," LeGrand says.

LeGrand feels his legal skills have been useful in resolving disputes for Nabisco. He has been called upon to mediate when an outside organization threatens a boycott or when an employee has a disagreement with Nabisco.

"Legal skills help you develop a way of approaching problems. It's an analytical process — I break down issues and controversies into their component parts and resolve each of those components. I do this without even thinking about it," LeGrand says. "I'm in the fire prevention business. If I'm involved in a problem early, I can resolve it. As a result, there have been very few sparks, much less fires."

JOHN G. GATTI '81

John G. Gatti '81 began teaching at his former high school while awaiting his bar examination results. He now has been associated with Monsignor Farrell High School in Staten Island, New York, for 11 years.

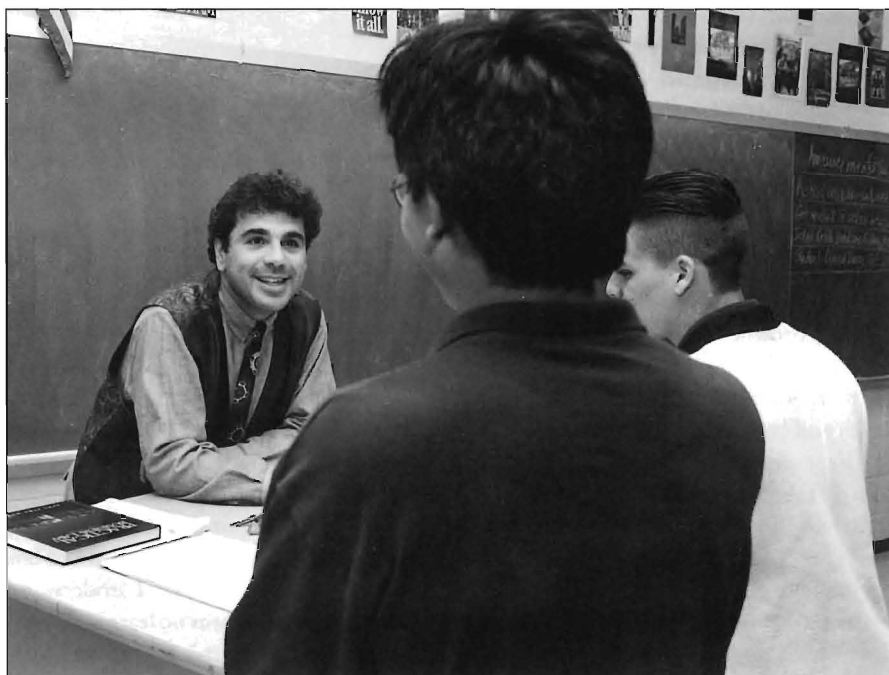
Gatti expected to be there only for one year. He explains, "I found I enjoyed teaching and was good at it. Teaching just fit me. The longer I stayed, the harder it was to leave."

In some ways, Gatti was not surprised by his career choice. He had come to law school not with a burning desire to practice law but because it seemed the natural next step after earning a degree in political science and history at Fordham University. In addition to spending a summer with the Staten Island District Attorney's Office, Gatti participated in the Boston College Chorale and served as a eucharistic minister during law school. He notes, "I was an atypical law student. I enjoyed studying and learning about law but had the feeling throughout law school that I would pick an alternative career. I liked theater and had other things in my life besides law."

Gatti has incorporated his legal education as a high school teacher. He initiated a law curriculum at his school, at first focusing on landlord/tenant issues, consumer rights, contracts, and wills. His students also took part in a high school

learned a lot, but this was not what I wanted to do for the rest of my life."

Gatti returned to Monsignor Farrell High School in 1989. He continues to handle some legal work as a sideline and also has taught business law at Wagner



John G. Gatti '81 applies his legal education in his career as a high school law teacher

mock trial tournament. The law program he developed became popular immediately, and Gatti since has expanded it to include additional courses in criminology and business law. Half the senior class — well over 100 students — are involved.

He uses college-level textbooks in the seminar-style classes, and some of his students earn college credit for their work. Gatti says of his teaching, "I draw on my legal education every minute of the day. I even have some of my notes from law school that I use in my classes."

Gatti enjoys seeing students discover a subject they might like to pursue further. Some of his students now have finished college and law school and are practicing attorneys. They remain in contact with him, and Gatti says, "I don't know if I convinced them to become lawyers, but I like to think I had a part in it."

Gatti himself took a break from teaching to practice law for three years. He worked for two Staten Island firms and was involved with personal injury cases and litigation. He says, "I was dealing with people at their emotional worst. I

College. Though he remains uncertain whether teaching will be his lifelong career, he still finds it satisfying.

"Teaching is not financially rewarding, but it's personally rewarding," says Gatti, who nonetheless is surprised when law classmates with more lucrative careers express envy of his work. "It's worth so much to wake up in the morning and to feel able to make a difference."

Not long ago, Gatti learned that his career choice could present unexpected benefits as well. Gatti and his wife of 12 years — Barbara, a corporate travel agent who also turned to teaching — adopted a daughter, Laura Elizabeth. He explains that the adoption process, arranged through the Catholic Home Bureau of the Archdiocese of New York, required him to provide biographical information. Gatti and his wife were selected as the adoptive parents because their daughter's birth father liked the fact that Gatti had earned a law degree yet chose to work with high school students.

"Rewards come in strange ways," Gatti says.

Janet J. Bobit '87 wanted to be a nurse from the time she was a young child. Pursuit of this goal later helped her begin a second career as a medical malpractice attorney.

Now an associate with the Boston law firm of Cornell & Gollub, Bobit earned an undergraduate nursing degree from Michigan State University and a master's degree in nursing administration from New York University. After deciding that a traditional hospital nursing position didn't suit what she calls her "headstrong nature," Bobit worked for the Visiting Nurse Association (VNA) in the impoverished Brooklyn, New York, neighborhood of Bedford-Stuyvesant, where she was able to combine her self-described "social work instincts" with nursing.

Bobit quickly was promoted to supervisor and began her master's degree program. She left the VNA to complete the degree full-time, while also working as a nurse at New York Hospital.

Degree in hand, Bobit moved to Providence, Rhode Island, to become an assistant director of the VNA there. And, Bobit says, "That's where I became more involved with lawyers."

In her new administrative role, Bobit was involved with union negotiations and her agency's efforts to restructure. Bobit recalls, "I would ask the lawyers, 'Why can't we do this?' or 'Why can't we do that?' It was the frustration in getting answers I was comfortable with that led me to law school. I thought it would be nice to be able to give answers instead of always being the questioner."

Bobit came to Boston College Law School certain of her future: After earning a law degree, she would join a large law firm, have a corporate healthcare law practice, and help to restructure the American healthcare system. To reach her goal, she enrolled in courses in antitrust law, business transactions, corporations, and tax law.

Seeking legal work that would incorporate healthcare, Bobit did per diem work for a labor law firm. In January 1988, she responded to a blind advertisement for a litigator, though she never had taken a litigation course in law school.

"Boston College Law School prepares you to be a lawyer and a generalist. I

figured I could use my skills to get into litigation," Bobit says.

Cornell & Gollub had placed the advertisement, and one of the partners was familiar with Bobit; as a third-year law student, Bobit had worked for National

Though she was hired as a litigator, Bobit now is involved more in mediations than trials. Regardless of the method used to reach an outcome, Bobit finds the problem-solving satisfying. She says, "I enjoy dealing with clients and helping



Janet J. Bobit '87 has found a nursing background helpful in her medical malpractice defense law practice

Medical Care, a company that also employed the partner's brother. Bobit was offered a position with the firm, and soon she had a medical malpractice defense practice representing hospitals, physicians, and nurses.

"The firm was interested in me because of my nursing background," says Bobit, who evaluates patients' injuries and interacts with medical practitioners as part of her work.

For some time, however, Bobit wouldn't tell clients she had been a nurse. She explains, "A lot of doctors pigeon-hole nurses; I wanted them to view me as a peer and an attorney. And if they didn't know my background, I could view them with a critical eye and challenge what they said when necessary."

Bobit also helps doctors and other healthcare providers put their problem — a lawsuit — in perspective. She says, "People want medicine to be black and white. When bad things happen to good people, it's sad, but it doesn't necessarily mean something was done wrong. A lot of the litigation is emotion-based."

doctors cope. When I resolve a dispute, the doctors feel good, and I feel good because I've helped somebody."

WILLIAM J. DOOLEY '52

Early in life, William J. Dooley '52 was attracted to trying legal cases and running businesses. He followed his Boston College Law School education with an M.B.A. from the Harvard Business School.

Dooley was a lawyer before he became a businessman. Originally envisioning a career in criminal law followed by the practice of business law, he instead found himself a judge advocate officer in Germany during the Korean War, trying a full range of legal cases and gaining extensive courtroom experience.

When he returned to the United States, Dooley abandoned the idea of criminal law and became associate counsel with Dewey & Almy, a specialty chemical division of W.R. Grace & Co. He was involved in contract negotiations, litigation,

and acquisitions and also managed the division's patent office.

Over time, however, Dooley says, "I felt I'd exhausted the legal challenges. What I was doing was very repetitive. I found myself selling legal positions — presenting alternatives and trying to sell what I thought was best. You're not supposed to do that as a counselor. I realized I'd prefer to be the principal rather than the advisor."

Dooley was named the division's budget director. Then, advised to gain more varied experience, he moved to Philadelphia to manage sales.

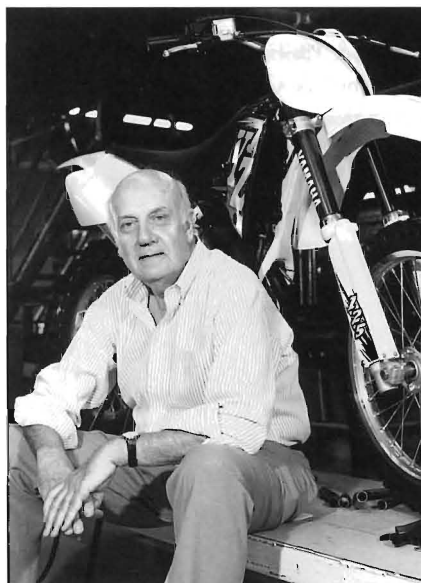
He later became a business turnaround expert and a nomad. He improved the business performance of companies in San Francisco, Kansas City, and other locations. He was living in Connecticut, commuting to work in New York City, and passing age 50 when his wife reminded Dooley that he always had wanted a business of his own.

Dooley's son also offered advice. Active in motorcross racing, he recommended that Dooley buy a company called DG Performance. Dooley recalls, "I said, 'Me in motorcycles? Are you crazy?' Then I looked at the financials and said, 'This is a sweet deal.'"

With his purchase in 1982, Dooley also acquired the company's half-million dollar debt. Within five years, DG Performance was profitable and a leader in its market. Dooley had transformed a merchandising business into a company focused on research, development, and manufacturing. Today Dooley's son manages DG Performance while Dooley oversees Dycorp, a related retail and mail order business he purchased in 1986.

Dooley believes his legal training and experience have been valuable in all of his business ventures. He considers himself a sophisticated legal client because he has litigated cases, knows how he seeks to resolve disputes, and is aware of the associated costs. Noting that small businesses are sued frequently, he also considers it advantageous that he understands the issues involved in any legal actions that may involve his companies.

Now 66 years old, Dooley even has considered returning to the practice of law — but then he reconsiders. He says, "It's fun being a lawyer, and it's fun being a businessman. But when you're in busi-



William J. Dooley '52 always has been attracted to both law and business

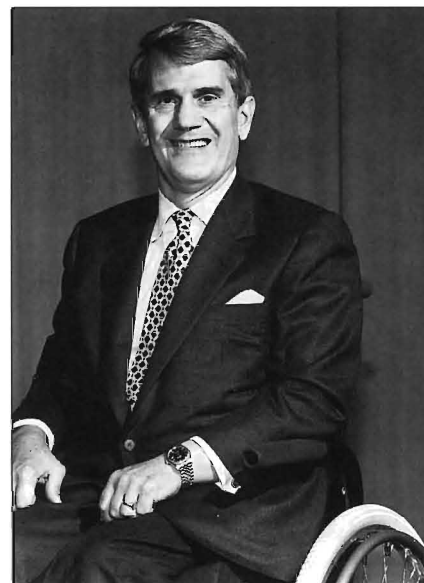
ness, you're always looking at where the business is going. In law, you're dealing with historical facts and trying to resolve them. The practice of law typically is defensive and reactive, while business management is very creative. In a sense, I'd rather be the problem creator than the problem solver."

MICHAEL R. DELAND '69

"I have successfully avoided the practice of law by near total immersion in both the public and private aspects of the environmental energy arena," wrote Michael R. Deland '69 in an alumni survey conducted during his 25th reunion year.

Deland came to Boston College Law School after suffering a disabling back injury while a Navy officer in the Far East. Although he quickly decided that traditional law practice would not be to his liking, Deland says, "I felt the discipline of legal training would be something of importance I could rely on for my entire life. I felt I had a deep-seated calling for public service, and that side became dominant as I went through law school."

Deland differentiated between public interest law and other types of practice. In 1971, acting on his longstanding appreciation for the outdoors, Deland joined the relatively new Environmental Protection Agency (EPA) as a lawyer in the



Michael R. Deland '69 is in private industry after many years in government environmental affairs

enforcement division. He became chief of the legal review area and remained with the EPA until 1976, when he joined the private sector consulting firm of Environmental Research and Technology, Inc.

In 1983, Deland rejoined the EPA as its New England regional administrator. Though his responsibilities focused primarily on policy, he oversaw an organization that filed and won lawsuits ordering the clean-up of Boston Harbor and the preservation of wetlands in Attleboro, Massachusetts. Operating with great autonomy, Deland frequently found himself opposed to President Ronald Reagan's environmental policies. Deland says, "We fought with the administration on issues such as off-shore drilling near George's Bank that put me at odds with folks in the Cabinet. But we prevailed."

When George Bush became President, Deland was named chair of the Council on Environmental Quality. During his tenure, Deland says, "I was able to build it back up to a meaningful and viable agency within the White House."

Now Deland is back in the private sector, serving as chairman of a start-up company called American Flywheel Systems, Inc. (AFS) since 1993. Deland says the technology involved in the company's mechanical battery will present an attractive alternative to the internal combustion engine.

Deland is seeking investors and building strategic alliances with other compa-

nies to allow AFS to introduce its technology. Though he does not draw on his legal skills directly in this work, Deland continues to consider his legal background useful. He says, "In general terms, the discipline of legal training has been helpful throughout my career. I certainly know the language and am able to steer our lawyers in certain policy directions, just as I did during my EPA days."

With the "Big Three" auto makers in Detroit seemingly opposed to changing technology, the task of bringing his product to market has been more daunting than Deland initially imagined. He says, however, "I'm committed to seeing this company fulfill its potential, and that isn't going to happen overnight. I feel very strongly that the technology has the potential to revolutionize our use of energy in the future and to do so in an environmentally benign way."

MEGAN CARROLL SHEA '92

Megan Carroll Shea '92 has turned an avocation into a vocation. More than a year ago, the accomplished dancer and choreographer launched a company offering legal and business services for artists and arts patrons.

"If you think hard and you're creative, you can take your avocation and combine it with almost any field. I put together my love for fine and performing arts and my law background. I've been a totally different person since I started this; it's made me really happy," Shea says.

Shea's earlier unhappiness stemmed from work she didn't feel suited her. After law school, she had accepted a position as a lawyer with the Norfolk County District Attorney's Office in Massachusetts.

"I got into a trap — when a good experience presents itself, you can't turn it down," explains Shea. "I didn't love what I was doing, yet I felt I had so much to offer in another area. After one year, I knew I had to get out. I quit my job at the DA's office not knowing what I was going to do next. It was the scariest thing I'd ever done."

Shea returned to Boston College Law School, seeking guidance from career counselor Ronald Fox, who then was assisting the Office of Career Services. Fox reviewed her resume and asked what was



A love of the arts has led Megan Carroll Shea '92 to provide legal and other services to varied artists

unstated about her skills and interests.

Shea described her background as a dancer since age four and choreographer from the age of 12. She had performed with the Boston College Dance Ensemble as an undergraduate and throughout law school. She had choreographed, directed, and appeared in the annual Law Revue shows. She also had danced with two professional companies and spent a year in Paris.

Fox advised Shea to look into arts law firms or to start an arts business herself. She conducted a LEXIS search of arts lawyers in Boston and found only five, three of whom currently were practicing. All pursued it only as a sideline.

"I walked away thinking no one has tried this and there's an opening, or people have tried and haven't been able to make it," Shea recalls.

She decided to explore whether an opportunity existed. She went to Boston College again, seeking its Small Business Development Center's help in creating a business plan. Shea was advised to enroll in seminars on starting and marketing a new business.

Shea studied small business tax issues and professional ethics, how to market services and start new ventures, and law and the visual arts. For a year, Shea attended every relevant seminar she could find and also began writing a business plan.

"I worked harder than ever — but I was happy and doing it for myself," Shea says.

After researching the potential market, Shea concluded she couldn't earn a living simply by providing legal representation for fine and performing artists. But these people needed help in other areas such as marketing, public relations, and audience development. She also could use her knowledge of tax law and estate planning to advise arts patrons. By offering all of these services, Shea believed business success was possible. With her own funds and the support of private investors, Carroll Associates was born.

Until December 1994, Shea operated her business from her home. Then, with a client base established, she was ready to move into a Boston office. By August 1995, Shea had more work than she could complete alone and was calling on temporary attorneys and secretaries.

Shea's clients range from fine artists and galleries to alternative rock bands, a start-up baroque opera company, a Russian-American theater group, and a Masai warrior who is a cultural lecturer and entertainer. She now is trying to expand internationally, cultivating her arts contacts in France.

With business increasing, this fall Shea hired an executive assistant/development officer and a second attorney to work with her. Her legal colleague is David Mitchell '93, whom Shea knew from a shared Law School class. More recently, she leased additional office space to accommodate everyone.

Shea also envisions a time, perhaps five years in the future, when Carroll Associates might have branch offices in Chicago or Washington, DC, cities she describes as having strong arts communities but fewer services than are available in New York or Los Angeles.

Shea already has expanded the scope of her work benefiting the arts community by creating the Carroll Foundation. She plans to put profits from Carroll Associates into the foundation and support the arts through sponsorships and donations.

That has not yet happened. Shea explains that her flexible fees are appreciated by her clients and notes, "My goals are to support myself and to support the arts. Right now everything goes back into the business." ■

LINKING LAW AND LITERATURE

Judge Robert Kane '72 is behind a unique alternative sentencing program attracting interest around the country



IN 1990, MASSACHUSETTS DISTRICT COURT JUDGE ROBERT J. KANE '72 and his friend Robert Waxler of the University of Massachusetts-Dartmouth developed an interesting idea during a tennis game. They mused, why not create a program that sent criminals with the potential to turn their lives around to school rather than to jail? Literature, they felt, could inspire even repeat offenders to reflect on their actions and change them.

The alternative sentencing program was initiated that fall. Kane sent eight men to a six-session seminar taught by Waxler at his campus. The men read and discussed books such as John Steinbeck's *Of Mice and Men*, Ernest Hemingway's *The Old Man and the Sea*, Ken Kesey's *One Flew Over the Cuckoo's Nest*, and James Dickey's *Deliverance*.

Kane attended those first classes and has continued to do so each time the twelve-week course is held. He says, "It isn't just a read-a-book program. We read books so there can be a dialogue with others and to exchange and reflect on various points of view."

Since 1990, a total of 80 men who have come before Kane to be sentenced have participated in the "Changing Lives Through Literature" course. The program has been replicated in other Massachusetts District Courts and has enrolled 200 men and women statewide. They have been instructed by professors from numerous colleges and universities, including Boston College Law School (see accompanying story).

Kane believes it is the only literature program for criminal offenders that operates outside a prison setting anywhere in the United States. It has attracted the attention of judges in New York, Florida,

and Texas. The program and Kane also have been honored by an assortment of organizations recognizing achievement in criminal justice.



Judge Robert J. Kane '72 sends some offenders to class, not jail

The program's success can be measured most readily through its lower recidivism rate. Fewer than 20 percent of the participants have committed crimes

following completion of the course; in comparison, the recidivism rate for other offenders exceeds 40 percent. Furthermore, of those who have resumed criminal activity, many have been involved in lesser crimes than prior to their enrollment in the program.

Kane believes that examining recidivism represents only one way to look at a person's growth. He explains, "We take individuals out of a cultural consciousness that traps them. They come out of neighborhoods where they are trapped in hopelessness. They become symbolic authors of their own destinies through the creative impulses we develop. They feel renewed. They feel hope. I wish there were more things out there that gave them hope."

Kane acknowledges that the program

isn't appropriate for every offender. Participants must be literate and also must demonstrate a desire to change their behavior to both a judge and a probation officer. In selecting individuals for the program, Kane weighs public safety concerns, aptitude, and attitude. He says, "We look for individuals with a spark of renewal."

Dismayed by the public outcry seeking a single solution to crime — namely, building more prisons — Kane notes, "There needs to be a balanced perspective. For some, there is no question that we have to incarcerate; they're too full of rage and too chronic. There are others we can move from alienated behaviors to more productive patterns."

Kane has witnessed the shift firsthand. He recalls the case of a man he sentenced

a year ago. The man had been traumatized after witnessing the shooting of another man close to him and eventually drifted into trouble himself. Kane helped the man develop a plan to alter his life. Though the man went to jail briefly, he subsequently participated in the literature course and now is a student at Bristol Community College in Fall River, Massachusetts. He has written to Kane to report his progress.

Like the participants, Kane also has benefited from the program and gained insights he can bring to his own life in the courtroom. He explains, "I'm not as trapped in my thinking. The program allows me to think of a different role for judges and the courts. We have to be seen as modeling justice and having relationships with our communities." ■

Law Professor Teaches A Different Group of Students and a Different Subject

Boston College Law School Assistant Professor Anthony Paul Farley is among those who have taught the literature course that is the centerpiece of Judge Kane's alternative sentencing program. Farley instructed a group of men sentenced in Dorchester District Court.

A former assistant United States attorney, Farley says he had "firsthand experience with the spectacular failure that is our criminal justice system" and believes that current practices encourage recidivism. A creative approach to sentencing intrigued him, as did the opportunity to meet the men who would choose to take part in a reading program.

To Farley, inserting literature into the legal system made sense. He explains, "Law and literature are inextricably linked. The things we read that are part of our culture will work themselves into our jurisprudence. Often, looking to the literature of a period gives insight into the jurisprudence of the period."

Farley held his class at the University of Massachusetts' Boston campus, and he taught as if it were a typical college-level course on history and literature. His students responded favorably.

"They were a highly motivated group. I enjoyed every moment I spent with them, and they bonded as a group," Farley says.

Farley says he didn't have any preconceived notions about his students, and he discovered



Assistant Professor Anthony Paul Farley taught a group of men sentenced in Dorchester District Court

that they defied categorization. He says, "They were from all walks of life. There were several nationalities represented. Their education ranged from junior high to one year of college, but they all were very smart. There were single guys and family men. There were plumbers and musicians."

For his class, Farley intentionally chose non-traditional texts rather than more generally embraced contemporary American classics. A narrative of the life of Frederick Douglass, Booker T. Washington's *Up From Slavery*, Elie Weisel's *Night*, and Jeanne Wakatsuki's *A Farewell to Manzanar* were among the works he selected because they were written by individuals attempting to maintain dignity in the face

of extreme adversity.

"I didn't want it to be top-down reading that a certain privileged class considers important. This gave them a vision of several worlds. In all of the historical works, they could see how you can become a non-person because of a political shift," Farley says.

Discussion of the readings was a key component of the course. Farley says his students wanted to know more about the country's history of segregation and also were fascinated by many of the authors' struggles to gain an education. At the end of the class meetings, they also considered parallels between their own lives and the readings.

"They said that in a moment of despair, they will recall what the people they read about went through and make those lessons their own," Farley says.

Farley believes that the program not only exposed the men to valuable literature, but also gave them a message of hope. He notes that his class "valedictorian" now plans to become a student at the University of Massachusetts, and others have begun to try to improve themselves as well.

"I think the program has measurable, tangible results in terms of lower recidivism. There also is an intangible, spiritual dimension that can't be measured," Farley says. ■

SCHOLARS OF MORE THAN THE LAW

*Boston College Law School faculty
incorporate knowledge of multiple
disciplines in their work*



Associate Dean for Academic Affairs and Professor Catharine Wells takes a philosophical approach to law

THEY ARE PHYSICIANS AND PHILOSOPHERS, historians and theologians. They studied social work, management, computer science, and several other academic disciplines. As the following examples demonstrate, many Boston College Law School faculty bring multiple perspectives to their work, enriching their teaching and their legal scholarship.

CATHARINE WELLS

“I loved philosophy from the time I was a child — I always asked a lot of questions. When I found out there was a whole discipline devoted to this, I was happy,” Associate Dean for Academic Affairs and Professor Catharine Wells says of her introduction to philosophy.

Wells has solid credentials in the field, having earned an M.A. and Ph.D. in philosophy from the University of California at Berkeley. Her law degree came between the two, and she has been incorporating both law and philosophy throughout her career.

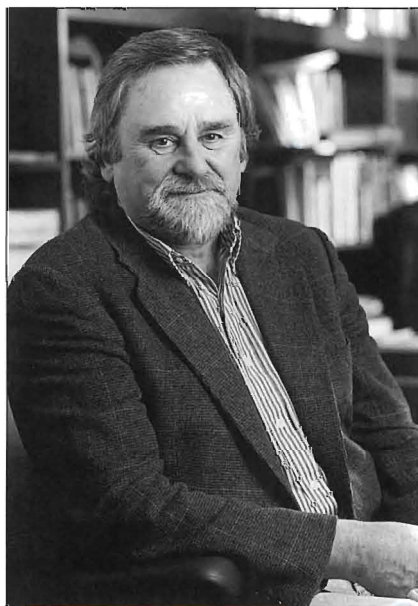
A former Assistant Attorney General in Massachusetts, Wells believes “philosophy informs common sense” and that knowledge of philosophy helps lawyers distinguish between effective and ineffective arguments. Furthermore, she says, “People bring to the practice of law not just technical expertise, but also their own sense of what is important in the world and what isn’t.”

At the University of Southern California, where she was a law professor for ten years before joining Boston College Law School, Wells taught a required first-year course titled Law, Language, and Ethics. Wells describes it as a philosophy course.

In part, the course addressed legal arguments as seen from the viewpoint of various theories of justice. Wells considers this type of education particularly important in the first year because she says law school often presents conflicts for students, who must weigh their common sense, views of morality, and sense of justice in the context of the norms and terms of the law. She explains, “Law confronts a lot of deep philosophical questions — life and death, right and wrong. It confronts spiritual questions as well. Students’ philosophical systems are based on their own experiences, while legal philosophy is based on collective experience. Because the same kinds of common sense and intelligence are applied to the collective experience, it is possible to have a conversation between the two philosophies. The individual experience is part of the collective.”

Wells has brought a philosopher’s perspective even to the more traditional courses she teaches. She sees Torts, for example, as “a series of practical moral problems.”

Wells has yet to teach at Boston College Law School — she spent her first semester on campus becoming better acquainted with faculty and students and



Professor John Flackett teaches multiple courses linking law and other areas of study

undertaking new administrative responsibilities — but she anticipates teaching Torts and a seminar on law and social problems in the future. She considers her

own multidisciplinary approach entirely compatible with the Law School’s philosophy of legal education.

“Boston College Law School is a place where the tradition is to educate the whole person,” Wells says.

JOHN FLACKETT

In his teaching, Professor John Flackett combines law with not one but several other academic areas. For many years, he has taught a course in mental health law and another on law and literature, each with a multidisciplinary slant.

Inspired by his own legal education at the University of Pennsylvania, where he enrolled in a course co-taught by a judge and a psychiatrist, Flackett introduced Mental Health Law to fill what he then considered a gap in students’ knowledge of criminal law. He addresses the intersection between law and psychiatry by examining topics such as civil commitment, the insanity defense, alternatives to incarceration for mentally ill offenders, and the right to receive or refuse psychiatric treatment.

“I’ve always been interested in criminal law and in human behavior,” Flackett says.

Over time, Flackett has co-taught Mental Health Law with three forensic psychiatrists. He also has shared classroom instruction with a criminologist. In addition, his class visits local institutions to talk with staff and inmates and to witness competency hearings.

Flackett notes, “More and more, law is involved with other disciplines, so it becomes more important to know about these — what the language is and how they think.”

In his second multidisciplinary course, formerly known as Law and Literature and now titled Law, Values, and Professional Identity, Flackett uses literature as a vehicle to develop insights about law and its practice. The course, co-taught with General Assistant to the Dean and former practicing lawyer James B. Malley, S.J., fulfills the Law School’s upper-level professional responsibility requirement.

“We spend a lot of time talking about the moral responsibility of lawyers, the problems of doing justice, the backgrounds and training of judges, and vari-

ous ethical dilemmas,” Flackett says.

The course relies on literary texts such as William Shakespeare’s *King Lear*, Herman Melville’s *Billy Budd*, Albert Camus’ *The Stranger*, E. L. Doctorow’s *The Book of Daniel*, and Sue Miller’s *The Good Mother* to generate discussion about lawyering today.

“Literature forces you to think about fundamental issues and how society functions,” Flackett explains. “There’s a human dimension; you identify with the characters. Sometimes it’s easier to talk about yourself through a character.”

The course is popular among students, frequently attracting more interest than can be accommodated in a seminar setting. Flackett and Father Malley are equally enamored of the course. According to Flackett, students’ reflections make it a learning experience for their instructors as well.

“Some people have had perspectives on human moral issues that I’d never thought of before,” Flackett says. “There’s always some different way to look at a societal problem. People bring their training, background, and experience to a situation. You learn a lot by engaging them. Literature is a very effective way to engage law students in thinking about the efficacy of the legal system and their ability to hold onto personal values in a difficult world.”

FRANK R. HERRMANN, S.J.

Frank R. Herrmann ’77 is unusual in that he has two concurrent careers — as a law professor and as a Jesuit priest. He sees the two as fully compatible, as he considers issues of justice part of religious faith.

Herrmann was a priest first, joining the Society of Jesus in 1963 and becoming ordained in 1974. As he studied theology, the Bronx native taught reading to inmates at Riker’s Island prison. He recalls, “They were 19 and 20 years old, had spent their whole lives in New York City, and didn’t know the alphabet. These were young people who really needed help to break out of traps.”

Once ordained, Herrmann decided to continue his work with troubled juveniles and young adults. He concluded that legal education would be helpful.

“I needed some additional credential to affect the structure or defend people sent to places like Riker’s Island,” Herrmann says. “I thought social work was narrower and felt a law degree would provide a flexible instrument.”

Herrmann came to Boston College to study law and joined the Massachusetts Committee for Public Counsel Services after completing his degree. He says relatively few Jesuits practiced law at that time, though some taught the subject. But as Herrmann explains, “My desire to work in what was then called poverty law fit in easily with the Jesuits’ desire to emphasize justice as an aspect of faith. If faith is to be believable, it has to be seen as doing justice.”

For two years, Herrmann worked with

nity and to conduct Mass on campus and in nearby parishes. His legal work exposed Herrmann to a wider world. He says, “Being so immersed in the daily life in the courts helped me understand many points of view — of the accused, of non-Catholics, of women, of people of other races.”

Herrmann’s experience as a lawyer has influenced his religious duties. In preparing sermons, he says, “I tend to be very aware of those parts of the gospel in which Jesus is seen as ministering to the marginalized.”

In 1988, Herrmann’s legal work came to a temporary halt when he was asked to serve as rector of the Jesuit community at Le Moyne University in Syracuse, New York. He spent three years there, until a teaching position became available at



Assistant Professor Frank R. Herrmann, S.J. '77 has two concurrent careers



Associate Professor James R. Repetti '80 holds an M.B.A. as well as a J.D. and draws on both in his teaching

juveniles. For nearly a decade more, he defended adults. Herrmann notes of the transition, “These were very much the same people except older and deeper in trouble.”

Though his colleagues knew that Herrmann was a priest as well as a lawyer, few of his clients were aware of this dual identity. Herrmann says, “I hope they simply saw me as a person who was invested in them and in trying to defend them.”

Throughout his years in practice in the Boston area, Herrmann continued to live within the Boston College Jesuit commu-

Boston College Law School. Herrmann viewed this as an opportunity to use the talents he had developed in practice and returned to Boston.

Herrmann became an assistant professor teaching courses such as Evidence and Introduction to Lawyering and Professional Responsibility. He also has supervised students in the Law School’s Criminal Process clinical program. His legal scholarship thus far has focused on historical topics in criminal law, though he is considering writing about issues of faith and justice in the future. In the classroom, Herrmann concentrates on law,

but all of his past work contributes to his teaching. He says, “I like to draw on examples in which law has an interface with the poor. It’s easy to draw on one’s own experience.”

JAMES R. REPETTI

Associate Professor James R. Repetti '80 has mixed feelings about what he views as a trend in legal education to combine law and other disciplines. He explains, “To some extent, the trend signals a retreat from focus on law itself as a profession. Of course, you need to have context and perspective for law. Traditionally, this has come from liberal arts preparation as an undergraduate.”

Despite these misgivings, Repetti himself earned a joint J.D./M.B.A. degree at Boston College after obtaining a B.A. in economics at Harvard University. And he generally tells students who seek his advice about the J.D./M.B.A. option to pursue it. Repetti says, “It can’t hurt except for the opportunity cost — the lost year of salary and extra debt. Whether it helps depends on the kind of career path you follow. If you go in-house and become a corporate counsel, you will manage staff, so managerial skills can be helpful. Having an M.B.A. also gives you a head start in corporate law practice. But

you acquire the equivalent of an M.B.A. after about six to eight years of practice. The playing field is pretty level after that. You pick up the finance and accounting simply by working on deals.”

In his tax law career, Repetti has been able to apply both elements of his education. Following law school and a judicial clerkship with the Honorable Walter Jay Skinner of the United States District Court in Boston, Repetti became an associate concentrating in tax and business law with the Boston firm of Ropes & Gray. He advised clients regarding the securities and tax law implications of transactions as well as about joint ventures, mergers and acquisitions, divestitures, and disputes with the Internal Revenue Service.

Repetti considers the finance and accounting courses of a typical M.B.A. program particularly valuable for a lawyer. He also has found this education helpful now that he is in academia. A faculty member at Boston College Law School since 1986, Repetti has taught various courses in taxation as well as Business Planning, Corporations, and Accounting for Lawyers. He also writes frequently about the influence of tax law on managerial decision making and currently is preparing a text on estate and gift tax.

With a background in management as well as law, Repetti says, “In teaching courses, I can relate to my students the significance of the underlying provisions in tax law. For example, this year I’m teaching a course on individual income tax — financial planning for individuals. My M.B.A. provides a framework for me to explain the different concepts to students. Because I studied these principles in a systematic way, I can lay them out in a crisp, systematic manner that makes them understandable.”

When he studied law and management, however, Repetti did not know that he would eventually practice and teach tax law. In fact, he enrolled in only one tax law course in his entire law school career. Then his wife Susan Leonard Repetti ’80, now a junior partner with the Boston law firm of Nutter McClennen & Fish, began writing about tax issues within her general practice, and Repetti became more intrigued.

“With my interests in economics, law, and business, this seemed like a natural

direction,” explains Repetti. “A tax lawyer gets involve with tax, corporate, estate planning, and labor law. You get to be both a litigator and a counselor. The broad perspective attracted me. It’s fun to be involved with a spectrum of legal issues.”

PAMELA J. SMITH

Pamela J. Smith was able to incorporate a background as a computer programmer/analyst when she made the transition to law practice. Now she is doing the same as one of Boston College Law School’s new assistant professors.

For several years after earning a bachelor’s degree in computer science, Smith worked for the Illinois Bell Tele-

recalls that one day someone hearing her present her case for employees jokingly said, “You talk like a lawyer. Maybe you should become one.”

Though meant in jest, the words made Smith think about the possibility of this new career. In 1989, Smith moved to New Orleans, Louisiana, to become a student at Tulane Law School.

Smith excelled at Tulane, graduating magna cum laude and earning several honors, including those for highest common law average and best law review comment. She served as associate editor of *Tulane Law Review* and published a case note and two comments as a student. She also received Best Brief honors as a participant in the J. Braxton Craven moot court competition.



Assistant Professor Pamela J. Smith sees parallels between her earlier career as a computer programmer/analyst and the logical thinking required in law

phone Company and subsequently for the Minnesota corporations of Sterling Software and Keane, Inc. She also obtained an M.B.A. from The University of St. Thomas in St. Paul, Minnesota, while employed full-time.

In addition to designing and maintaining computer databases, Smith conducted training sessions on stress and time management as well as on the use of her company’s products. She also represented fellow employees through the company’s Issues Committee, serving as their advocate in dealings with senior management.

Smith was a zealous advocate, and she

“The rigorous training of computer programming helped me in law school,” Smith says. “The logical thinking was similar as well. How to analogize to particular fact situations is the heart of computer programming as well as law.”

After law school, Smith became a law clerk for the Honorable Robert H. McWilliams of the United States Court of Appeals for the Tenth Circuit in Denver, Colorado. She then joined the Dallas, Texas, law firm of Thompson & Knight, where she applied her knowledge of computers and technology as an associate practicing in the areas of intellectual property

law and civil litigation.

"I believe I have the heart of a litigator," says Smith. "I went to law school to practice law."

But Smith also recalled with pleasure the opportunities to write and publish articles on legal issues that interested her. Smith's former law professors encouraged her to consider teaching.

Now that she has arrived at Boston College Law School, Smith hopes to write about intellectual property law, especially computer law, and also about race and gender issues and constitutional law. She currently is working on an article addressing technology companies' trade secrets and trash. She explains, "What happens when a competitor 'happens' on a trade secret in a company's trash? Have you lost your ability to keep it secret?"

Most of Smith's time this year has been spent teaching the first-year Property course as well as an elective in computer and high technology law. In the classroom, she draws on her nine years of experience in the computer field and the law related to it. For example, she uses hierarchical charts based on computer flow charts to illustrate legal points. She particularly relishes introducing more students to intellectual property law, considering it an area of importance not only to lawyers practicing in this field, but also to those involved in criminal, corporate, and other legal areas.

"Students need to have at least a little bit of intellectual property law," Smith says. "And now, with increased use of the Internet, the field is a lot broader than it used to be."

CHARLES H. BARON

What role, if any, should law and legal institutions play in prohibiting, requiring, or regulating life-and-death medical decisions? That question is central to a multidisciplinary course taught by Professor Charles H. Baron.

Appropriately titled *Life-and-Death Decision Making and the Rule of Law*, the course is co-taught by Dr. Milton Heifetz, a Los Angeles neurosurgeon. The course addresses ethical, legal, and medical issues in decisions concerning abortion, euthanasia, and the right to refuse treatment for religious or other reasons.

"It's an emotionally involving course. I challenge students as social engineers," Baron says. "Is it our role to bring about what we think is right or to set up processes for society to decide? And do the courts have a role to play?"

In their teaching, Baron and Heifetz highlight the differences between legal theorizing and medical practice. Heifetz also helps the law students understand a physician's perspective.

Baron says, "Instead of us having to speculate about what happens in medicine, he tells us. More important, he brings very different training to the problems."

According to Baron, many students' views change as they spend a semester discussing the issues and writing a paper in which they develop and defend a particular thesis. Baron explains, "I think people start out taking positions that are poles apart. At the end, though there are some differences, these are subtle differences, and students are more open to all sides of an issue."

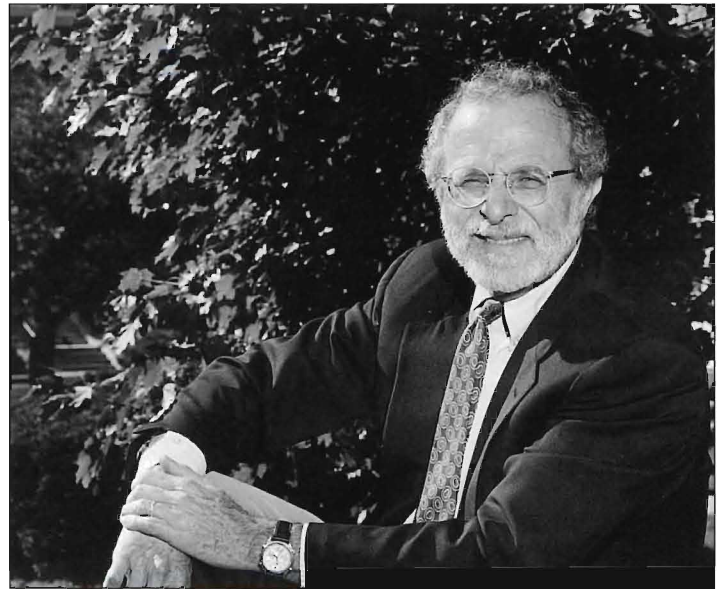
The course reflects Baron's ongoing interest in the relationship between law and bioethics, an area that also is the focus of much of his writing. That interest, in turn, is an outgrowth of Baron's education in philosophy as well as law.

Baron first studied philosophy as an undergraduate at the University of Pennsylvania. He then was drawn to law school because he viewed it as applied philosophy. After 30 years as a law professor, Baron says, "I still see law school like that. We're training people to be practicing legal philosophers. Even the methodology — the Socratic method — is the same."

Baron's love of philosophy led him to earn a Ph.D. in the subject, again at the

University of Pennsylvania. It also prompted him in 1971 to introduce his first multidisciplinary course at Boston College Law School — *Current Problems in Legal Philosophy*.

"There were obvious legal philosophical questions — What is life? When does it begin? Should the law impose morality? Students were excited about the topics. As a teacher, you have to pick topics that



Professor Charles H. Baron asks philosophical questions in addressing issues involving bioethics and law

emotionally engage students," Baron says.

At the urging of former Boston College Law School Dean Robert F. Drinan, S.J., Baron also oversaw a center on law, medicine, and ethics. He taught ethical decision making at Tufts University Medical School and courses titled *Law and Psychiatry and Law, Medicine, and Public Policy* at Boston College Law School.

For more than a decade, Baron has focused his teaching on *Life and Death Decision Making and the Rule of Law*. He says, "The course deals with fundamental issues of law under one umbrella — torts, contracts, constitutional law, property, judicial process, and administrative law — as well as with philosophy."

The legal and philosophical rather than medical content accounts for Baron's ongoing enthusiasm for the course. He says, "As an undergraduate, I wanted to stay in college and talk about 'What is life?' and 'What is death?' and 'What is a person?' I can't believe that is what I'm paid to do for a living." ■

A CLASS OF EXPERIENCED NEWCOMERS

Some first-year students plan to combine law with a range of other professional backgrounds



Pamela Smith Holleman, who spent ten years as a contracts manager, hopes to become a corporate counsel

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GAIN THIS FALL BOSTON COLLEGE LAW SCHOOL WELCOMED A FIRST-YEAR CLASS that combines exceptional credentials with varied experiences and backgrounds.

The 280 new students earned a median grade point average of 3.47 at undergraduate schools throughout the country. Boston College, Harvard University, Tufts University, the College of the Holy Cross, Cornell University, Georgetown University, the University of Michigan, the University of Massachusetts at Amherst, Smith College, the University of New Hampshire, the University of Southern California, and Yale University were the colleges and universities most frequently represented. Members of the Class of 1998 achieved a median Law School Admission Test (LSAT) score of 163, which ranks them in the 93rd percentile among test-takers nationally. For these and other accomplishments, they were selected from a pool of nearly 5,500 applicants.

They are demographically diverse,

coming from 36 states and 137 undergraduate schools. More are men than women — 54 versus 46 percent — and 17.5 percent are minority students.

Though the average age within the class is 25, a noticeable number of students are older, with some in their 40s, 50s, and 60s. In all age groups, there are students with advanced degrees in subjects such as history, social work, management, engineering, and the sciences. There also are many who already have been employed in a broad range of fields.

As they begin law school, some of these new students seek to change direction entirely. Others hope to build upon their earlier experiences, combining them with their legal education in a career that incorporates both. A few shared their aspirations.

At age 40, Pamela Smith Holleman felt her career was stalled. After ten years in contracts administration, she held an excellent position as a group manager for a division of the Ingersoll-Rand Corporation. She had negotiated both domestic and international sales contracts worth millions of dollars. But there was no upward mobility.

Through her work, Holleman was familiar with Article 2 of the Uniform Commercial Code, the United Nations Convention on Contracts, and the rules of the International Chamber of Commerce. She also dealt with a variety of intellectual property issues.

"I did a lot of what in-house counsel does, but I had counsel to rely upon for support," says Holleman, who worked closely with Ingersoll-Rand's legal department and greatly respected the lawyers as professionals and as individuals.

Holleman concluded that the only way she could move forward in her career was to become a lawyer herself. At age 41, she is a member of Boston College Law School's Class of 1998. She is in pursuit of her third advanced degree, as she already has earned an M.A. in political science from the University of Chicago and an M.B.A. from New York University.

Explaining her reasons for choosing Boston College Law School, Holleman says, "I wanted to add to my credentials a law degree I could be proud of. I also liked the sense of community here; as the only quasi-legal person in my field for ten years, I wanted that sense of sharing with other people with the same interests."

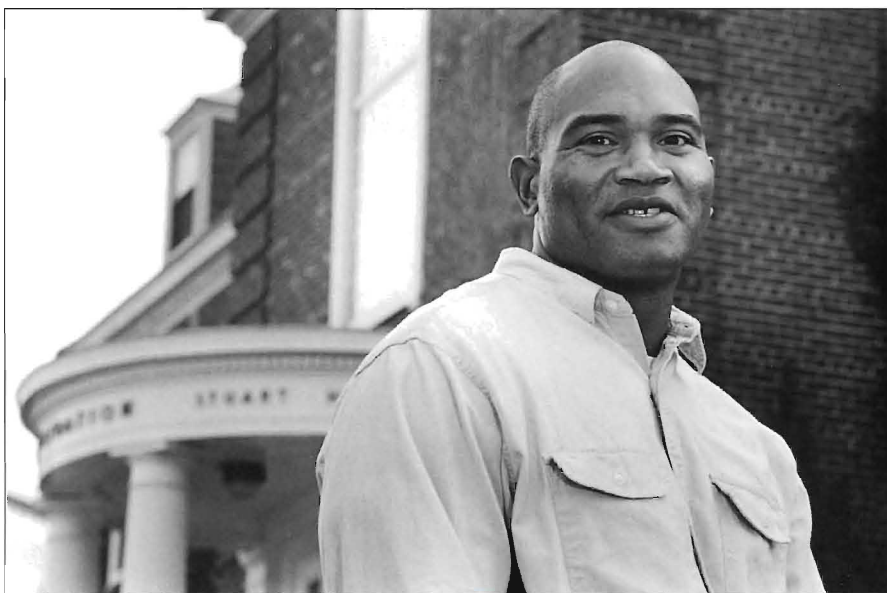
In the classroom, Holleman has found her business background beneficial, particularly in addressing material in her Contracts course. She says, "All of it relates to the experience I've had in my career. The concepts that may seem academic and theoretical to some people are very real to me because I've lived them. They have dollar and cents meaning."

She considers other aspects of the first-year curriculum, such as Civil Procedure, less immediately accessible. She says, "I want to learn how to relate and integrate all of it. I'm learning the rules. I'm learning to read cases so I can figure out what a court might do in analogous cases. I'm learning to think like a lawyer."

Holleman hopes to leave the Law School with the knowledge to become an in-house counsel for a corporation. She would consider returning to a business involved in heavy industry; a communications or high technology company might interest her as well. Whatever she does in law, however, Holleman says, "I think of

to law school and became a Minnesota Supreme Court justice. Veris says with a smile, "I'm not saying I can get to the Supreme Court, but I'm taking the first step."

Though he is a first-year student, Veris had thought about attending law school since he was an undergraduate majoring



Former football player Garin Veris would like to use his legal skills as a sports agent

it as integrating what I've done before rather than as a second career."

GARIN VERIS

As a professional football player, Garin Veris saw too many of his peers end their lucrative careers without money or job prospects. Some also had a range of personal problems, including drug dependency. Veris believes that with better guidance these athletes might have avoided their mistakes.

Veris would like to remedy the situation. After eight years with the New England Patriots and the San Francisco Forty-Niners and following six knee surgeries, Veris has come to Boston College Law School to learn enough to become an agent for athletes and entertainers. Though he recognizes that a law degree is not a prerequisite for the work, he feels legal education will enhance his ability to serve clients and earn their respect. Veris hopes to follow the example of Alan Page, a former Minnesota Vikings star who went

in political science at Stanford University. But football beckoned first.

"Ever since I was a kid, I wanted to play football. It wasn't that I didn't want to continue learning, but football was a good way to make a living, and it was fun," explains Veris. "Yet I always knew I would go on to a second career."

Even as a player, Veris learned about law. For several years, he served as union representative for his Patriots teammates. He also was involved with two lawsuits. One was an antitrust case that arose during the National Football League strike of 1987, when team owners were forced to negotiate a new collective bargaining agreement with the players' union. Then in 1992, he was among the players named in a lawsuit challenging the existing restricted free agent clause. When the players won their case, Veris became a free agent and left the Patriots for San Francisco, where he finished his football career.

Other experiences while playing also influenced Veris in his decision to study law. Veris explains, "I've always liked people who have told me how to make

myself better. Eddie Khayat, my position coach with the Patriots, stressed that we would have a second life after football and would have to incorporate discipline. He talked about our responsibility to act in a professional way and that we should do what was needed on the field, but then we have a life beyond football.”

want to work but lack the social networks to find a job,” says Christopher Perry ’98.

Perry’s perspective is based on experience, not mere idealism. For two years, he helped welfare recipients enter the workforce as an account executive with the for-profit America Works, Inc. in New York City. Perry called upon busi-

essential to me. The commitment to public interest is not a hollow one, and that also was important to me.”

For now, Perry continues to be attracted to labor and employment law as a possible career, but he is eager to explore other options as well. He says, “I perceive law school as applicable to a variety of areas. As a lawyer, I will try to make it my goal also to be an educator in some way. I do not want my career to involve law exclusively; I hope to advocate in areas outside law, too.”

Perry believes that what he learned through his work experience will help him in the classroom as well as when he becomes a lawyer. Perry explains, “I am able to inventory my own perspectives and realize that these can be totally different from others who come from completely different lives. To me, the ability to balance conviction and open-mindedness is the essence of law.”

KATHERINE KETTLER

As a child advocate, Katherine Kettler ’98 worked alongside lawyers to meet the needs of young clients and their families. Now she has decided to become a lawyer herself, building upon earlier training in social work.

Immediately after earning a B.A. from Bard College, Kettler pursued an M.S.W. degree at the University of Pennsylvania, intending a career in the mental health field. A social work practicum as a caseworker in Edinburgh, Scotland, led her to a new interest in working with teens. As a result, Kettler joined The Defender’s Association, a Philadelphia legal advocacy office, for her final social work practicum. There she assessed needs and coordinated services for children. She also went to family court with lawyers. The experience sparked Kettler’s interest in law, but she chose to enter the workforce rather than pursue another degree.

In 1991, Kettler moved to New York City, at first uncertain whether she would work for the Legal Aid Society or return to the Goddard-Riverside Community Center, a non-profit settlement house where she had been employed for two summers. She chose the community center, preferring to contribute to efforts preventing teen troubles rather than to those re-



Christopher Perry, who helped welfare recipients find jobs, is interested in labor and employment law

This coach also had a brother who was a law professor at the University of Mississippi and encouraged Veris to speak with him. Veris, however, already knew law school was in his future. He applied to schools both in California and Boston, but during his time with the Patriots, Veris had come to consider Boston home. He also had heard positive comments about Boston College Law School. Veris says, “People in the area have a lot of respect for the Law School. The history of the school and its style also fit me.”

Now that he is a law student, Veris says, “It’s going to be challenging. I have to apply all of the things I’ve learned over the years. Succeeding is just a matter of applying myself.”

CHRISTOPHER PERRY

“Welfare recipients defy simple categorization. The people the system serves are extremely diverse. Many people on AFDC [Aid to Families with Dependent Children] deeply and sincerely

nesses to hire his clients for entry-level clerical and other positions paying at least \$6 per hour and providing medical benefits. He also screened and counseled the job seekers so they could succeed in their work and remain employed.

Through his experience with America Works and earlier with the City Volunteer Corps, Perry became increasingly concerned with labor and employment issues and their importance in society. He says, “I saw and have continued to see the vast differences between the opportunities available to me and to those of other socio-economic levels.”

The son of a lawyer and an elementary school teacher, Perry at one point considered becoming a teacher, but the law prevailed. And five years after earning a B.A. at Wesleyan University in Connecticut, he felt ready to return to school. Perry viewed Boston College Law School as representing values similar to his own. He says, “Boston College has a tradition of approaching law from a philosophical and ethical standpoint — obviously rooted in its Jesuit tradition — that was absolutely

habilitating young offenders.

Kettler became director of the Youth to Youth Program, which existed only in proposal form at the time she assumed the position. She designed and oversaw the program, training middle and high school students to tutor and mentor younger children. Through the program, the tutors/mentors also became more involved with their schools, increased their self-esteem as

they served as role models, and gained greater interest in their own academic work. All of the participating children attended public schools in Manhattan's Upper West Side and Lower Harlem neighborhoods. Particular schools were included because of their attendance and drug problems.

Kettler worked with 100 to 150 children annually, supervised staff, and administered the program. She also examined the issues the children faced in their lives, the reasons why they might have difficulties at school, and their legal rights.

"It was exciting to set up this project. It was a big challenge and required a lot of research," Kettler says.

The work also was satisfying. Kettler notes, "It was rewarding to work within the school system, to become valuable, and to watch kids succeed when most people felt they couldn't."

Kettler remained with the Goddard-Riverside Community Center for four years. But with her program's federal funding in jeopardy and a desire to expand upon her knowledge, Kettler decided to apply to law school.

"It was a difficult decision. I liked my job, and it was very hard to leave. It was a choice to take a hiatus from work to upgrade my professional training and expand my information sources," Kettler says.

Kettler left her job little more than a



Katherine Kettler hopes to combine law with her social work training



Eric Senunas came to Boston College Law School from the White House

week before arriving at Boston College Law School. She is eager to learn more about the rights of children and families in education and the juvenile justice system but also says, "I want to open myself to new areas, to learn how political and other policies are developed. Maybe at some point I'll have a say in policy making. I hope to combine law and social work in some form, but knowing a lot about social work and little about law, whether that will happen is hard to say at this point."

ERIC SENUNAS

After completing degrees at the University of Michigan and The London School of Economics, Eric Senunas '98 was uncertain about his career direction. Late in 1991, he "fell into" a position as a legislative analyst with the Washington, DC, international trade law firm of Mudge Rose Guthrie Alexander & Ferden. Senunas was responsible for examining legislative developments involving NAFTA [the North American Free Trade Agreement] negotiations, economic sanctions against Yugoslavia, and other issues.

That job ultimately led Senunas to the White House. At the firm, he met a man named James Bailey, who previously had worked in Arkansas with another man named Mack McLarty. Senunas and Bailey talked about presidential politics, with Senunas drawing on experience with the

1988 Biden for President campaign. Bailey suggested Senunas consider joining another campaign — to elect Bill Clinton in 1992.

Senunas became an employee of the Democratic National Committee, working as part of a five-person team that planned, implemented, and publicized events to counter Republican re-election efforts in the Northeast. When Clinton became President, Senunas attended the inaugural festivities; then, his job over, Senunas wondered what to do next.

"Going into the campaign, I never expected that I'd end up at the White House. It just happened," Senunas says. "I heard Mack McLarty was named Chief of Staff and began to wonder. Then I got a call from Jim Bailey, who said, 'Why don't we go to the White House tomorrow and do some work for Mack?'"

Senunas joined the White House Office of Presidential Personnel as assistant to associate director Bailey. Several months later, Senunas shifted to what was known as the "NAFTA War Room," where he wrote speeches, opinion pieces, briefings, and a daily NAFTA newsletter. Some of his writing was for President Clinton, Vice President Gore, and members of the Cabinet.

"I sat with the policy wonks. My role was to take the details and translate them into something someone could say," Senunas explains.

When NAFTA became law, Senunas



Sudha Kotha-Hu already holds a master's degree in public health and has worked in that field

moved on, first to the Office of the Assistant Secretary for Trade Development within the Department of Commerce and then back to the White House staff as executive assistant for special projects with the Senate Liaison Office of the Office of Legislative Affairs. He researched issues such as the balanced budget amendment, the crime bill, and healthcare reform. He also helped speed the Senate confirmation process for presidential nominees.

The long hours and rapid pace of his work eventually wearied Senunas. He also questioned his ability to advance with his existing credentials. Senunas explains, "I realized that a J.D. goes a long way in D.C. You need to have an organized way to present information to people on whom you have to make an impression — in seven seconds. The old saying is that law school is a great way to organize how you think."

Senunas decided to attend law school in his mother's hometown of Boston, choosing Boston College Law School because, he says, "It has an incredible reputation not only in Boston but in Washington as having a tremendous alumni network."

Though Senunas claims not to have a specific career goal at this point, he talks about working with a firm or investment bank as a legislative strategist and teaching law or history part-time. Then Senunas speaks of joining the Clinton re-election campaign this summer and possibly help-

ing to raise funds in Boston during the academic year. He notes that his great-grandfather was a South Boston politician and his own father an Ann Arbor, Michigan, city councilor. Senunas concludes, "Of course, a certain amount of my blood has politics in it."

SUDHA KOTHA-HU

Sudha Kotha-Hu '98 comes to Boston College Law School with four years of public health experience and a master's degree in that field. With a law degree added to her credentials, Kotha-Hu hopes to join a hospital legal staff and to become involved in healthcare policy making.

The daughter of physicians, Kotha-Hu has known for some time that her aspirations revolved around healthcare. But she also realized that she didn't want to follow her parents into medicine. As a result, after completing her undergraduate degree, she became a research assistant for a Harvard Medical School study and enrolled in a graduate program at Boston University's School of Public Health.

Kotha-Hu assisted in examining the health effects of lead on pregnant women and then on their newborn babies. The work affirmed her interest in public health. She says, "I found I was interested not only in the intervention aspects, but also in the study — the epidemiology — itself."

Meanwhile, in her evening classes, Kotha-Hu encountered students employed in a variety of fields, including law. She also discovered courses addressing topics such as surrogacy, euthanasia, medical consent, malpractice, and healthcare policy. Soon Kotha-Hu determined her area of concentration: healthcare law.

"The classes were interesting, and they were about cutting-edge issues. It was very exciting," she says.

She increased her awareness of legal issues during two subsequent years as the director of a prostate cancer clinic and study at Boston's Dana Farber Cancer Institute. This newly created project focused on screening individuals with family histories of prostate cancer who did not have the disease themselves. Kotha-Hu says the work raised many health law issues, including the insurance implications for participants and the project's liability if a study subject later developed cancer. She had frequent contact with Dana Farber lawyers, increasing her interest in the intersection of public health, law, and policy.

As a law student, she now is moving toward her goal of learning more about the relationship among these areas. Kotha-Hu says, "I'm so excited to be in law classes and to learn about the law. Before, I felt I was learning policy in a vacuum. Without a background in law, you think, 'Why can't it be like this?' or 'Why can't we do that?' I'm excited to learn about torts and to apply it in my head to what I've already learned about consent or euthanasia. You really need to know the law to be effective. With my public health and law experience and my interest in human rights as they pertain to health and law, I hope to carve my niche in the health law field."

STEVEN CHERNOFF

The love of language has taken Steven Chernoff to France and Russia. Now he hopes it will lead him to a career in international law.

A member of Boston College Law School's Class of 1998, Chernoff arrived this fall fresh from four years working abroad. Unable to choose between French and Russian if he were to become a language major, Chernoff instead studied

government at Colby College. Soon after earning his bachelor's degree, he decided it was time to immerse himself in his favorite languages by moving to Europe.

Chernoff went first to the south of France, where he worked in a retail store in Toulouse to improve his fluency in French. Then he relocated to Paris for an internship with the International Court of Arbitration of the International Chamber of Commerce. Chernoff's skill as a linguist helped greatly, as he was responsible for translating correspondence, brochures, and legal documents into French and Russian. He also conducted research on recent changes in arbitration law worldwide, gaining exposure to international law.

At the time, Chernoff already considered law school his likely destination. He changed his mind about this several times, however, and at one point he was certain he would attend management school instead.

That thought resulted from his employment experiences in Russia. Chernoff initially held an internship in Moscow with Massachusetts-based Faxon International. As an account executive, he prepared reports for the publications subscription company, participated in client meetings, and served as a translator and interpreter.

Chernoff arrived in Moscow in the spring of 1992, a time he describes as relatively stable and reform-minded in Russia. He remains disappointed to have missed the 1991 political upheaval, saying, "I envy my predecessor, who witnessed the fall of the Soviet regime and the fall of Gorbachev."

Chernoff ultimately experienced some of the aftermath of political change in Russia, however. Noting that much about life in Russia can be stressful, he describes situations ranging from difficulty in placing simple telephone calls to being subjected to arbitrary questioning by military police. Chernoff says, "Things in Russia challenge your basic principles. They can frustrate you and even scare you."

In total, Chernoff spent more than three years in Russia. For the final 20 months, he was regional manager for FYI Information Resources in St. Petersburg. Working for the Washington, DC-based company, he collected information for American businesses wishing to operate



In his legal studies, Steven Chernoff is applying the self-discipline he developed while working in Russia

in Russia. He also assisted clients in developing strategies to establish themselves or introduce products in Russia.

"It was a learning experience. I worked alone, so I really had to discipline myself. It was just me, my laptop computer, and a fax machine. My experience gave me a lesson in self-reliance," Chernoff says. "I enjoyed the freedom to organize projects and stayed there about one year longer than I originally anticipated because I started to observe a learning curve in what I was doing. And the work exposed me to a diverse array of people in the foreign business community, not just Russians."

Eventually the Newton native was ready to return to the United States and to enter his hometown law school. Reflecting on the past few years and his transition to student life, Chernoff says, "I'm glad I first got out into the world, explored different areas, spent time abroad, and learned some skills. It gave me new perspective on my reasons for gaining additional education."

Chernoff believes that many of the skills he developed while working abroad, particularly self-discipline, will help him as a law student. Looking even further ahead, he can imagine working for an international law firm involved in international trade. Like others in this new class, however, Chernoff is unwilling to be absolute in his plans. He says, "I would like to work in some international context — but not necessarily living abroad again. I built a lot of skills, and I definitely would



Former reporter Nora Field wants to learn more about first amendment and media law

like to put those to use and combine them with what I'm doing here at law school. My primary interest right now is just getting through the first year of law school. In a few months, I'll make some decisions."

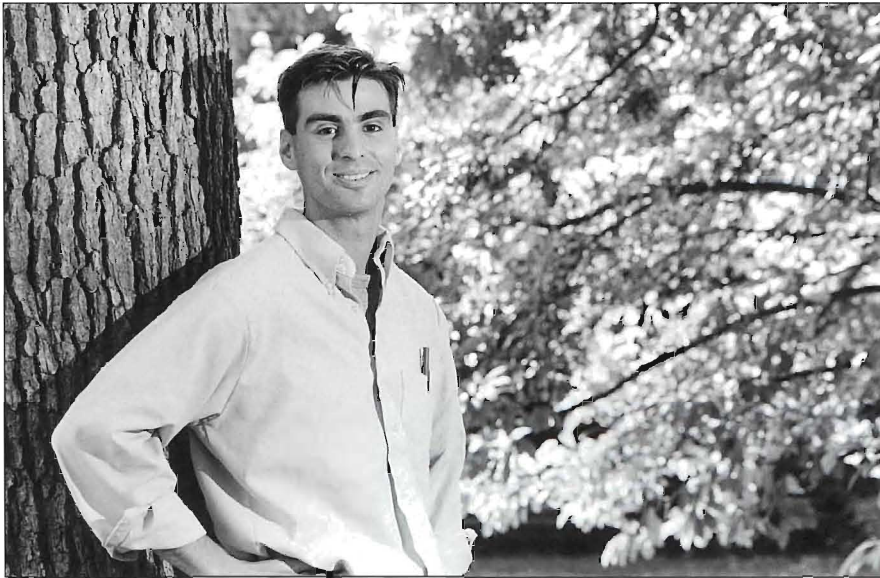
NORA FIELD

As a University of Virginia undergraduate, Nora Field thought she wanted to be a lawyer. A summer job with a law firm changed her mind, and the English major instead shifted to what she believed would be an exciting career in magazine reporting.

Field moved to Manhattan to join *Fortune* magazine as a news desk assistant. She subsequently was promoted to a reporter but remained less than fully satisfied with her work. Field recalls, "I thought it would be fun and collegial, but I ended up at a magazine that was conservative in its style and subject matter."

Field decided to reassess her options. She left *Fortune* to become a freelance fact-checker for publications such as *Entertainment Weekly* and *Family Life* until she could decide what to do next in her career. Field also found freelance writing assignments, though she quickly learned that it was more difficult to earn a living as a writer than as a fact-checker.

One writing assignment, however, was significant for Field. She was hired by *New York Law School Magazine* to profile



Aram Zadow seeks a career in public interest law that ideally will involve enforcing international human rights

older first-year students who had diverse experiences prior to entering law school. Field says, “I was inspired by these people. They were genuinely excited to be back in school. As a result of this, the old ideas about going to law school came back to me.”

Other factors also contributed to Field’s renewed interest in the law. She had conducted research for an article on high school journalism that focused on the legal rights of students. As a fact-checker, she often worked with lawyers, who were responsible for assuring that nothing printed would result in a libel suit. Field also listened attentively to a presentation in which lawyers discussed cases involving magazines.

“I was fascinated and realized that I might want to do what they did rather than working on the editorial side of magazines,” Field says.

This fall, the 29-year-old Field entered Boston College Law School. She remains intrigued by media and first amendment law and hopes to combine her legal education with her earlier employment. In particular, she would like to work for an organization that helps to protect the first amendment rights of student journalists. She also is interested in the emerging area of law and the Internet.

“On the other hand, if I do something in law that has nothing to do with media or journalism, I don’t think I’ll have regrets,” Field notes. “I’m looking forward to having three years of exposure to differ-

ent areas of the law before I decide. I figured that going to law school would only increase my options.”

ARAM ZADOW

After Aram Zadow completed his undergraduate degree at McGill University, he immediately applied for admission to law school. He was accepted, and his bags were packed, ready for his life as a law student. Then the 21-year-old Zadow decided he wasn’t ready at all. He explains, “I didn’t know why I wanted a law degree. Law school is a classic refuge for people with liberal arts degrees who don’t know what to do.”

That was four years ago. Now a first-year Boston College Law School student, Zadow has gained a variety of experience — and an advanced degree in another academic discipline — that has helped him clarify his career goals.

Much of his time was spent with the Massachusetts Commission Against Discrimination (MCAD), where he conducted investigations and legal research and also mediated employment disputes. More than the legal aspects of the work appealed to him. Zadow says, “I had activist parents — they were at Berkeley in the ’60s. They had a good sense of social responsibility, and my sister and I gained that. People live in a social context. One can only live defensibly if one does well and tries to bring benefit to society.”

After his first year with the MCAD, Zadow grew restless. He missed academic life and wanted to go to Europe, where, as a citizen of both the United States and Switzerland, he had spent considerable time in the past. So Zadow decided to enroll in a master’s degree program in European and international studies at the University of Edinburgh.

He remained interested in issues of inequality. Describing human rights as “civil rights projected on an international sphere,” Zadow notes that he decided to explore human rights in depth while studying in Scotland.

This resulted in a master’s thesis titled “Human Rights and State Sovereignty: Re-examining the Moral Viability of Non-interventionist Principles in International Relations.” Zadow sent a portion of his thesis to the United Nations Center for Human Rights, inquiring whether he might offer his services. The U.N. responded with a six-month internship in its Geneva, Switzerland, office.

Zadow researched and wrote about contemporary human rights situations in Indonesia and Papua, New Guinea, as well as about earlier “disappearances” of people in Sri Lanka. He says, “It was different from the MCAD. At the MCAD, I dealt with people. My work at the U.N. dealt with concepts and policies that I hope will someday help people.”

When his internship ended, Zadow returned to Massachusetts and the MCAD. He resumed his earlier work and stayed with the agency another year. Then, heeding the advice of colleagues at both the U.N. and the MCAD, Zadow decided to apply to law school once again to obtain the education he needed to act more fully upon his interests in civil and human rights.

Zadow comes to the Law School eager to participate in student organizations such as the Public Interest Law Foundation (PILF) and the Owen M. Kupferschmid Holocaust and Human Rights Project. He envisions a public interest career, with the ideal position involving human rights enforcement on an international level. Zadow says, however, “This first year, I’m not going to commit to anything specific. My major concern is to give something back to the community through my work. It was the way I was raised, and the need is great.” ■

DOUBLING THEIR DEGREES

*Joint degree programs permit
the study of law in conjunction
with varied fields*



Patricia Campanella '87 was the first Boston College student to pursue a joint J.D./M.S.W. degree

THE INCREASING INFUSION OF LAW INTO VARIOUS ASPECTS OF EVERYDAY LIFE has made students more aware of a need for integration of law and other knowledge,” says Associate Professor and former Associate Dean for Academic Affairs Judith A. McMorrow, noting the rising interest in Boston College Law School’s joint degree programs.

In the fall of 1994, 20 students were enrolled in these programs. They were pursuing the Law School’s approved joint degrees with the Wallace E. Carroll School

of Management and the Graduate School of Social Work at Boston College. Some also had arranged other programs independently; a joint degree with the Fletcher

School of Law and Diplomacy at Tufts University has been a popular choice.

“Students are allowed to propose joint degrees with other academic programs but must include 12 credits of law-related work in the second program,” McMorrow says.

Joint degree students are able to earn both a J.D. and a master’s degree after four years rather than the usual five. This is possible because credit for one semester in each program is applied toward the second degree. The total number of courses and credits needed to graduate, therefore, is reduced.

Once students have been accepted for admission to each program, the Law School recommends that they begin their joint degree in the program other than law. By starting their legal education in the second year of the four-year program, students are able to graduate with their Law School class.

Those seeking the J.D./M.B.A. complete the first-year curriculum of each program. They subsequently enroll in the equivalent of one semester at the Carroll School and three semesters at the Law School to fulfill graduation requirements. J.D./M.S.W. students earn a total of 142 credits. They complete two social work field placements as well as two independent study projects integrating law and social work.

According to McMorrow, students pursue joint degrees for a variety of reasons. Some feel the additional academic credential will make them more attractive to prospective employers. Others are uncertain which field they ultimately will choose. And some want a background in a second field to draw upon in their primary work.

“The choice is so tailored to an individual that we only can guide in the decision making process; we can’t provide answers,” McMorrow says. She adds, “There isn’t always an obvious career path for joint degree students. They need flexibility and creativity in how they approach the job market. They shouldn’t assume that they will be more marketable. They need to ask themselves why they want the joint degree. A joint degree is wonderful if a student absolutely wants to learn about the other field.”

Success in combining two fields in a career often depends on the joint degree

selected. McMorrow describes the J.D./M.B.A. as a “natural marriage” because a significant amount of legal work takes place in a business context. J.D./M.S.W. students, on the other hand, sometimes have faced difficulty in applying both degrees, especially when educational debt necessitates a minimum income level.

“Serving the poor or disempowered is high-powered work, but it’s not highly paid,” McMorrow says.

She believes that students who complete joint degrees overcome “tremendous barriers.” She explains, “One more year of education means one more year of debt. No one can be a law student — or especially a joint degree student — without being sophisticated about financial planning.”

Nonetheless, McMorrow believes interest in joint degrees in law and social work and in law and international relations is increasing at a faster pace than interest in J.D./M.B.A. programs. And she is not one to discourage a person genuinely committed to pursuing a joint degree.

“The fact that people are interested is a very good development. Whether they pursue the option needs to be tailored to their individual goals and financial situations,” McMorrow says.

The experiences of students and alumni who have decided to earn joint degrees confirm McMorrow’s views. They have found the programs positive in many ways, have encountered some of the drawbacks, and have managed to incorporate multiple interests in their lives.

PATRICIA CAMPANELLA ’87

“People would say I was a trailblazer, and sometimes I felt like a guinea pig. I was ready to give up at times. It was a lot of work, but I had the support of everyone,” says Patricia Campanella ’87, about her experience as the first Boston College Law School student to receive a joint J.D./M.S.W. degree.

The difficulty lay primarily in finding ways to fit courses, the necessary field experiences of social work, and rigorous legal training within four rather than five years. Campanella’s desire to attempt this arose during her second year of law school. She already had completed the first year of

the social work program while a Boston College undergraduate.

“I always had a calling to help other people. When I was very young, I wanted to be a nurse. Then, when I was eight, I wanted to run an orphanage,” says Campanella, who later decided that a law degree was the best avenue to assist others. She notes, “Helping people and being a lawyer don’t have to be mutually exclusive.”

Campanella proposed creating a joint degree. She recalls, “Everyone jumped on the idea. Students had been interested before, but the program never had gotten off the ground.”

Though her own program was somewhat informal because both degrees already were in progress, Campanella set out to help the Law School assure an appropriate structure for those who followed her. To fulfill some of the requirements of the community organizations and social planning concentration at the School of Social Work, Campanella created a plan for the joint degree program. She recommended courses and reviewed similar programs throughout the country, contacting deans and administrators. She also met with those overseeing Boston College’s J.D./M.B.A. program.

As Campanella worked toward completing her own degrees, she assumed that she would use her education in the Peace Corps or in helping the needy of El Salvador. Instead she joined the Hartford, Connecticut, office of Robinson & Cole, a large law firm. She remains there today as an attorney involved with product liability, breach of contract, insurance defense, and lender liability issues.

“I did not think I’d be in private practice for as long as I have been. I thought I’d do something more social service-related after gaining experience and credentials,” Campanella says.

She has not abandoned her desire to help others through law, however. The firm has an active *pro bono* committee, which she chairs. Campanella has represented families and individuals in deportation and asylum cases and has resolved disputes between landlords and tenants. She also speaks to community groups as well as junior high and high school students about law and the legal profession.

In addition, Campanella is in her fourth year as a member of the board of directors

of the Hartford-area Catholic Family Services. She heads the agency's Program Planning and Social Issues Committee and initiated an urban youth taskforce.

"This goes hand-in-hand with what I did as part of the social work program," Campanella says. "It addresses unmet community needs."

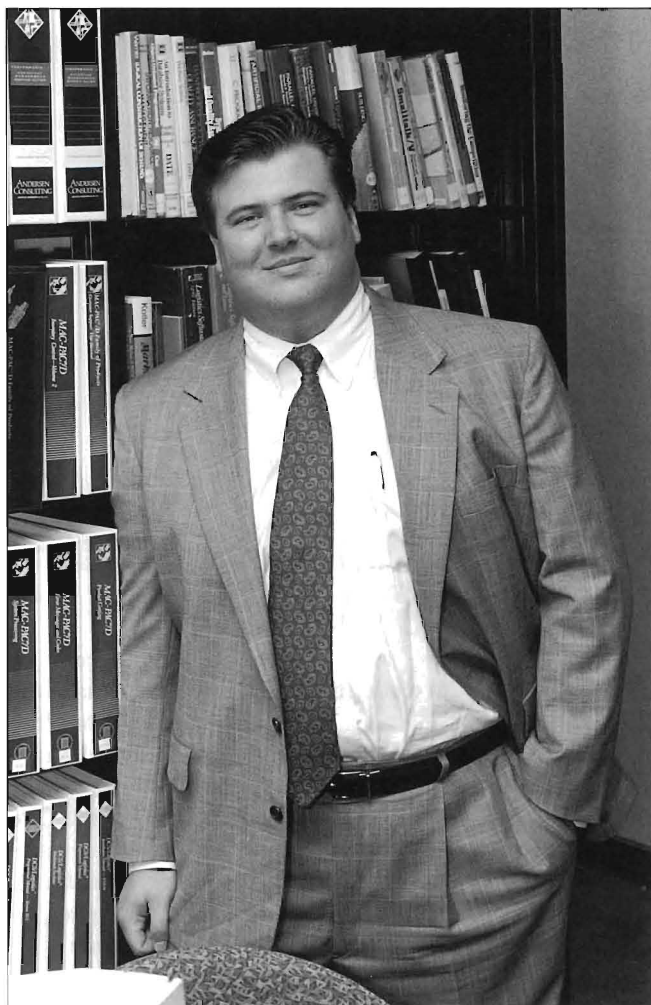
For the past two years, Campanella also has commuted from Hartford to

paralegal with the Boston law firm of Hale and Dorr, Medaglia expected to practice law when he received a J.D. He came to Boston College Law School seeking a strong academic program and the opportunity to enter a profession in which he could contribute to defending individual rights.

Today, after completing Boston College's joint J.D./M.B.A. program,

"But I had no idea how business operated; I felt very unprepared," says Medaglia, who had earned an undergraduate degree in anthropology at Harvard University.

When he added the study of business to his graduate education, Medaglia assumed he would learn about finance and corporate structures, which would help him in a corporate or tax law career. Then



Christian Medaglia '95 has begun a business career after earning both J.D. and M.B.A. degrees



Jennifer Locke '91 was the second Boston College Law School student to complete a joint J.D./M.B.A.

Boston College to teach a course at the School of Social Work titled Legal Aspects of Social Work. Her interest in law and social work remains strong, and Campanella declares, "I hope always to be able to integrate both aspects in my life."

CHRISTIAN MEDAGLIA '95

When Christian Medaglia '95 began law school, he did not plan to pursue a joint degree. After two years as a

Medaglia is a management consultant with Arthur Andersen Consulting in Hartford, Connecticut. He doesn't practice law at all, though he draws on the skills he developed as a law student.

Medaglia's career goals were transformed when he decided to try the joint degree. Once in law school, he had discovered that he had competing interests: on one side was his desire to be a legal advocate; on the other was the excitement he perceived in the corporate world.

he discovered a course in organizational behavior.

"I was mesmerized. I was finding out about the ways businesses are formed and the ways people in them relate — these were the sociological aspects of business," Medaglia says.

Then Professor William Torbert of Boston College's Carroll School of Management chose Medaglia to participate in a consulting project in which Medaglia would study consulting theory and group

dynamics and apply this education as a consultant, teaching assistant, and mentor to the incoming M.B.A. class.

“I was spellbound by the material. Though I still admired law and loved law school, from then on I wanted a career in consulting,” Medaglia says.

In his third year of the four-year joint degree program at the time, Medaglia tailored his law electives to suit a consulting career. He enrolled in Mediation as well as Client Interviewing and Counseling to enhance his communication and consulting skills. Medaglia notes, “All of my law classes strengthened the analytical skills that came to bear in my consulting work. Law school was a good academic experience and excellent training. The law school portion of the dual degree prepared me for the rigor and intellectual challenge of being a consultant with a major firm.”

Medaglia interviewed both with legal and consulting employers before joining Arthur Andersen. He says employers were intrigued by the joint degree program, asking him his reasons for pursuing it and which of the two degrees was more interesting and challenging.

“The employers were most interested in my performance and motivation in their own area of concentration. A minority of employers felt the combined degree was a distraction and that I should have focused more,” Medaglia says.

Medaglia has been a consultant with Arthur Andersen since September. After a six-week training period, he was assigned to a consulting team that analyzes business problems and develops solutions.

“I will be offering a broad spectrum of consulting services to help companies grow and change and provide better all-around services,” Medaglia says.

JENNIFER LOCKE '91

Jennifer Locke '91, the second student to pursue the joint J.D./M.S.W. degree at Boston College, initially was drawn to social work. She began its study after a decade-long career as a cook and found what she describes as the “soul-to-soul connections” with clients satisfying.

There were frustrations as well. When seeking appropriate services and benefits for clients, she often had to turn to lawyers

as intermediaries for action to occur. Locke recalls of her social work practicum, “I came to believe that the population I was working with at the time, which was pregnant teenagers, needed more help than I would be able to provide as a social worker. I felt that to be helpful, I needed to be a lawyer.”

With education in social work and law, Locke expected to practice in an area in which she could apply both of her degrees. Ideally, she hoped to work with children or juveniles. Economic reality intervened.



Howard Beber '97 believes that the joint degree program has given him a broader understanding of both business and law and will help him in his career as a securities lawyer

“What I didn’t know was how burdensome my student loans would be,” Locke explains. “So my original aspirations had to be revised. I figured I’d better take a whirl in a private law firm.”

After a year-long clerkship with Associate Justice Francis P. O’Connor ’53 of the Massachusetts Supreme Judicial Court, Locke joined the Boston law firm of Goodwin, Procter & Hoar as an associate in the Trusts and Estates Department. She still hoped to incorporate her social work education in some fashion and says, “I purposely chose this department because estate planning and estate administration involve contact with the things people value the most — how to care for their families after death, or how to make provisions for children with special needs. When I feel I’ve made a connection with clients or have helped them achieve some-

thing that adds to their lives or eases a concern, I find that very satisfying.”

Locke does not consider her background in social work essential to her law practice. She says, “I think anyone who is compassionate or understanding can do this work.”

To incorporate her training more fully, Locke turns to *pro bono* projects. She currently chairs the Pro Bono Committee of the Boston Bar Association’s Trusts and Estates Section. She also does legal work for Boston’s AIDS Action Commit-

tee and serves as a guardian ad litem through the Massachusetts Juvenile Court Division’s Court Appointed Special Advocates (CASA) program. Noting a need to balance these activities with the demands placed upon associates at large law firms, Locke acknowledges, “I’ve probably put too much time into *pro bono* activities, and I need to pull back.”

Locke does not regret pursuing the dual degree but is pragmatic in her advice to those weighing the option. She says, “People need to consider the cost. And a social work degree is not necessarily viewed as a strong marketing point. If you’re undertaking it as some mark of distinction, it’s not necessarily going to get you a job. If you’re seeking a litigation or corporate practice, it doesn’t give you an advantage over other students. But some areas of law will tap into social

work skills better than others.”

Though she still is seeking ways to use her social work education in her current legal position, Locke also looks beyond her vocation for fulfillment. She is active in amateur race car driving and recently added flying to her list of hobbies.

“I think what people do to nourish

Law School and the Carroll School of Management at Boston College. He now has completed more than a year of each program and has held summer positions involving both law and business. He spent one summer with the Boston international trade law firm of Soller, Shayne & Horn and another in the general counsel’s

involve business law, and all of his business electives are in finance or accounting. But he notes, “The good part is getting both degrees done in four years.”

Beber adds that he feels he has chosen the joint J.D./M.B.A. degree for “the right reasons.” He explains, “I really wanted to do it. It’s not worth doing it just to get a job. You need to have a genuine interest.”

Nonetheless, Beber reports that he has received a universally positive reaction to his two degrees from prospective employers. And he looks forward to testing his belief in the degrees’ utility once they are both complete. Beber says, “I think the joint degree will be even more useful in law practice when I’m talking to a client and understand him from the business side. I can be more helpful when I know more than just the legal problems.”



Through a joint degree program, Duncan Hollis '96 has been able to learn about a range of subjects that interest him while preparing for a career incorporating law and international relations

DUNCAN HOLLIS '96

Duncan Hollis '96 has lived in Japan during three periods of his life — as a high school student, while an undergraduate majoring in Asian Studies at Bowdoin College, and in the summer following his first year of law school. It is not surprising, therefore, that Hollis is pursuing a program leading to a J.D. from Boston College Law School and a master’s degree from the Fletcher School.

Hollis became a law student first and then added an international relations degree. He says, “I tend to take a multidisciplinary approach. Law is just one of my interests.”

With his dual degree, Hollis plans to gain experience in both international trade and secured transactions with an international law firm. He already has held a summer position with the Washington, DC firm of Steptoe & Johnson, which he will join as a full-time attorney in 1996. With an associate at the firm, he co-authored an article — published in the *Canadian Law Newsletter* — that described how stronger economic sanctions against Cuba would affect Canadian and European companies operating under the North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO). An executive editor of *Boston College Law Review*, Hollis also wrote an article on Chechnya for the Summer 1995 edition.

their spirit and to satisfy their sense of adventure is important. It’s important to me to have activities that take me out of the legal world,” Locke says.

HOWARD BEBER '97

Howard Beber '97 knew he wanted to attend law school while still an undergraduate at Washington University in St. Louis, Missouri. But first he went to work on Wall Street as a securities custody administrator. This experience helped Beber develop an interest in securities law and prompted him to consider the possibility of combining legal education with graduate business study.

“I asked my friends about dual degrees. Some said it was a good idea but not a necessity,” Beber says. “I felt if I was going to do one, I would do both. I thought if I wanted to be a corporate securities lawyer, it would be good to have the business background, too.”

Beber was admitted to Boston College

office of the Small Business Administration in Washington, DC.

The latter job confirmed Beber’s belief in the value of his joint degree. He says, “I had the first definitive sign that a business background would be a big help. Without it, I wouldn’t have understood the terminology.”

Beber also considers study of business advantageous to his legal education. He explains, “The business classes complement my law degree. The professors are talking about the same things but in different terms, so I think the joint degree provides a broader background.”

Beber cites the example of learning about financial reporting in a law course and a business class. He says, “There are SEC and IRS standards, so I’m learning about two different things. Both are completely relevant, but I wouldn’t learn them if I were not in both schools.”

With fewer electives possible for him than for a student enrolled in only one degree program, Beber describes his education as “skewed;” all of his law classes

Ultimately, Hollis hopes to enter public international law, which he describes as his “true love.” Ideally, he would like to work for the United States State Department or the United Nations.

Hollis developed his interest in public international law after completing a full-year course on the subject at the Fletcher

SARAH LEVY '97

Sarah Levy '97 came to Boston College specifically for the J.D./M.S.W. joint degree program. She planned a legal career focusing on child advocacy and believed education in social work would enhance her effectiveness.



Sarah Levy '97 hopes to become a child advocate and is studying both law and social work to enhance her potential effectiveness in this role

School. Along with international negotiation and conflict resolution, it is now his declared area of concentration within the master's degree program.

Hollis says his first-year studies at the Law School shaped his course selections at the Fletcher School. He adds, “At both schools, I've had to focus; having fewer electives is one of the drawbacks of the joint degree program. At Boston College, I keep my eye on learning to become a lawyer and try to get a foundation in basic legal courses such as corporations and evidence, not just in international law. Fletcher has taught me to look beyond the law. I consider Fletcher my last chance at a liberal arts education; I'm taking some courses that I didn't take in college. By combining the two schools, I get the best of both. It broadens my perspective. I think I would have been frustrated to have done either program alone, given the nature of my interests. You have to make some sacrifices to do a joint degree, but the positives far outweigh those drawbacks.”

“I was committed to a career of service, and I wanted law to be the means. But I wanted all the possible tools to help the people I want to help. The value of social work for me was the breadth of its view,” Levy explains.

Now in the third year of the four-year program, Levy is taking courses in both law and social work after completing a full year in each area. She is in the midst of her second field placement combining law and social work, currently working at a secured short-term treatment facility operated by the Massachusetts Department of Youth Services (DYS). Earlier, Levy represented drug addicts in administrative hearings and appeals and was involved with state welfare reform efforts while employed by the Massachusetts Law Reform Institute.

“I've been very lucky to have placements that work well with both degrees,” Levy says. “In the field, I've seen needs that I could only imagine before.”

She also has been able to recognize the relationship between her law classes and

practical experiences. This fall, Levy enrolled in Criminal Procedure at the Law School while completing her DYS placement. She says, “I saw the importance of the legal safeguards I read about Monday and Wednesday mornings as they came into play in the kids' lives.”

Some aspects of the two degrees have been difficult for Levy. For example, she notes that social work and law have different values and assumptions; in social work she feels collaboration is stressed, while law emphasizes an adversarial system.

Despite some uncertainty regarding how to reconcile the two in professional life, Levy says, “I think they can be complementary, and both probably are necessary.”

Levy finds it invaluable that she is able to share these concerns with others also pursuing the joint degree. Unlike her predecessors, Levy counts three law classmates in the M.S.W. program. She says, “They provide a great reality check for me.”

And Levy considers her experience in the joint degree program largely positive, even if she wishes she had as many electives as classmates studying only law; sometimes she forgoes courses that most intrigue her for those that will make her a well-rounded lawyer. Nonetheless, Levy says, “I'm a big fan of the joint degree program. I think it can create great opportunities, and it has made a lot of sense for me.”

Though Levy sees the advantages of the program, she has found them less readily apparent to some employers. She explains, “I either get dismissed out of hand as being less than a lawyer because of the social work degree, or I simply get ‘huh?’ as a response. And some say, ‘That's really great. There's a real need.’”

Fortunately for Levy, the latter employers tend to represent the organizations of greatest interest to her. Once she earns both degrees, Levy hopes to join a small to mid-sized non-profit agency serving children. She says, “I primarily want to use my legal tools; I want to practice law. I think that makes the most sense, because law is the degree that provides the most power to make changes in the lives I hope to affect. Children are the only ones who don't get a voice and are completely dependent on other people for their first 18 years. I want to help be a voice for them.” ■

IMPROVING ONE'S SITUATION: REFLECTIONS ON THE ART OF JUDGING

*By Boston College Law School
Associate Dean and Professor
Catharine Wells*



AS LEGAL SCHOLARS, WE LIVE IN AN AGE OF SELF-CONSCIOUS THEORIZING. There are theories for every occasion. Indeed some theories turn on themselves as deconstructionists, feminists, and critical legal scholars argue that conventional theory making is but one more mechanism for oppressing the powerless. In all this theory consciousness, it is difficult to have simple thoughts and it is especially difficult to think simply about judging because judging has been the object of so much theoretical attention. This is too bad. Judging, I think, is a little like riding a bicycle — if you are teetering out of control, it is unlikely that a complicated theory will help to restore your balance. Simple thoughts are more useful; they are easier to internalize and therefore more accessible.

In what follows, I wish to make two simple points. The first is that the art of judging is an inherently situated activity. Justice Cardozo made this point most clearly: “There is in each of us a stream of tendency ... which gives coherence and direction to thought and action. Judges cannot escape that current any more than other mortals. All their lives, forces which they do not recognize and cannot name have been tugging at them — inherited instincts, traditional beliefs, acquired convictions; ... In this mental background every problem finds its setting. We may try to see things as objectively as we please. Nonetheless, we can never see them with any eyes except our own.”

Thus, my first point is that every legal judgment is made from a particular perspective. And my second point follows from the first: if judging is a situated activity, then judges should attend to their situation in a conscientious way. While “we can never see with any eyes except our own,” we can broaden our situation in such a way that our “stream(s) of tendency” are more receptive to the different perspectives that exist in the world we are seeking to judge.

Before beginning, I would like to emphasize a couple of general considerations. The first is the ethical maxim that “ought” implies “can.” No matter how strong the reasons may be for thinking that judges *should* be fully constrained by formal law, these reasons are insufficient so long as the judge *cannot* escape the effects of his (or her) own particular situation. The second is that the question of situated decision making is not just an abstract matter. It has important consequences for thinking about how judges ought to approach their task. If judges can properly consider themselves impersonal decision makers then the ideal judge will invest his (or her) efforts in learning as much about substantive law and normative theory as (s)he can. If, on the other hand, legal decision making is inevitably situated, then the ideal judge should pay attention to this fact. In considering these two alternatives, it is important to bear in mind that a position in the middle ground — for example, the position that normative decisions are a product of *both* personal situation and formal legal reasons — requires us to become more self-conscious about situation.

FORMALISM AND REALISM: THE DEBATE OVER JUDICIAL DISCRETION

Since the 1930s, American jurisprudence has been dominated by a debate over the extent of judicial discretion. On the one side are the formalists who believe that judicial decision making is impersonal in the sense that decisions are — or should be — made without reference to the judge’s personal attitudes and temperament. In short, an impersonal decision maker decides the case *in accordance with law* where “law” is understood as a publicly discernible body of rules and theory that is sufficient to pair every possible factual situation with a correct legal outcome. On the other side are the realists who argue that law is an inherently personal enterprise with judges deciding the case “subjectively” in accordance with their class interests, their personal psychological pathologies, or their own particular visions of the social good. Thus, for the past 50 years, the world of legal theory has been divided into two camps. In one camp

— their particular and sacred charge — requires. It seems to me, however, that the strength of this argument stems from the over-simple division of the world of legal theory into realist (pro-discretion) and formalist (anti-discretion) factions. Of course judges should aspire to be fair and impartial but it is equally true that legal decisions cannot be made in accordance with an impersonal calculus. What is needed here is a middle position that offers both a realistic view of actual practices of legal decision making and, at the same time, recognizes the importance of legal principles to the decision making process.

A MORE PRAGMATIC CONCEPTION

Pragmatism is a philosophical theory that begins with the notion that every abstract conception should be understood in relation to its consequences for human activity. This means that every theory should be seen as a theory about a

My first point is that every legal judgment is made from a particular perspective. And my second point follows from the first: if judging is a situated activity, then judges should attend to their situation in a conscientious way.

are those who — like the realists — develop the theme of law’s indeterminacy. These theorists argue that legal decision making is inherently situated. In the other camp are those who — like the formalists — argue that judges must aspire to make their decisions in accordance with the rule of law. These theorists argue that judges should strive to be impersonal; that they should be moved, so far as possible, by legal rather than personal considerations.

Viewed in these terms, the formalist position seems to have a great deal of force. Judges are not personal actors. Society grants them judicial powers subject to an important trust. As trustees, they must “follow the law;” they must be painstaking in their efforts to determine what the law

particular practice and, more specifically, as a theory that generates implications for the reform of that practice. For example, a pragmatic theory of bridge building begins by looking at actual practices of bridge construction. The examination of these practices is both descriptive and normative; it is not aimed simply at enumerating the methods of construction but at determining which methods produce the “best” bridges. And the question — What is the best bridge? — cannot be answered in the abstract; we cannot give the same answer on the first day as we might give after a thousand years of bridge building. Theory and practice evolve together within a context of human purpose and activity; the practice informs the

theory while the theory, in turn, informs the practice.

A pragmatic theory of judicial decision making conforms to this model by beginning its analysis with an examination of actual decision making practices. And when this is done, it becomes clear that the formalist model does not adequately describe the complexity and diversity of these practices. In this discussion, I will focus on two aspects of decision making that I believe are fundamental to the judge's task: the first is a type of *structured reasoning*; the second is a more *contextual mode of analysis*. I will begin by briefly describing these two forms of deliberation.

Structured reasoning requires that the decision maker locate the controversy within a web (or several different webs) of relevant normative analysis. Suppose that a judge must decide a question under a due process clause. In such a case, it is important to determine how the issue is constructed by contemporary constitutional doctrine and, if there are competing doctrines, how it is constructed by each. It is also relevant to consider contemporary norms of fairness, theories about the constitutional roles of court and legislature, theories about the interactions of state and federal courts, and so forth. A good judge is a theory sophisticate because it is only by locating an issue within these various theories that a judge can understand the full extent of the controversy. Locating an issue in this way is to examine the issue *from the outside in*—we start with various theories that can be articulated independently of the problem and then we understand the problem within a structure that is defined by these theories.

It is also essential for a judge to understand the problem *from the inside out*. Understanding the case requires more than just an ability to summarize the pertinent facts; it also entails an ability to empathize and connect with the various parties. Who are these people? What is this case about from their point of view? How, as a practical matter, will they be affected by a judgment in this case? In answering these questions, the judge often engages in a variety of activities that would not be relevant in the context of a structured inquiry. (S)he may, for example, engage in a certain amount of relatively undirected fact gathering. (S)he might also

attempt to reconstruct the event from the differing perspectives of the parties and then to reconcile these differing perspectives into a single coherent account. In the course of these efforts, (s)he will develop an intuitive response to the case as a whole and this response will form the basis of further exploration and self-criticism. Thus, contextual analysis requires a complex process of understanding the case in an intuitive and commonsensical way.

I believe that both structured reasoning and contextual analysis are essential elements of any decision making process. Perhaps the best way to see that this is so is to consider an analogy.

Imagine that a traveler is lost and it is your job to get him home. The structured approach is the one you would use if he could give you a signal that would locate

use of a contextual method to solve normative problems presupposes that we have no map or only a partial one. The only means of investigating the problem is to exploit our potential connection with it. We can put ourselves in the traveler's shoes, but we cannot locate him in the larger universe.

The two approaches represent the difference between zeroing in on a spot from afar or starting with the spot and working our way outward. The virtue of the first approach is that it removes us from the traveler's subjective situation into an objective but abstract conception of his terrain. The strength of the second approach is that it brings us closer to the problem by placing us "on the spot."

It is important to see that the two approaches are not entirely independent.

I believe that both structured reasoning and contextual analysis are essential elements of any decision making process. Perhaps the best way to see that this is so is to consider an analogy. Imagine that a traveler is lost and it is your job to get him home.

him on a giant map. You could then look at the map in order to determine his location and the location of his home. The use of a structured approach to decide legal cases presupposes that we are able to locate the traveler (define the problem) within the map (in terms of a theory) by means of coordinates (i.e. legally relevant features) that are contained on the map (in the theory) itself. It assumes that both the maps and the signal that places the traveler on the map are accurate.

You could also use a contextual approach. You would want to do this if you could locate the traveler but had no map. You might join the traveler and begin to explore. You might try various roads and ask directions of the people you meet. You might even begin to construct your own tentative map of the immediate vicinity. In short, you would look for any clues that would help to lead the traveler home. The

The objectivity of the map maker's space is achieved by abstraction and reason, but abstraction and reason, by themselves, are not effective tools. Their usefulness depends upon the accuracy of the information that they analyze. Thus, to make an accurate map, it is necessary to have accurate "on the spot" observations. Similarly, the situated rescuer cannot rely solely upon his uninterpreted observations. To be effective, he must make at least some effort to map out—that is, to record and interpret—what he sees.

It is also important to see that it is not just the contextual aspects of legal decision making that are situated. To be sure, a contextual analysis relies upon individual observations and is thus "situated" in the sense that it is made relative to a particular observational viewpoint. At first glance, a structured analysis may seem less situated in that the maps (or theories) it

uses are based upon observations that have been obtained from many different viewpoints. Even so, maps (or theories) can never be entirely free of perspective. Consider two different maps: One is drawn by a giant who is hunting tigers; the other is drawn by a Lilliputian who is seeking a sunny place for a nap. Will these two maps look the same? Which one is more objective? Are footprints or rays of sunshine the objective features of this terrain?

CONCLUSION

If legal decision making is inevitably situated, then it is important to acknowledge that we are all of us just exactly who we are. We are large or small. We hunt tigers or rays of sunshine. We notice and understand what is familiar to us and what is useful to our projects. And judges do not shed these facts of human existence merely because they hold judicial office. Most judges understand some things well and other things not at all. Like all of us, judges possess limited powers of empathy and imagination. And this brings me to my second point: if judges are situated within the bounds of their own particular perspectives, then it is necessary to consider this fact in thinking about the judicial role.

This does not mean that we should accuse judges of making irrational or political decisions. Nor does it mean that we must resign ourselves to replacing the rule of law with the force of arms. To the contrary, an examination of our actual practices of judicial decision making suggests that we need not embrace these extremes. Not all legal decisions involve disparities in viewpoint. Commercial litigants, for example, frequently share a common outlook that governs their joint undertakings. On the other hand, there are cases that test the limits of judicial experience and imagination. Consider the question of whether it is constitutional to force a drug addicted mother to get an abortion. How many of us can think about this question from her point of view? Or, if we can see it from her perspective, what about the viewpoint of her potential child? And, if we fail in our attempts to make a common sense connection with this context, how can we

speak meaningfully about privacy or respect for human life as it applies to this situation? How can we decide what the constitution requires once we acknowledge that thinking about context is a legitimate part of the inquiry?

One answer to this problem is to appoint judges who represent a wide range of experience and viewpoint. Indeed, it is often said that the diversity of contemporary life requires an equally diverse judiciary. But, while I favor a diverse judiciary, I do not believe that it is a practical response to the problem of situated decision making. *Perhaps* it is true that women judges have a clearer perspective on problems associated with pregnancy. *Perhaps* but perhaps not. What would it take to judge this case from the viewpoint of the parties? A judge who is (or has been) a drug addict? A child judge? Or a judge who survived a fetal addiction? And where does this need for specialized judgment end? Does every litigant deserve a psycho-social twin who can fully understand her perspective? Obviously, the answer to this question must be no — we do not need “psycho-social twins” but we do need judges who are receptive to other perspectives. It may be true that I can, in Cardozo’s words, “never see with any eyes except my own” but, nevertheless, I can do better or worse at making meaningful connections with the experience of others.

The point I am making is this: if legal decision making is inherently “situated” then legal decision makers ought to do what they can to “improve their situation” by becoming more receptive to the perspectives of others.

The consequences of this analysis are many, but let me just focus on three particular topics that merit further discussion. The first is that we should reexamine the tradition that requires judges to be reclusive. Undoubtedly, it is inappropriate for judges to be leading protest marches. But there is no reason to require that judges be entirely isolated from the problems of contemporary life. What is needed is a better balance.

The second is that all of us who study and practice law should read more widely about the divergent cultures that are now a part of the American scene. In law, there is a veritable explosion of writers who are exploring legal questions from nontraditional perspectives. And we do not need to

confine ourselves to legal theory. American life includes many cultures and it is therefore time for all of us who think about law to work at learning about life in the context of these many cultures. The truth is that I may know a great deal more about Jane Austen’s England than I do about the daily life of most Americans and the fact that my viewpoint is focused in this way has a substantial impact upon my understanding of legal questions. Law and culture are intimately connected — I cannot be knowledgeable about one while remaining ignorant of the other.

Third, as lawyers, scholars, and judges we ought to strive to be fair minded — and fair hearted — in the best sense. Being a good judge (or a good lawyer or law student) requires more than simply a knowledge of the law. It requires a commitment to be scrupulously honest about the limits of one’s perspective and to be genuinely open to understanding and respecting the perspectives of others. These are serious commitments. To honor them, we must abandon the pretense that our methods of analysis are universally correct. In short, we must be willing to open ourselves to the lived experience of all persons who stand before the law. And this means opening ourselves to the pain of others. It means facing the discomfort of admitting that we do not have all the answers. And, most importantly, it means forswearing the illusion of detachment and risking the admission that life has anchored us in a particular web of experience and desire in which we are personal rather than impersonal agents of the legal order. ■

Associate Dean for Academic Affairs and Professor Catharine Wells joined Boston College Law School in 1995 after more than a decade as a professor of law at the University of Southern California. She has taught and written about varied legal subjects such as American legal theory, criminal law, torts, business organizations, and women and the law. This article is adapted from a longer piece that appeared in the Washington and Lee Law Review in 1992.



FACULTY

news & notes

PROFESSOR HUGH J. AULT served as a commentator on the proposed basic world tax code at a conference held at Harvard Law School in July and sponsored by the Harvard International Tax Program. In September, he chaired a meeting of the research subcommittee at the International Fiscal Association Congress in Cannes, France. He also served as the course leader for an Organization for Economic Cooperation and Development program held in Ankara, Turkey, for tax officials from the Confederation of Independent States and the Russian Federation. In October, Ault spoke about developments in international fiscal arbitration during a colloquium on international arbitration sponsored by the American Bar Association and the Boston Bar Association.

PROFESSOR CHARLES H. BARON has written an article titled "Principles of Constitutional Interpretation in American State Constitutional Law" that will be published in Italian in January, 1996 in the book *Analisi Diritto 1996, Ricerche di Giurisprudenza Analitica*.

In September, PROFESSOR ROBERT M. BLOOM served on a panel titled "Liberty and Justice for All?: An Examination of Criminal Issues in the 104th Congress," presented in Washington, DC, as part of the Congressional Black Caucus Foundation's 25th annual Legislative Conference Braintrust. Congressman Robert C. Scott '73 was a co-sponsor of the program. In October, Bloom spoke at Middlebury College about the aftermath of the O.J. Simpson case. He also was a frequent newspaper and television commentator on the case.

The 1995 supplement to the *Handbook of Massachusetts*

Evidence, co-authored by PROFESSOR MARK S. BRODIN, was published in December.

PROFESSOR DANIEL R. COUILLETTE has been named to the board of editors of Moore's Federal Practice. He also gave three recent presentations: "Incipit Lex Mercatoria," during the twelfth British Legal History Conference; "Future of American Legal Education," as part of a Harvard Law School Fund celebration; and "Francis Bacon and University Research in the 21st Century," the annual address for the Massachusetts Historical Society. In his role as Reporter for the Standing Committee on Rules for the Judicial Conference of the United States, Coquillette attended advisory committee meetings on criminal and appellate rules. He also participated in meetings of the committee of the Massachusetts Supreme Judicial Court considering adoption of the ABA model rules at the state level.

PROFESSOR SCOTT T. FITZGIBBON has been elected as a trustee of the National Lawyers Association. In addition, the 1995 supplement to the book *FitzGibbon and Glazer on Legal Opinions* is forthcoming.

PROFESSOR JOHN FLACKETT spent last spring in England as the director of the Law School's London Program. In June, he spoke as part of a panel held during the 30-year reunion of the Lawyer's Constitutional Defense Committee in Jackson, Mississippi. The program was attended by 50 lawyers who had volunteered their services to aid the civil rights movement in the southern United States during the 1960s. Flackett has completed an oral history of these lawyers' experiences in Louisiana and Mississippi.

ASSOCIATE PROFESSOR OF LEGAL REASONING, RESEARCH, AND WRITING JANE KENT GIONFRIDDO is serving a four-year term as a member of the board of directors of the Legal Writing Institute based in Tacoma, Washington.

Last summer, ASSOCIATE PROFESSOR INGRID M. HILLINGER taught at the University of Texas Law School in Austin. In December, she gave a presentation titled "Lease Rejection: Breach or Termination?" before members of the Tidewater Bankruptcy Association in Norfolk, Virginia.

In July, ASSISTANT CLINICAL PROFESSOR DANIEL KANSTROOM spoke about "Comparative Refugee Law: The U.S. and Europe" during the national conference of Amnesty International in Boston. He also discussed "A General History of Immigration to the United States" as part of the United States Information Agency program for international scholars held at Boston College last summer.

PROFESSOR SANFORD N. KATZ and ASSOCIATE PROFESSOR RUTH-ARLENE W. HOWE examined the new Uniform Adoption Act and its historical context during a December meeting of the Interdisciplinary Adoption Group in Boston. In addition, Katz's article titled "The Judge and Child Custody Decision Making" was included in a recent collection of essays titled *Frontiers of Family Law*. He also conducted an October workshop on critical issues in family law for the National Council of Juvenile and Family Court Judges in Reno, Nevada.

PROFESSOR CYNTHIA C. LICHTENSTEIN's presentation titled "The Mexican Crisis:

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Where To From Here?: The Alumni Association President's Message

ALUMNI

news & notes

As the new President of our Alumni Association, I thought it appropriate for me to give you my ideas about where we should go from here. Much of what I say here is part of my stump speech.

In the first place, our Association is in good shape. We have been blessed over the years, and continue to be blessed, with many able volunteers who contribute unstintingly of their time and energy. Our staff is without equal, and we have, in all our endeavors, the full support of Dean Soifer (who throughout my tenure will still be referred to as "our new dean").

It is sometimes helpful, if not necessary, to use analogies. The one I use is the three-legged stool. There are three areas in which the Association should focus most of its attention in the next two years.

First, we must care for, and nurture, our emerging National Delegates' efforts. Given



James J. Marcellino '68, President of the Boston College Law School Alumni Association

our existing demographic profile and where our alumni will be found in future years, the National Delegates program must survive and thrive. We should not expect our alumni to feel close to the Association unless the Association makes itself accessible to them in immediate and useful ways close to where they live and work. I have asked Bob Tobin

(our newly elected Vice President for National Delegates), and he has graciously agreed, to chair a working group on how we govern ourselves. That effort will be driven, in large measure, by a shared desire among all members of the Association's leadership to fully integrate the National Delegates' effort into our overall governance.

The second leg of the stool relates to loan forgiveness and scholarships. We will not be able to act on our sincere commitment to public sector and *pro bono* work if our recent graduates must labor under the yoke of massive debt. The opportunities for public sector work will dry up, and graduates will be driven to seek and accept positions that otherwise might not be their top priorities.

The third leg of the stool is jobs. Simply put, the Alumni Association, in tangible and

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Graduates Elect New Alumni Council and National Delegates

The election results have been tallied, and the following Boston College Law School graduates will serve as members of the Alumni Council, the governing body of the Alumni Association. They will hold two-year terms ending in June 1997.

Officers:

President: James J. Marcellino '68
Vice President, Alumni Programs: Ann Pauly '85
Vice President, National Delegates: Robert T. Tobin '64
Vice President, Communications: Hon. Dianne Wilkerson '81
Treasurer: Richard P. Campbell '74
Secretary: James F. Kavanaugh, Jr. '77

Members:

Hon. Patricia E. Bernstein '76
Professor Robert M. Bloom '71
Hon. Elizabeth Butler '75
Paul K. Connolly, Jr. '69
Mary F. Costello '79
J. Elizabeth Cremens '74
Stewart F. Grossman '73
Hon. Leslie E. Harris '84
Joanne C. Locke '87
Hon. Dermot Meagher '65
David A. Mills '67
Michael E. Mone '67
Daniel J. O'Connell III '72
Maite A. Parsi '88
Jill M. Pechacek '93
Richard E. Powers '78
J. Owen Todd '60
Margaret S. Travers '69

Scott J. Tucker '78
James P. Warner '92

In addition, the following alumni will represent their geographic regions:

Region I: Eleanor W. Dahar '87
Region II: Patricia K. Rocha '82
Region III: Kevin J. Moynihan '74
Region IV: Edward P. Henneberry '70
Region V: Juan C. Zorrilla '83
Region VI: Scott E. Gross '87
Region VII: Richard T. Colman '62

The individuals elected to lead the Alumni Association already are busy planning activities to help the Association achieve its goals. ■

Reunion Program Features Panel on Current Professional Responsibility Issues

“Professional Responsibility and Ethics: Issues for the 1990s” was the theme as reunion-goers gathered on the morning of October 14 to hear the varied views of former Deans Robert F. Drinan, S.J. and Daniel R. Coquillette, Professor George D. Brown, and alumna Mary M. “Meg” Connolly ’70. They spoke during a panel discussion moderated by Associate Clinical Professor Paul R. Tremblay, who also has taught and written about professional responsibility.

Father Drinan began the program by describing current “hot-button” issues and their impact on law practice. Conflicts of interest, required *pro bono* service, and the definition of an excessive or unreasonable fee were the issues he identified and discussed.

Drinan believes that the profession has taken more positive action regarding legal ethics in the past 10 years than it had in the entire century before. Coquillette added that there is still significant progress to be made, however.

“We shouldn’t worry so much about our media image

but should get to core issues,” advised Coquillette, who addressed whether the legal profession should adopt a

different groups — the American Bar Association, the United States Justice Department, and others — have

issues affecting state government. Brown is concerned that the public denigrates government employees who are



Speaking on various aspects of professional responsibility issues were (left to right) Professor George D. Brown, Mary M. “Meg” Connolly ’70, and former Boston College Law School Dean Robert F. Drinan, S.J.

single set of federal rules of conduct.

The answer to that question is complicated, he says, because

differing ideas regarding which rules to apply. Coquillette has devoted ample time to this topic in his legal writing, as Reporter to the Standing Committee on Rules for the Judicial Conference of the United States, and in assisting the Supreme Judicial Court in determining rules of conduct in Massachusetts.

According to Coquillette, when numerous sets of rules sometimes apply even within a single state, problems develop for law professors as well as lawyers. He explains, “It’s very difficult to teach ethics when there is no underlying structure.”

Brown followed Coquillette with a presentation on

genuinely committed to ethical and legal behavior. Based on his experience as chair of the Massachusetts State Ethics Commission, Brown believes that the solution to this negative perception is not the often-suggested one of more laws more strictly enforced. He says, “There’s a real risk of overdoing it on a substantive level. Government employees already are regulated so much that not all of the regulations make sense.”

The program closed with Connolly’s presentation. The executive director of Boston’s Volunteer Lawyers Project began by saying, “I apparently, as a legal services lawyer, am fast joining the status of

Marcellino Message (continued from Page 39)

effective ways, must assist alumni in finding meaningful and rewarding employment. While the challenge in this area is great, and we cannot do it all, we must make the effort.

So, we have much to do, but we have the will and ability to get it done. Over the next two years, I hope to meet with many of you as we implement appropriate strategies to

meet our ambitious goals.

Let me close by saying that, a few years ago, there was a piece in these very pages about me and my motto in life. Nothing has changed. I still believe that in life we must have some fun, learn some things, and do some good. With that in mind, I enlist your help in moving the Alumni Association to the next level. ■

the bald eagle as an endangered species.”

She noted that her agency already has lost all federal funding and that other legal services organizations may soon face similar circumstances. Within the city of Boston alone, she said, federal cuts will be at least \$1 million. Even worse, according to Connolly, new regulations will prohibit legal services lawyers from filing class action suits or accepting cases involving any attorney fees.

“There is an ethical question as to how we will provide the best representation if we don’t have the same tools as private lawyers. It seems that the only thing less popular today than a lawyer is a poor person with a lawyer,” Connolly said.

With federal funding for civil legal services for the poor

greatly diminished, restrictions on legal services lawyers increased, and only ten percent of the legal profession engaged in *pro bono* projects at any given time, Connolly urged

her colleagues in private practice to step forward.

“We need to address the image of our profession and some of our professional responsibilities,” Connolly

said. “We want to create an expectation or an assumption that lawyers will do *pro bono* work so that new lawyers will believe that this is what they’re supposed to do.” ■



Professor Daniel R. Coquillette, former Dean of Boston College Law School and author of the recent book *Lawyers and Fundamental Moral Responsibility*, was among the speakers on October 14

Alumni Regional Chapters Active From Coast to Coast and New Chapters Planned

The regional chapters of the Boston College Law School Alumni Association continue to be active, holding a range of events to strengthen alumni ties with each other and with their alma mater.

In Rhode Island, 35 area alumni attended a luncheon at the University Club in Providence on October 17. They heard Dean Aviam Soifer discuss his new book, titled *Law and the Company We Keep*. Also present was Director of Career Services Jean E. French, who spoke informally with the alumni and reminded them to contact her if they know of available legal positions.

The Rhode Island chapter is planning a winter meeting and is considering linking it with a Boston College sporting event. Rhode Island graduates

interested in helping to organize this program may call the Office of Alumni Relations at 617-552-4378.

The New York regional chapter also met in October, hosting a reception and electing new officers on October 25. S. Jane Rose '77 is now President of the New York chapter; Glenn A. Gulino '89 is Vice President; Robert C. Mendelson '80 is Secretary/Treasurer; and Donna M. Parisi '93 is chair of the Recent Graduates Committee. Also serving on the chapter's board of directors with the officers are Kevin Moynihan '74, Joseph H. Spain '64, and Robert T. Tobin '64.

Chicago alumni met two days later, when that regional chapter held a luncheon at the University Club. Joining the

20 alumni were Dean Aviam Soifer and Alumni Association President James J. Marcellino '68. The Dean updated the graduates about activities at the Law School and also spoke about the new law library. Marcellino noted that the Alumni Association plans to add more regional chapters — in New Hampshire and Florida — while he is President. He also discussed the Alumni Association's efforts in the areas of networking, job assistance, and scholarships and encouraged chapter members to help the Association achieve its goals through local programming.

During the meeting, chapter members began to formulate plans that will support the Association's goals. They decided to focus

on assisting the Law School's Office of Admissions and will develop activities bringing together alumni and accepted applicants. The chapter also seeks to formalize networking programs by identifying specific individuals in law firms and the public sector whom students and alumni may contact for informational interviews and general facts about the Chicago employment market.

The Chicago chapter intends to organize a spring event that will include both Boston College Law School graduates and accepted applicants for admission. Similar programs are being planned in Los Angeles and Washington, DC, home of the Alumni Association's other regional chapters. ■

Reunion 1995: Boston College Law School's Classes of 1950 Through 1990 Celebrate



Pictured from left to right: Joseph Curtin '90, Carolyn Curtin; Ingrid Christensen Getman '94; and Frank Getman '90



Marjory D. Robertson '82, attending reunion with her husband, David A. McKay '85, chats with former Boston College Law School Assistant Professor Renée M. Landers '85



1990 classmates Maribeth Petrizzi and John Reilly



Members of the Class of 1965 and their guests at the reunion evening program, which was held at the Hyatt Regency Hotel in Cambridge



Members of the Class of 1975 enjoy each other's company at the reunion reception and dinner



Lisa Der (left) and Darrell Mook (right) were among members of the Class of 1985 at the reunion



Pictured from left to right: John Zamparelli '50; Betty Zamparelli; Eleanor Barrett; Francis Barrett '50; Mary Deegan; and the Honorable Joseph Deegan '50



The Honorable Robert Kumor, Jr. '70 (left) greets classmate Honora Kaplan (right) as Kurt Swenson '70 (background, left) and Dr. William Terry (rear, right) look on



Peter Weis '85 (center) greets John Reilly '90 and Valerie Carter during the reunion festivities

News of your professional activities is welcomed for both Boston College Law School Magazine and the Boston College Law School Newsletter. Please send all items to Amy S. DerBedrosian, Director of Communications, Boston College Law School, 885 Centre Street, Newton, MA 02159, call her at 617-552-3935, or contact her via e-mail at derbedro@bcvmcms.bc.edu.

1950s

JAMES F. MEEHAN '54 has been inducted as a fellow to the International Academy of Trial Lawyers. He is a partner in the Boston law firm of Meehan, Boyle & Cohen, P.C.

JOHN J. CURTIN, JR. '57, a partner in the Boston law firm of Bingham, Dana & Gould, recently received the Allies for Justice Award from the National Lesbian and Gay Law Association.

1960s

Nevada Supreme Court Justice MIRIAM M. SHEARING '64 recently was reelected to the board of directors of the American Judicature Society.

KEVIN L. O'BRIEN '65 has become an associate with the law firm of McCullough, Stievater & Polvere in Charlestown, Massachusetts. He formerly was associated with the law firm of Burke & Burke in Boston.

CARMINE W. DIADAMO has been named a fellow of the American College of Trial Lawyers. He has a law practice in Lawrence, Massachusetts.

R. JOSEPH PARKER '69 has become a fellow of the American College of Trial Lawyers. He is a partner in the Cincinnati,

Ohio, law firm of Taft, Stettinius Hollister.

1970s

CLAIRE FALLON '70 has been appointed deputy assistant attorney general for civil matters for the Tax Division of the United States Department of Justice in Washington, DC.

JOHN M. MOSCARDELLI '70, a principal in the Boston law firm of Peters, Smith & Moscardelli, has been appointed to a five-year term on the Boston Redevelopment Authority.

MARK D. STOLER '76 recently became director of environmental, health, and safety services for W.R. Grace & Co. in Boca Raton, Florida. He also remains chief environmental, health, and safety counsel for the company's worldwide operations.

CHARLES E. GILBERT '77 has been certified as a civil trial specialist by the National Board of Trial Advocacy. He is co-principal of Gilbert Law Offices, P.A. in Bangor, Maine.

LYNNE E. LARKIN '77 has become a member of the Massachusetts State Ethics Commission. She previously was general counsel for The Boston Company.

In Memoriam

JAMES F.X. KEARNS '48
RICHARD L. WILDER '48
WILLIAM J. MEEHAN '51
RICHARD M. RILEY '52
EDWARD W.
BUCKLEY, JR. '53
ROBERT L. FARRELL '54
HON. JAMES P.
DOHONEY '66
JOSEPH F. DAVOLI '70
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R.J. "JACK" CINQUEGRANA '78, SCOTT J. TUCKER '78, and PAUL SALTZMAN '87 have formed the Boston civil litigation and criminal law firm of Tucker & Cinquegrana.

1980s

PETER C.K. FONG '80 has been reappointed to another four-year term as a per diem District Family Court judge in Honolulu, Hawaii. He is a partner in the law firm of Fong & Fong located in that city.

ROBERT N. SCOLA, JR. '80 recently was named a Circuit Court judge assigned to the Criminal Division in Dade County, Florida. Scola previously had a criminal defense law practice in Miami.

MARK W. DOST '81, who had been an attorney with the Waterbury, Connecticut, law firm of Gager & Henry, has become a partner in the firm of Tinley, Nastri, Renchan & Dost, in Waterbury. He also has been appointed to a second term as chair of the Elder Law Section of the Connecticut Bar Association. With JOHN V. GALIETTE '79, a partner in the Waterbury law firm of Gager & Henry, Dost co-authored *Planning for Retirement Benefit Distributions*, published by Little, Brown & Co. as part of its Elder Law Portfolio Series.

JAMES P. MAXWELL '81 has been named senior assistant district attorney for Onondaga County, New York.

GINNY M. McGRATH '81 is now associate general counsel for the State of Vermont Agency of Natural Resources in Waterbury, Vermont.

MARK D. SELTZER '83 has been named director of the New England Bank Fraud Task Force. He previously was a

prosecutor in the United States Attorney's Office in Miami, Florida.

JODY WILLIAMS '83 is now directing a one-year project to help prevent the abuse of adults with disabilities, sponsored by the Massachusetts Developmental Disabilities Council (MDDC) and the Disabled Persons Protection Commission. She has served as executive director of the MDDC since 1985.

BARBARA A. O'DONNELL '84 has been appointed chair elect of the American Bar Association Tort and Insurance Practice Section's Insurance Coverage Litigation Committee. O'Donnell is a partner in the Boston law firm of Sherin and Lodgen.

PHINORICE BOLDIN DIXON '85 is now practicing law with Fineman & Bach, P.C. in Philadelphia, Pennsylvania. A litigation attorney involved in defending corporations and insurance companies, Dixon previously was affiliated with the Philadelphia law firm of Arnelle, Hastie, McGee, Willis & Greene.

KENNETH R. LAMB '85, a partner in the Los Angeles, California, law firm of Gibson, Dunn & Crutcher, has relocated from Century City to San Francisco.

SCOTT FIFER '87 recently received a Don and Gee Nicholl Screenwriting Fellowship from the Academy of Motion Picture Arts and Sciences. Now pursuing a screenwriting career in Los Angeles, he previously was associated with the New York City law firm of Lord, Day & Lord, Barrett Smith, Scott.

BERNARD A. PELLEGRINO '88, a member of the Pellegrino Law Firm in New Haven, Connecticut, founded and currently serves as chair of the

Connecticut Bar Association's Sports and Entertainment Law Section. He also is an adjunct professor of sports law at Sacred Heart University in Fairfield, Connecticut.

MITCHELL S. KESSLER '89 is now a sole practitioner in Kingston, New York. He previously was a staff attorney in the Juvenile Rights Division of the Legal Aid Society of the City of New York.

1990s

FRANK W. GETMAN '90 has been named vice president, general counsel, and secretary for the Great Bay Power Corporation in Portsmouth, New Hampshire. Most recently, he had been an associate with the Boston law firm of Hale and Dorr.

MICHELLE R. PEIRCE '90 has joined *Lawyers Weekly USA* as an associate editor. She previously was a litigation associate with the Boston law firm of Goodwin, Procter & Hoar.

LAURENCE G. WENGLIN '90 recently joined the Boston office of Carlson Real Estate as a broker associate concentrating in residential sales in the downtown area. He formerly served as staff counsel to the Senate Judiciary Committee for the Commonwealth of Massachusetts.

DAVID E. DANNER '94 is now an associate with the Nashville, Tennessee, law firm of Smith & Hirsch.

AMY E. CORN '95 has joined the Queens, New York, District Attorney's Office as a prosecutor.

C. MARC WOOLLEY '95 has joined the Philadelphia, Pennsylvania, law firm of Saul, Ewing, Remick & Saul as an associate in the litigation and business department. ■

Professor Juan Perea '86 Focuses Attention on Legal Treatment of Latinos in America

Nine years after graduating from Boston College Law School, Juan F. Perea '86 returned this fall — as a visiting professor. Much more has changed in his life than a shift from student to faculty member.

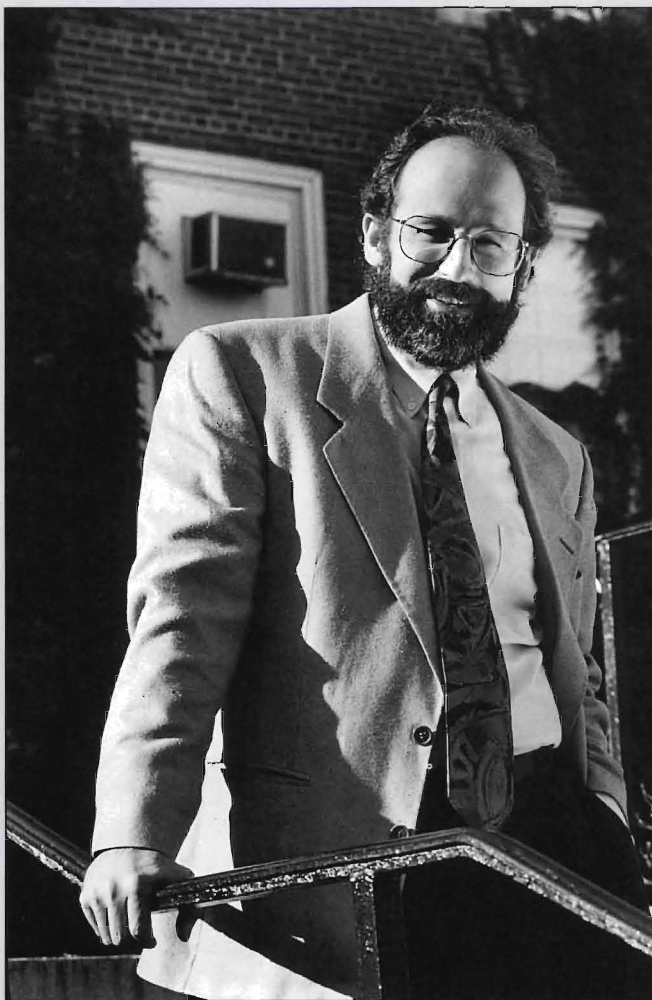
In the intervening years, Perea has been a law clerk to the Honorable Bruce M. Selya of the United States Court of Appeals for the First Circuit, an associate in the labor and employment law section of the Boston firm of Ropes & Gray, and an attorney for the National Labor Relations Board. Now a full professor at the University of Florida College of Law, Perea is making his mark in the academic world and beyond through his work focusing on the legal treatment of Latinos in the United States.

Based on his writing on multilingualism and laws attempting to establish English as the official national language, Perea was selected to deliver the prestigious James A. Thomas lecture at Yale Law School. He then received the first annual Thurgood Marshall Memorial Paper Prize awarded by the Southwestern/Southeastern People of Color Legal Scholarship Conference. In addition, Perea was invited to testify before the United States Commission on Civil Rights about racial and ethnic tensions and also spoke about the country's multilingual history and current workplace language policies.

"Because Spanish was my first language, I'm able to appreciate the problems posed for bilinguals by a lot of judicial and social policies. I entered law teaching with the goal of addressing these issues of law that have not been addressed well. I was acutely aware of the second-class-citizen status of Latinos and wanted to tell a different story. My scholarship has had a much more far-reaching effect than I imagined. Certainly I've accomplished my purpose of identifying a set of problems, giving them a higher profile, and getting the attention of

a powerful group of people," says Perea, who notes that he was inspired to become a law professor by the examples of his Boston College Law

Fear of Spanish," published in the *Hofstra Law Review*, and "English-only Rules and the Right to Speak One's Primary Language in the Workplace,"



Professor Juan F. Perea '86 has gained notice for his work related to multilingualism and views of American identity

School teachers and has found this career ideal.

Perea's writings include "Los Olvidados (Forgotten Ones): On the Making of Invisible People," recently published in the *N.Y.U. Law Review*; "Ethnicity and the Constitution: Beyond the Black and White Binary Constitution" and "Ethnicity and Prejudice: Reevaluating 'National Origin' Discrimination Under Title VII," both of which appeared in the *William and Mary Law Review*; "*Hernandez v. New York*: Courts, Prosecutors, and the

which appeared in the *University of Michigan Journal of Law Reform*. Now he is editing his first book, *The New Nativism*, which will be available through the NYU Press in the fall of 1996 or winter of 1997. A collection of materials focusing on the country's current nativist leanings, the book features the perspectives of sociologists, anthropologists, historians, and legal scholars — including Perea.

"The main theme of my work is to point out places where the courts and society try to impose a narrow view

of American identity," Perea says. "The most important work I've done, in my opinion, exposes the country's history of multilingualism and how language has been a symbolic way of targeting minorities. We have a history of multilingualism dating back to the Articles of Confederation, but nobody knows that."

In addition to writing about the legal history of multilingualism, language discrimination in the workplace, and negative perceptions of Latinos in the United States, Perea addresses these issues in his teaching. He conducted a seminar on law and pluralism at Boston College Law School this fall and has taught a similar course in Florida.

Perea notes that Florida is among the states that recently passed laws designating English as the official language. He hopes that efforts to do the same in other parts of the country do not succeed. Perea says, "If they do, this will be contrary to some important principles of American liberty and American pluralism, and some sort of illusory national unity will be obtained at the expense of these principles. You can't reduce American identity to a single language or a single color or a single religion."

No matter what, Perea will continue to write about the issues that he considers important. Perea says, "I still believe I'm writing and doing the right things, whether or not I persuade the majority of Americans. I sought to put Latinos on the map — to give Latinos visibility and political power commensurate with their numbers. I don't have the power to do all that, but I do have the power to write. In articulating one's scholarly voice, one gives voice to the concerns of many people. I often feel like Sisyphus, but I'm convinced I'm pushing the right rock up the right hill." ■

Boston College Law School Giving Report 1994-1995

With the addition of a campaign for the new library, gifts to Boston College Law School reached a new level during 1994-1995. The fiscal year closed with pledges of \$1,983,702 and cash-in-hand at \$1,383,245. Significantly, the number of annual leadership gifts increased 11 percent, and gifts of \$5,000 or more rose 34 percent.

Many of the loyal alumni and friends who contributed to the Law School's fundraising effort gave generously to the building campaign while maintaining their annual support for scholarship and loan assistance programs, faculty research grants, and worthwhile activities involving students and faculty. As a result, donations to the Dean's Fund remained strong, allowing Dean Aviam Soifer to direct funds toward the Law School's most pressing needs.

Those who helped the Law School experience another successful year are listed in the following pages acknowledging gifts made between June 1, 1994 and May 31, 1995. The Law School also is grateful to the individuals who have volunteered their time to serve on a variety of important fundraising committees and recognize them here as well.

ANNUAL

giving report

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Alan S. Goldberg
Paul G. Hamel
Lawrence A. Katz
Daniel H. Kelleher
James H. Klein
Daniel B. Kulak
Alan L. LeBovidge
Mark Leicester
John R. Lovett
Jane Tobin Lundregan
William J. Lundregan
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William A. McCormack
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John R. Shaughnessy, Jr.
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Robert V. Greco
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Charles J. Murray
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Raymond A. Noble
Thomas R. O'Neil
William J. O'Neil
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Kenneth J. Russell
Brian R. Saltus
Lawrence W. Schonbrun
Thomas J. Sexton
Jeffrey M. Siger
Joseph G. Tangney
George W. Thibeault
Leo W. Tracy
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Georgia Corbett Griffin
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Kitt Sawitsky
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Benjamin Jay Brettler
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Maureen L. Fox
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Mitchell Jed Geller
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Thomas A. Barnico
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Blake Hornick
Ann-Ellen Marcus Hornidge
Susan L. Kantrowitz
Ann Kendall
Catherine Norman Keuthen
Sandra Belcher Kramer
James H. Lerner
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Constance A. Browne
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John Gilmore Childers
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Sara Johnson Meyers
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James Wilson Hulbert
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David Kavanaugh
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Faculty Notes (continued from Page 38)

Who Should be a Country's Lender of Last Resort?" was published in *18 Fordham Int'l L.J.* 1769 (1995). She originally spoke about this topic last March during a meeting of the Women's Interest Group in International Law of the American Society of International Law. In May, Lichtenstein attended a Geneva, Switzerland, meeting of the International Monetary Law Committee of the International Law Association (ILA). In July, she chaired a meeting of the International Securities Regulation Committee of the ILA in France and attended the annual meeting of the International Organization of Securities Commission. In October, Lichtenstein spoke as part of a continuing legal education program on international securities regulation sponsored by the Washington, DC, Bar Association. She also has been approved as a member of the roster of non-governmental panelists for the World Trade Organization's Dispute Resolution System.

"Facing a Time of Counter-Revolution: The Allied Chemical Kepone Incident and a Review of First Principles," an

article by PROFESSOR ZYGMUNT J.B. PLATER, was published in *29 U. Richmond L.R.* 657 (1995). In addition, his teacher's update for the book *Environmental Law and Policy: Nature, Law, and Society* was published in August. In September, Plater gave a presentation titled "Environmental Citizenship and Political Controversies: The Challenges of Bringing Active Public Policy Issues into Environmental Education" at a Portland, Maine, meeting of the North American Association of Environmental Educators.

This fall, ASSOCIATE PROFESSOR JAMES R. REPETTI conducted a weekly seminar on international joint ventures for lawyers in the chief counsel's office of the Internal Revenue Service in Washington, DC.

In September, PROFESSOR JAMES S. ROGERS took part in a meeting of an ad hoc committee on modernizing securities ownership, transfer, and pledging laws sponsored by the Capital Markets Forum in conjunction with the annual meeting of the International Bar Association in Paris. In October, he spoke about security interests in investment securities under revised UCC

Articles 8 and 9 during the 29th annual Uniform Commercial Code Institute meeting in Washington, DC. In addition, Rogers is the author of "An Essay on Horseless Carriages and Paperless Negotiable Instruments: Some Lessons from the Article 8 Revision," published in *31 Idaho L. Rev.* 689 (1995). Rogers also has been elected as a member of the American Law Institute.

"Thoughts on a Nuanced View of Juvenile Justice Reform Drawn from Narratives of Youth," an article by ASSOCIATE PROFESSOR OF LEGAL REASONING, RESEARCH, AND WRITING FRANCINE SHERMAN, will appear in the forthcoming children's rights symposium issue of the *Temple Law Review*. She also served on a recent panel considering new challenges for juvenile justice during a Philadelphia, Pennsylvania, conference titled "Looking Back, Looking Ahead: The Evolution of Children's Rights" and co-sponsored by The Juvenile Law Center and Temple University Law School. In addition, she participated in a Boston College Alumni Association seminar titled "Societal Prob-

lems/Women's Solutions: Reengineering the Response."

DEAN AVIAM SOIFER's book *Law and the Company We Keep* has been published by Harvard University Press. Dean Soifer recently taught a session titled "The Rapidly Changing First Amendment and the Contemporary Quest for Neutrality" at the Federal Judicial Center Workshop for Judges of the First and Seventh Circuits, held in Traverse City, Michigan. He also made a presentation titled "Human Differences, Ethics, and Public Policy" at an international conference on differentiation and discrimination held at Boston University. In addition, Dean Soifer addressed a rally held at Boston City Hall on behalf of legal services and was appointed a member of the steering committee of the First Circuit Gender, Race, and Ethnic Bias Taskforce.

ASSOCIATE PROFESSOR ALFRED C. YEN gave a presentation titled "Preliminary Empirical Data on the Success of Asian Pacific Americans Applying for Jobs as Law Professors" at the second annual conference of Asian Pacific American Law Professors held in Chicago in September. ■

Edward R. Leahy has strong ties to Boston College Law School. He is a 1971 graduate who received a presidential scholarship to attend the Law School and served as editor-in-chief of the *Boston College Law Review*. While a student, he met his wife, Patricia (Callahan) Leahy, who worked for the Law School.

Ed left Boston for Washington, DC, where he became a law clerk to United States Supreme Court Justice William Brennan and the first Boston College Law School graduate to hold such a clerkship. Ed went on to a successful career in litigation, securities, and international business law and is now a partner with Thacher Proffitt & Wood. Patricia worked for the House of Representatives for 18 years and then became an official with the United States Department of Education. They had one child, Edward, Jr., who was born with severe cerebral palsy and other disabilities and died shortly before his ninth birthday.

Through joy and heartbreak, the Leahys never have forgotten Boston College Law School. They remain close to former Law School Dean Robert F. Drinan, S.J., who visited Edward, Jr. frequently. They often see Ed's classmates and others they knew during their Law School years.

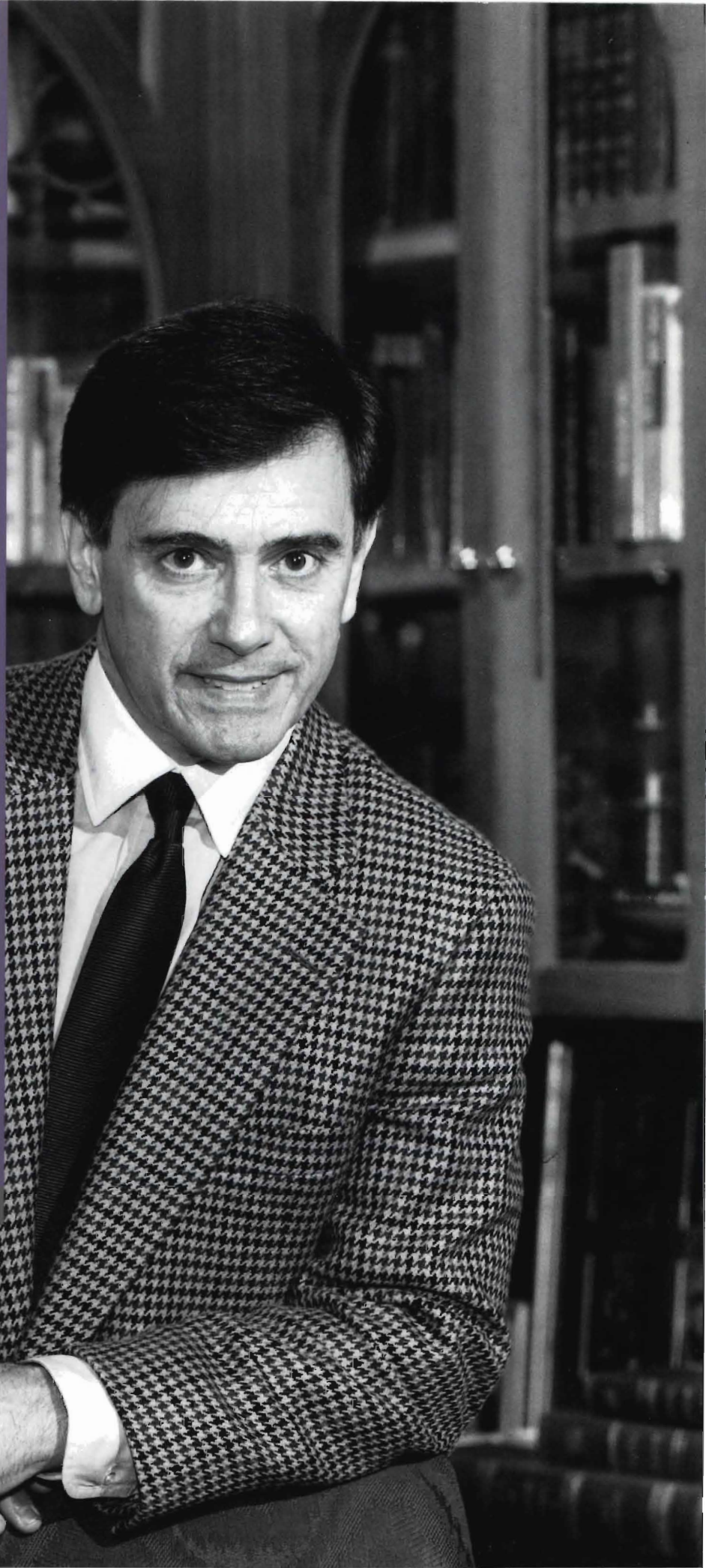
They also have chosen to provide financial support. In recognition of the Leahys' generous gift toward the new law library, the Law School will name a wing for Edward, Jr.

"Our decision to remember Edward at Boston College Law School is in large measure a tribute to Father Drinan," Ed says. "If our gift to the Law School in some way helps develop lawyers with the intellectual capacity, commitment, energy, and compassion of Father Drinan, our son's memory truly will be honored."

The library wing also will reflect Ed's interest in collecting early English literature and other books, as the wing houses the Law School's rare book room.

Ed says, "You hear so much about the phrase 'giving back.' For me, that phrase means fortifying the Law School by demonstrating support for its values and traditions, thereby contributing to the evolution of the institution that contributed so much to my professional development."

For information about giving to Boston College Law School, contact the Law School Development Office at 617-552-3734.



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