STATEMENT OF POLICY

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

THE SIGNIFICANCE OF LAW SCHOOL ORIENTATION

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

RATIONALE BEHIND THE CONTENTS HEREIN

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

Within this statement of policy, we have attempted to stress that legal education is by no means limited to the rote learning of substantive law and for this reason, included within this booklet, are detailed accounts of the programs and organizations which are operative at Suffolk.

It should be noted that some of the programs and organizations are open only to second and third year students.

The student should not only be aware of what is expected of him in terms of academic achievement, but he should also familiarize himself with the procedure for withdrawal from the Law School in the event that withdrawal becomes necessary. Hence the rules and regulations with respect to withdrawal have been reproduced.

Also included within this booklet are:

1. a salutary address of Dean Donald Simpson
2. suggestions by two members of the faculty, Professor Charles Kindregan on techniques which should be utilized in studying law and Professor John Nolan on adjustment to law school
3. the history of Suffolk University and its Alumni
4. a composite of the faculty with listings of both the courses they teach and their office locations
5. and, a map of the library to facilitate the research which you will shortly be engaged in.

The editorial staff of The Advocate welcomes you to Suffolk and extends wishes for a successful student career.

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DEAN'S WELCOME

I am pleased to welcome the entering class and those returning to Suffolk University Law School on behalf of the Faculty and the Administration. We hope that your stay will be profitable.

You will find your term here to be more demanding than anything in your previous experience. You must devote all your time and interest to your studies. The cost in time is high but only in this way will you gain full realization of the dignity of the profession you are seeking to enter. You are training to become members of the Bar and as such, officers of the court and administrators of justice.

The study of law has never been more vital. Justice Holmes spoke of the study of law as, “every painful step and world-shaking contest by which mankind has worked and fought its way from savage isolation to organic social life”. Today, old rules are being questioned and new solutions to old problems are being sought. Society has grown impatient with the judicial method of change but the court system still remains and must hold fast as the last bulwark of stability and justice. As you proceed to take your place among your fellows and those who preceded you at Suffolk and have distinguished themselves throughout the country at the Bar and on the bench, prepare yourselves well for the great responsibility that is going to rest upon you.

Donald B. Simpson
Dean Suffolk University Law School
What we lawyers want to do is to substitute courts for carnage, dockets for rockets, briefs for bombs, warrants for warheads, mandates for missiles.

Charles Sylvanus Rhyme

You have begun a most tasking adventure. You are preparing yourselves to be advocates, to take other men's problems and cares and to be their challengers. The prize is worthy of the race and you will cherish the title of lawyer and realize the high duty of the law because of the hurdles you will find yourselves encountering.

We realize the difficulties you face and are most eager to assist you. Our office door is open.

Please cooperate and help us by familiarizing yourselves with the regulations.

Please notify us on any change in your address and most important check the official bulletin board located on the fourth floor, next to the Law Library, since you are responsible for all notices placed there.

Please help us to be helpful to you.

Miss Doris Pote, Registrar

REGULATIONS (WITHDRAWAL PROCEDURE)

4. a) A student is academically deficient and not in good academic standing when for any academic year he: (i) has a weighted average of less than 75%, or (ii) if a full-time student has unsatisfactory grades in more than two courses or more than nine hours.

The Faculty Administrative Committee will impose an appropriate sanction on the academically deficient student.

b) A student will be notified of his academic deficiency before the Faculty Administrative Committee dismisses him or imposes probation. Within fifteen days of receiving notice of academic deficiency the student may file with the Dean a typewritten “Petition for Consideration.” Ten copies of the Petition must be filed with a filing fee of $10. The Petition must state specifically and fully any extraordinary extenuating circumstances beyond the student's control which rebut the presumption raised by the record and which establish that the deficiency was not due to lack of ability or failure to apply himself diligently to the study of law. The Petition must indicate if the circumstances are still operative. If such circumstances are related to physical or psychological incapacity before or during examinations, convincing medical proof of the existence of the condition must accompany the Petition. Interference with study by employment or outside voluntary activity is not an extenuating circumstance for a student enrolled in the full-time day division. The Faculty Administrative Committee may require any academically deficient student to submit to an interview before it takes action on his case.

c) The Faculty Administrative Committee may dismiss a student who is academically deficient. A Petition for Readmission may not be filed until one year after dismissal and will not be granted except in rare cases of great merit. No student may file more than one Petition for Readmission.

d) An academically deficient student who has not been dismissed is on probation until his deficiency is removed. The Faculty Administrative Committee will prescribe the terms of probation. The Committee may require a student to repeat a course, take a re-examination, or repeat an entire academic year. Grades received on re-examination when course is not repeated, will not exceed 75%.

*(The student should also refer to Regulations 1, 2, 3, 5, 6, and 7 as set out on page 29 and 30 of the Suffolk University Bulletin.)
The founder and first dean of Suffolk University, Gleason L. Archer, came to Boston from Maine in 1904 to study law at Boston University. During Archer’s second year at Boston University, a businessman for whom Archer harbored profound respect, Hugh Quinn, entreated the young law student to tutor him and an associate in the study of law. Archer flatly refused because he considered his own career as a student to be, at that time, a task meriting practically all of his energy and devotion. Though he was capable of temporarily declining Quinn’s offer, the seeds of what was to become Suffolk University were sewn. After most carefully contemplating the prospect of tutoring those desirous of learning law, Archer thereafter became obsessed with the idea of teaching law and providing legal education for worthy, but needy students. He advertised vigorously in local Boston newspapers. After what was initially a meager response, he began, in October of 1906, to teach various legal subjects to nine students during evenings in his apartment in the Roxbury section of Boston.

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

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

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

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

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The creation of Suffolk University Law School and indeed the role Gleason L. Archer played in its founding, are both predicated upon basically two ideals which Archer himself espoused. The first was to provide a legal education for worthy students who could not afford the tuition fees at established law schools. The second can best be demonstrated by reproducing an excerpt from Archer’s “The History of Suffolk Law School” (Jan., 1916 p. 21 Suffolk Law School Register):

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

As Suffolk University enters its 64th year, its student enrollment is: college (day division) 1,710, college (evening division) 900, Law School (day division) 715, Law School (evening division) 707.

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

LAW REVIEW

The Suffolk University Law Review is a legal journal published by an editorial staff primarily chosen from second and third year students and selected evening students on the basis of high academic achievement and proficiency in legal writing. As the principle medium through which new legal thought and authoritative opinion are presented to the legal community, Law Review is considered a distinctive criterion in judging the caliber of nearly all law schools. It serves as an external trademark of the quality of both the students and faculty.

In the Suffolk Law Review, as in most, each issue is divided between professional and student material. Although the professional material reflects primarily the efforts of the author, it generally undergoes extensive and substantive editing by the members of the Review before it is deemed of "publishable quality."

The professional material published in the Suffolk Law Review is contributed by judges, legal scholars, professors, practicing lawyers and authorities in fields related to the law. Although unsolicited manuscripts are received, most of the lead articles and book reviews are solicited in advance. In selecting articles for publication the principal criteria are scholarly and incisive analysis, informed opinion, and content of interest to the legal community. Diversity of subject matter is considered desirable although on appropriate occasions an entire issue may be devoted to a single field of law. This past year, the Suffolk Law Review presented a symposium on "Marihuana and the Law" which has received national acclaim in the profession.

Many classifications are used for student material in law reviews. At Suffolk we use Note and Case Comment. In terms of the technique used to prepare this material and approach to the problems presented, there is essentially no difference. The classification by label is more a function of the scope contemplated by the student's organization, which is, in turn, effected by the time available and the writing experience of the author.

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

The objective of the Suffolk Law Review is to produce the finest possible legal journal and to thereby make a significant contribution to the development of the law. The Review's reputation for editorial capability turns in large measure on the quality of the student work, which must exhibit the highest standards in formal accuracy, research and writing. Outstanding scholarship and sound legal analysis are essential to this effort.

Members are expected to devote many hours to the Review; the benefit of participation, however, makes these demands reasonable. Each member must produce at least two writings during his first year on the Law Review. A Case Comment is required for the first writing. In addition to his writing assignments each member must contribute many hours of production work, cite checking, proof reading, research projects and miscellaneous duties. The above is especially true for second year day students. The quality and volume of a member's work is constantly reviewed and is a condition to continuing membership on the Review. Members who contribute both quantitatively and qualitatively are considered for editorial positions the following year.

Although the demands of Law Review are great, the rewards are even greater. Professor Karl Llewellyn succinctly illustrates the traditional charisma acceded members of Law Review and the nature of their work with the following passage from The Bramble Bush:

"We have in law schools an aristocracy of a peculiar kind. We may almost say it is a perfect aristocracy. One achieves membership exclusively in terms of his performance. Membership carries honor, but the honor that it carries is the duty to work and slave and drive oneself as no other student is expected to. A perfect aristocracy, then, because continued membership is based on higher performance than is demanded of non-members. Now this law review is a scientific publication, on which in good part the reputation of the school depends. Here is a thing American. Here is a thing Americans may well be proud of. There is not, as far as I know, in the world an academic faculty which pins its reputation before the public upon the work of undergraduate students--there is none, that is except in the American Law reviews. Such an institution it is a privilege to serve. Such an institution it is an honor to belong to. And by virtue of the terms of tenure of office, of this you may be sure: to earn that honor is to earn an education."
PHI ALPHA DELTA LAW FRATERNITY  
FELIX FRANKFURTER CHAPTER

Declaration of Purpose

The purpose of this chapter of this fraternity shall be to form a strong bond among the members of the different classes at the various law schools; to form a strong link between the schools and their former students; to establish a widespread exchange for the interchange of business, information, and matters of common interest to the members of the fraternity; to promote social and intellectual intercourse among its members; to aid the development of fraternal and brotherly sentiments; to cultivate a closer bond of friendship and the attainment of a higher and broader culture than that afforded by the regular college course; and to foster, under the influence of intimate friendships, those principles that tend to form a higher type of manhood.

Message From The Justice

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

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

Because we are a professional law fraternity of nationwide scope, there are many benefits which accrue to both active and alumni members. My message, therefore, will summarize 19 tangible benefits to be derived from PAD, which should be truly impressive to rushees and 50-year members alike.

1. **Insurance.** Our group life, long-term disability income, business overhead expense, and professional liability programs are available at reduced premium cost.

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

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

4. **Pre-law guidance.** PAD programs to counsel with undergraduate students can be of vital assistance in helping such students to decide about pursuing a legal career.

5. **Local alumni contacts.** The opportunity for the PAD law student to meet and discuss various aspects of law practice while in law school affords a perspective not otherwise readily available.

6. **Non-local alumni advice.** Alumni members are available throughout the nation for correspondence or personal contact to answer student questions about local conditions affecting a legal career in distant communities.

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

8. **Job placement.** Job placement programs are in effect in many metropolitan areas to assist both the senior law student and alumni practitioner in obtaining a new position.
Our profession is good if practiced in the spirit of it; it is damnable fraud and iniquity when its true spirit is supplied by a spirit of mischief making and money-getting. The love of fame is extinguished; every ardent wish for knowledge repressed; conscience put in jeopardy, and the best feelings of the heart indurated by the mean, money-catching, abominable practises, which cover with disgrace some of the modern practitioners of law.

Daniel Webster

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

10. Scholarships. PAD now awards fifteen $500.00 scholarships to active chapter members across the country.

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

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

13. Leadership development. A new program is designed to help PAD student members to emerge as leaders in the legal profession. Emphasis will be placed upon the importance of attitude, best use of time, profiting from mistakes, remembering names and faces, learning parliamentary procedure, and acquiring experience as leaders in active chapter positions of responsibility.

14. PAD Inns of Court. This is also a new program to establish and maintain high standards of professional conduct, particularly with regard to decorum, ethics, and legal etiquette.

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

16. PAD Purchase Savings Plan. Considerable progress has been made in establishing this new program which will make it possible for alumni members to purchase equipment, library materials, and office supplies at reduced cost.

17. Education of PAD wives. Many chapters have established problems to enable PAD wives to become more knowledgeable and understanding of the programs facing young lawyers in the practice of law. We find that PAD wives are keenly impressed by the professional nature of PAD programs which help their husbands to bridge the gap into law school and from law school to law practice.

18. National fraternity affiliation. Membership in PAD assures all members that they are a part of a national organization of 49,000 members who can offer counsel and assistance as requested.

19. Lifetime friendships. PAD makes it possible to make friends with leaders of the bench and bar throughout the country, which is particularly satisfactory for those members who travel. PAD also facilitates the establishment of law student friendships with the future leaders in the profession and indeed, of the nation which, will later flourish and develop into mutual respect and associations.

The foregoing list of some of the tangible benefits of PAD is proof-positive of the professional nature of our fellowship.

Paul William Kaufman
Justice of Phi Alpha Delta Fraternity,
Felix Frankfurter Chapter
MOOT COURT APPELLATE PROGRAM

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

During the first semester in school, each student is acquainted with the various research tools available to him in the Law Library. The Moot Court Program enables him to utilize these tools and to further refine his legal abilities. This is accomplished by presenting each student with an original, and fictional, trial record representing a case which has been fully tried. The student is then "hired" to represent either the plaintiff or the defendant on an appeal to the highest court of the state in which the trial took place. In order to properly represent the "client" each student-attorney, under the guidance of certain third year students, will do exhaustive research on the several issues presented in the trial record. This means that the student must not only be thoroughly familiar with all the arguments for the side which he represents, but must also have substantially more than a nodding acquaintance with the arguments available to the other side. Once the student has completed his research he must then write a brief in which his arguments are set forth and fully substantiated.

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

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

Exposure to the Moot Court Program does not, however, terminate with the first year program. During the second year in Law School there is a voluntary Moot Court Competition in which students compete with each other in brief writing and oral advocacy in much the same manner as is done in the first year program. The winner of this competition receives for his effort and achievement a $250.00 scholarship, and is also considered for membership on the National Moot Court Team, which represents Suffolk University Law School in competition with virtually every law school in the country.

Briefly stated, this program aims to aid in developing three of the most basic skills required of any attorney; research, writing and oral advocacy, and the student who conscientiously participates will acquire and eventually perfect these skills.

Philip G. Chesley
President, Moot Court Advisory Board

THE LAW CLERK AND LEGAL INTERN PROGRAMS

These programs are designed to involve the student in clinical work in various agencies in the Commonwealth.

The Law Clerk program is unique among the law schools in Massachusetts. Second and third year students are assigned as Law Clerks to Justices of various District Courts to assist the Justices in research and in preparation of memoranda on issues before the courts in actual cases. Nine courts are participating: District Court of Lawrence, District Court of Lowell, Central District Court of Northern Essex, District Court of Central Middlesex, First District Court of Eastern Middlesex, Central District Court of Worcester, Third District Court of Eastern Middlesex, Municipal Court of the Roxbury District and Newburyport District Court.

The Legal Intern program places second and third year students in the offices of Attorney General - Commonwealth of Massachusetts, Middlesex County District Attorney, Suffolk County District Attorney, Corporation Counsel, City of Boston, Plymouth County District Attorney, Norfolk County District Attorney, Legal Aid Society of Greater Lawrence, Lynn Neighborhood Legal Services, Inc., and Essex County District Attorney. The students assist by interviewing witnesses, research, preparation of memoranda, briefs for appeals and other documents for filing in court; and involvement in general administrative work of the agencies.

Participating students have found the experience obtained in these programs invaluable, and the agencies have reported that the assistance rendered by the students has been helpful in alleviating the overload in the functioning of their offices.

I have a high opinion of lawyers. With all their faults, they stack up well against those in every other occupation or profession. They are better to work with or play with or fight with or drink with, than most other varieties of mankind.

Harrison Tweed
AND DO AS ADVERSARIES DO IN LAW, STRIVE MIGHTILY,
BUT EAT AND DRINK AS FRIENDS.

SHAKESPEARE—TAMING OF THE SHREW
ACT I, 2

THE ADVOCATE

The Advocate is an official student publication of Suffolk Law School. Its objects are to publicize the activities and outstanding achievements of the Law School and to present articles by students, faculty and guest writers on timely subjects pertaining to the law.

Being one of the more newly instituted organizations, The Advocate is currently in a stage of development. For this reason, the Editorial Board seeks, in its selection of future staff members, creative people who are anxious to meet the challenge of implementing ideas of their own, as well as enforcing ideas which have already been established.

Despite the fact that The Advocate is newly formed, it has met with considerable success. The first issue, in the Fall of 1968, prompted letters of praise from many alumni as well as former Attorney General of Massachusetts (now Under Secretary of State) Elliot Richardson.

The principal objective of any law school newspaper such as The Advocate is to inform students, faculty and alumni of noteworthy events which have been promoted by the organizations within the law school and to publicize the personal achievements of anyone who is affiliated with the law school. A secondary purpose of the newspaper is to present articles written by students (it is not necessary that the writers be staff members), faculty, and guest writers on topics which pertain to the law. To avoid a conflict with the purposes and accomplishments of Law Review, articles published by The Advocate, though legally based, should be more editorial in nature than articles published by the Law Review. In other words, though both publications are designed to publish academic treatments of legal topics, the Law Review Editorial Board seeks articles which are based primarily upon decisional law or statutory law. For this reason, the citations of cases and statutes are utilized extensively. The type of articles sought by the Advocate Editorial Staff should be less formalistic, more opinionated, and may be more remotely related to case law and statutes.

The Advocate Staff is selected by the Editor-in-Chief, two Associate Editors and the Managing Editor. In the Summer, invitations are sent out to those second year students who have qualified academically, the criteria being their first year performance records. In the early Fall, the accepting invitees are interviewed and selected on the basis of experience in either writing or any of the technical aspects of publishing, sincerity of purpose, and desire to contribute.

In April, the Editor-in-Chief chooses his successor and the Editorial Board for the following year from among the staff members. (There will follow a brief synopsis of the purposes and duties of each of the positions on the Editorial Board):

EDITOR-IN-CHIEF
is responsible for coordinating and directing all activities connected with writing, editing, publishing and distribution of the newspaper.

MANAGING EDITOR
is responsible for the technical aspects of publishing such as layout and the editing of copy.

NOTE EDITOR (Associate Editor)
has the task of initiating programs to induce students to write articles. He then submits to the Editor-in-Chief articles written by students and faculty which are worthy of publication.

LEAD ARTICLE EDITOR (Associate Editor)
is responsible for choosing a symposium for each issue which will interest the readers; and inviting and engaging notable lawyers, judges, legislators, professional writers, etc., to submit articles for publication.

ALUMNI EDITOR
serves as liaison between alumni and students. He is responsible for reporting alumni group activities and individual honors. (The Advocate features an Alumni News section which is written by the Alumni Editor.)

FEATURE EDITOR
is called upon to contribute ideas which will lend themselves to the human interest side of journalism. For example, the Feature Editor often interviews faculty members asking questions which are on the minds of many students.

BUSINESS MANAGER
must keep the books, supervise the overall financial structure of the newspaper, and obtain all necessary contracts such as printer's contracts.

A position which will be added to the Editorial Board in the Spring of 1970 is that of CIRCULATION MANAGER. His duties will be to oversee the distribution of the Newspaper to alumni, students, the nine Justices of the Supreme Judicial Court of Massachusetts, the Attorney General’s office, and every other law school in the country.
"The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference and undernourishment."

Robert Maynard Hutchins-1954

This quotation was part of an invocation to man to take a more active part in his society. The reproduction of this quotation is meant to suggest to you that, as first year students of the law, you have a duty to effect constructive changes in the law school "society" at Suffolk University. This duty runs to yourselves, to the University, and to those who will follow you in the years ahead.

The Student Bar Association, through its elected representatives, should reflect the prevailing climate of opinion of the students within the Law School. Proposals for change of existing conditions which are thought to be disadvantageous to the students should be made through the Association. We urge as many of you as possible to participate in election for offices in the future. Those of you who do not attain offices are in the position, as well, to effectuate change and improvement by submittal of informal or formal proposals to your elected representatives.

Beyond question, your first task is to form the proper study habits and to perform to the extent of your academic capacity to further your study of the law. But keep in mind the role you will play in society upon graduation. You are being trained to be guardians of the foundation upon which our country is founded. This means not only will you interpret the laws and apply them, but you should also become devoted advocates for change of the laws which are not in the best interest of society. Your training for this aspect of your career should begin now.

The problems which exist in the S.B.A. are not unique to this School and will not be solved in one year; but they will never be solved without the concentrated efforts of a majority of the students. We hope and trust the Class of 1972 will not allow our Law School to suffer a "slow extinction from apathy, indifference and undernourishment."

Terrence P. McCarthy
President of Student Bar Association

THE INDIGENT DEFENDERS PROGRAM

Pursuant to Rule 11 of the Supreme Judicial Court, Massachusetts, Suffolk Law School has established an Indigent Defendant Program in the Somerville District Court, Somerville, Massachusetts. Senior law students, both in the day and evening divisions who qualify under the above rule and are certified as such by the Dean of the Law School, participate in the defense of indigent defendants. The program at the Law School is administered by a faculty committee; cases are assigned by the court to a faculty member, and the students under his supervision prepare and defend the case in court. The program is designed to give to the students clinical training in the art of trial practice.

Student activities sponsored by the University are open to qualified students in the Law School. Maintenance of a satisfactory scholastic standard is a prerequisite for participation in such activities.
The study of law is the development of a way of thinking. A lawyer in America is above all a "generalist," a man who contributes to government, to business, to the advancement of civic development. He does this by contributing in a creative way to that great living thing we call "the law." As John W. Davis put it: "...we smooth out difficulties, we relieve stress, we correct mistakes, we take up other men's burdens and by our efforts we make possible the peaceful life of men in a peaceful state." To make this contribution a man or woman must first be a lawyer. I am not referring to passing a bar examination but to a mode of thinking. "Think like a lawyer," "write as a lawyer writes," "speak with a lawyer's vocabulary," professors have told students for generations. "At least make a noise like a lawyer." I once found myself telling a student who for ten minutes mumbled his way around a case analysis. In spite of this urging, some men and women manage to achieve a J. D. degree without ever developing a lawyer-like way of thinking. To develop the art of thinking and communicating the law I have attempted to state four goals for the law student and some techniques which I believe will assist him in developing this art.

1. You must learn to analyze fact patterns. A lawyer deals with specific fact problems. There is no legal theory or set of rules which are divorced from a specific set of facts. There are human problems for which an imperfect solution has been provided by courts. These adjudicated cases create "rules," but the rules are never isolated from the fact patterns in which they are applied. The meaning and usefulness of these adjudicated cases for a solution to the client's problem is for the lawyer to discover and understand. The law requires its practitioners to think in terms of facts rather than theory. This is important for the student. It means that when he reads a judicial opinion he must first understand the circumstances which gave rise to the litigation. The student who learns only a "rule of law" from a case has learned nothing. The student who studies from a "can" (which stresses, and frequently mistakes, the "rules"), who studies only "outlines," or who is unable to relate or discuss fact patterns in relation to legal theory is cutting the heart out of the case method of study. In your class notes, study notes, examination answers, term papers, briefs or memorandums, you should practice the art of building your thoughts on fact-pattern analysis.

2. Develop in yourself the skill of analogous thinking. Relating the problem you are now considering to the similar problems which have been adjudicated is the essence of the lawyer's act. Analogy is fundamental to the Anglo-American legal system. Through use of analogy our lawyers and judges provide both continuity in the law and the continued use of wise solutions to human problems which have developed over the years. Use of analogy is not, of course, mere technical comparing of cases; the best lawyer will make original, inventive and creative use of analogy to achieve the result he seeks. This art is one which can be developed by a student in only one way, i.e., daily, thoughtful use of analogy over a period of years in each problem which the student considers. The student who attempts to argue a case in class on the basis of disembodied rules of law or who attempts to write an examination question on the basis of abstract theories should know that he is not "thinking as a lawyer."

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

4. Develop the communication skills needed by the lawyer. A lawyer serves his client by written and oral communication. He advises clients, he files motions, he speaks to judges, he draws wills and trusts, he argues with internal revenue agents, he writes briefs, he negotiates with opposing counsel. A lawyer is a "word man." The use of language, in oral or written form, is basic to the daily practice of law. From the start of law school a student should practice writing clear, precise but legally meaningful essays. He should ask others to criticize his writing. He should review his notes and papers to determine what progress, if any, he has made. He should participate in class. The experience of class recitation, in the presence of a professor and other students who have studied the same problem is invaluable. If he is not reciting, he should listen to the student who is, and mentally criticize the recitation. I have met students who think they can develop lawyer-like skills without class recitation, by private study alone. For hundreds of years, in the Inns of Court and in American law schools, public recitation and discussion have been a cornerstone of legal education. The student who believes he can bypass this experience is in error. If he practices law, there will come a time when someone is going to pay him to stand up and advance a position. Hopefully, the lawyer will have learned something of this in law school, not at his client's expense.
All the attorneys I have ever seen have the same manner: hard, cold, incredulous, distrustful, sarcastic, sneering. They are said to be conversant with the worst part of human nature, and with the most discreditable transactions. They have so many falsehoods told them, that they place confidence in no one.

Lord Melbourne

EXCERPT FROM "SOME THOUGHTS AND REFLECTIONS FOR ENTERING STUDENTS"
by Professor John J. Nolan

The following is an excerpt from professor John Nolan's treatise, "Some Thoughts and Reflections for the Entering Student." The section reproduced is entitled "You." The work should be read in its entirety since the Professor offers both an excellent preview of what is expected of you as a student of law and valuable advice regarding fulfilling those expectations. Copies of "Some Thoughts and Reflections for the Entering Student" may be borrowed from the law library.

Let the focus now shift to a subject in which you are infinitely and eternally interested------YOURSELF. It may come as somewhat of a shock, but you are not only your one truly great asset, you are also your one truly great liability. Your net worth depends on the balance of the two. As Shakespeare opined, the trouble lies not so much in your stars as in yourself.

THE MIDDLE ROAD

It is common to discover in students who have academic difficulties a rather distorted view of the relationship of themselves to law and its study. Two extremes may be noted, afflictions that might be labelled macromania and micromania.

The macromaniac has the notion that everything should conform to his established ideas. Lack of conformity elicits either instant rejection, or a vain attempt to twist the reality to reflect his great ego. This fellow is arrogant and, without apology, convinced that he is the supreme authority on the right, the proper, the best. When it comes to law, he wastes his time and frets away his energy trying to mould the operative rules of society into a mirror image of his own thought without even considering the possibility, however, remote, that greater wisdom might occasionally reside elsewhere.

The micromaniac seems to regard himself as a somewhat amorphous figure who must bring his ideas into conformity with everything around him. This fellow is highly impressionable and his standards change as often as his circumstances, always into alignment with what he thinks is the least controversial position of the moment. This fellow lacks confidence in his native intelligence and is afraid to compete. He absorbs what he reads and hears like a sponge, preserving the same in its original form for all time without ever the thought that he might make a change for the better by the addition of something of his own. This fellow also seems to fear greatly the chance of missing any scrap of information to add to his kaleidoscopic ideas and he flits about like a butterfly with an energy born of panic.

The two caricatures roughly sketched above obviously exaggerate personality extremes that would not be easy to find precisely personified in fact. It would not be difficult, however, to find individuals with a marked tendency in one direction or the other. The macromaniac is irritating and exasperating; the micromaniac, a pitiful nuisance. Both traits are obviously to be avoided generally, and you might check yourself periodically when visited by an impulse to stand your ground at all costs or suddenly to change a previously fixed position.

The ideal, of course, lies between these extremes, what might be called a humbly confident attitude. Translated into terms of studying law, this outlook requires first that you be prepared to adapt yourself to the law's point of view and that you master it. Having done this, you are then, and only then, in a position to use your own wit to criticize knowledgeably, reasonably and constructively. Be confident that overall, your ability to criticize is potentially as good as is that of anyone else. Be ready to concede a point if another's position has more merit, but be tenacious and don't concede otherwise. Let knowledge, reason, and inherent merit govern your judgment. Discount personalities and your own ego. As you know, this is not always the case among men, and mankind suffers for it.

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GEMS IN THE ROUGH?

You all come to law school with intellectual equipment that is, with very few exceptions, insufficiently matured for the work of law. This is an accepted fact that should not alarm you any more than it does the administration, but you should recognize the truth of this fact early and the earlier the better. As is discussed in greater detail subsequently, the prime role of law school is to force you to adequately temper your intellectual equipment. Most of you have the ability and capacity to acquire an acceptable level of prowess, but some of you will discover that either your talents or interests must lie in other fields. The gap from college to law school is a greater undertaking than the chasm between high school and college. The increase in pace and work-load is substantial. Most of you will soon discover glaring inadequacies in two of the three R's—reading and writing. Your habits of study will likely have to be overhauled. You will quickly learn, if you take the necessary steps that will enable you to stay in law school, that your most precious possession is time.

THE GRIT OF POLISH

It should become apparent to you before very long that you are going to have to spend your time more frugally than ever before if you are going to begin to meet the demands upon you. You will have to require that each hour spent gives you a full return of value and that time is no more to be wasted than is money. Now, this does not mean eighteen hours a day of class and study. You do not cease to be a normal human being when you become a law student. You daily need an adequate amount of sleep. You should make it a point to provide yourself with some regular relaxing diversion during the course of a week. You should not abandon your interest in current affairs and cancel your subscription to all publications, although your devotion thereto must be limited. The allotment of time for nonlegal matters will, of course, vary with the individual, and no general standards are here suggested. You may, however, find it helpful to sit down and plot yourself a weekly time budget—a rough schedule for a weekly routine—that you can live with making adequate provision for personal as well as academic needs.

In any event, whatever time allotments you make for yourself, without or without a fixed routine, get your full measure of benefit from each. Play wholeheartedly when it is time to play and work attentively when it is time to work, and don't dilute the one with the other. Appreciate that law school is no sprint, but a marathon, for which you have to pace yourself. To finish in acceptable time, you can neither dawdle, nor exhaust yourself in the early laps. Appreciate also, especially when you begin to hunger to live like some of your non-student contemporaries, that you are in a race that more than merits the run. Like any participant in a race, you are temporarily living at a greatly accelerated rate that sets you apart from the rest of mankind not so burdened. This fact puts you in a pretty select group and you have every reason to be proud of it, but like all things that are really worth having, it costs you something. If you want to stay in the race, you must be willing to pay the price.

ON ADVICE AND INDEPENDENCE

You probably have been, and certainly will be, the recipient of much well-intended advice about law and its study from many sources. This advice is not infrequently conflicting and is sometimes a handicap to the more impressionable among you. In line with "a little knowledge is a dangerous thing" be particularly discriminating with the sage advice of upperclassmen, whose lofty position may induce you blindly to accept what you would otherwise discard. On the whole subject of advice, including these presents, greater wisdom can hardly be found than is contained in an old proverb, whose origin the writer understands is ancient Hebrew: "Take everyone's advice and then use your own head," i.e., don't be so omniscient or proud that you cannot be helped by others, but ultimately, all decisions are your own responsibility.

The same emphasis on individual responsibility applies to the study of law itself as to advice about it. The study of law is essentially an individual matter. Law as a subject of study readily engenders honest differences in points of view which flourish in the tolerance of a healthy academic community. Such differences are, of course, of great importance since they tend to focus attention on the basic issues and provide the initiative for their solution; but the differences can only spring from active minds that operate independently. You should become, if you haven't already, an independent thinker. Don't surrender your intellectual autonomy to anyone. Stand tall on your own two feet, do your own thinking and carry your own load. If you fall and flunk out doing this, you have no reason for remorse and will actually have done yourself a favor, for the law is not for you. If you ride someone else's back, you may be carried through; but it will be a hollow victory. You are just fooling yourself and postponing the day when the truth shall emerge under what will undoubtedly be more painful circumstances.

Other pitfalls exist and these you can discover for yourself, but it is well to remember they can all be avoided.

As with all things that have potential, however, the study group can be misused and a few words of caution are in order. The study group operates optimally for purposes of review, presupposing that each member has done his own spade work, work which can properly be done only in solitude. Beware the parasite who seeks to take all and contribute nothing. A study group meeting also runs the risk of degenerating into a purely social event and self-discipline must be exercised to control the session. Greater control must likewise be exercised to keep the discussion from fragmenting into a series of inconsequential tangential excursions, which is a more seductive hazard. Other pitfalls exist and these you can discover for yourself, but it is well to remember they can all be avoided.
ADVICE FROM A STUDENT
by Kenneth J. Rampino, class of 1970

The following article sets out only what, in the writer’s opinion, are the most salient differences between the methods you are accustomed to using while studying and the methods you will be using in the future.

As a person gains each plateau of his life, there is a tendency, while in the midst of a personal celebration, to take both a retrospective and prospective view of his new status. As to how I got here, there generally is a feeling that what seemed at the onset to be an insurmountable task turned out to be capable of proper execution with the comensurate dose of diligence. And so it was with the completion of college. I recall quite vividly, while a senior in college, nervously laughing at the spectre of myself as a frightened and doubt-ridden college freshman. I use the terms “nervously laughing” and “spectre” because I realized at that time that in a few short months, I would be a freshman again (only on a graduate level). This, of course, meant a reoccurrence of the same type of doubts and fears that come with the attainment of one plateau and the embarkation upon the pursuance of another. The two questions which confronted me (as they now face you) were, “What is expected of me?” and “Am I capable of meeting those expectations?”

What of doubts and fears? As for doubts, some of you may find consolation in the fact that the office of admissions has seen fit to admit you and therefore you must be qualified. It is just a matter of applying yourself. For others, this is but little grist for security. You will find that, since all but one of your first year examinations come in May, for the next ten months, you will derive little security based upon anything as tangible as numerical grades. The extent of security you will enjoy depends upon you. It can only be based upon an intangible—that of the knowledge that you have been studying and understanding the material.

It is probably true that most first year students and perhaps some second year and third year students are plagued by doubts of their aptitude for law. However, doubts can be helpful at least when they prod us to accomplishment. An excess of security often breeds stagnacy.

As for fears, however, they are often unwarranted. Fear hinders the performance of a task which could have been more effectively promoted by a sedate person who took the trouble to dispel that fear. You can replace fear with “cautious confidence” by first familiarizing yourself with a preview of what to expect, and secondly by recognizing that becoming a lawyer is an evolutionary process requiring years of effort and lasting perseverance.

You may one day be embarrassed by a professor who displays to the class your shallow reasoning. You may be disappointed as a result of a discourse with a classmate which shocks you into the realization that you are not learning the material as thoroughly as you should. This means you must change something about your approach to study in order to improve. It most emphatically does not mean that you should become fearful, disillusioned or self-pitying.

In reading the preview which is about to be set forth, please keep in mind that these are the observations of just one student after hashes and rehashes with other students. Further, I think you will extract more meaning if you bring something to bear—namely (1) your recollection of the methods and techniques utilized to educate at the particular college or university from which you graduated and (2) comparison of those methods and techniques to the method of legal education.

A Doctor Juris holds a degree which represents three years of graduate work. Besides this quantitative difference between a Doctor Juris and a Bachelor of Arts or Science, there is a distinct qualitative difference. This difference involves both the subject matter which is studied and the demonstration of your knowledge of that subject matter. The following are, in this student’s opinion, five of the more significant areas of divergence between undergraduate study and graduate study at a law school:

1) THE CASE METHOD, ITS STUDY AND ITS USE IN THE ANSWERING OF LAW SCHOOL EXAMINATIONS

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

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

Why place so much stress on abstracting cases? In terms of answering law school examinations, there are at least two reasons for developing this talent. The first is that the talent itself is necessary for answering of examinations. You must be able to analyze fact patterns with perception, separate the essential from the extraneous, and reason both deductively and inductively. These talents are the tools of a lawyer. They are developed by abstracting cases, and these are the very talents which law examinations are designed to test.
Another reason why learning to abstract cases merits all the effort you are able to marshal is that the rules of law are within the cases which are assigned to you. It is your job to find those rules and to be able to state them succinctly.

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

2) LAW EXAMINATIONS ARE SELDOM CATHARTIC

Very often, undergraduate examinations are designed to afford the student an opportunity to "purge" himself of storehouses of knowledge which he has accumulated. The questions are sufficiently broad so that an occasional treatise by a student in a particular area may help his grade.

Unless a law school examination asks for a treatise, do not give one. Law examinations are almost always fact patterns which raise specific questions. Accordingly, your answers must be of a specific nature. Lengthy dissertations and treatises are not only unnecessary but will often detract from the quality of your answer since specificity and conciseness are the vital criteria by which you will be judged.

3) RELATIONSHIP OF COURSES

In college, a student may have a tendency to "pigeon-hole" knowledge since most courses, with the exception of his major and minor, are totally unrelated. This is obviously not the case at law school. Remember that when you take the Bar Examination, the questions of law are mixed. For example, a question which, at first blush, appears to deal solely with the Law of Property may also involve a Criminal Law issue. There is no course offered at any law school which directly treats the relationship of Criminal Law to the Law of Property. The responsibility for relating the courses which you will be exposed to is born primarily by you. This means that you cannot afford to semi-intentionally forget the content of a course after you are examined.

4) INFREQUENCY OF EXAMINATIONS

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

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

5) THE USE OF SHORT CUTS

No doubt you have witnessed the delighted college senior who got a "B" on an examination for which he prepared by the reading of a "trot." Resorting to this type of preparation in law school is not only a disservice to yourself, but will lessen your chances for success at law school.

Most second and third year students probably concur in the observation that at times what you will have to learn is bland, arduous, and complex. You may find yourself, at 1:00 A.M., wearily reading a case for the third time having practically no idea why the case was assigned to you. You may be tempted to resort to various "trots" which are available. The "trot" may provide an answer and its use may result in your going to bed a little earlier. When this temptation arises, remember that though the answer is important, it is not nearly as important as the process you go through in arriving at that answer. Since law examinations test, as well as your knowledge of law, your ability to analyze and reason, relying on "trots" for answers will hamper your development. This inadequacy will remorsefully manifest itself in your examination grades.
Graduates of Suffolk Law School receive Doctor Juris (J. D.) degrees. The Suffolk University Board of Trustees enacted a resolution in the latter part of 1968 which made it possible for the University to confer J. D. degrees upon its graduates and alumni. Prior to this, Suffolk, like most of the other law schools, awarded a bachelor of laws (L. L. B.) degree. Suffolk was the first law school in Massachusetts to make the transition from L. L. B. to J. D. degree. Shortly after, Boston College and Harvard University passed similar resolutions.

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

Presently, in the Commonwealth of Massachusetts, Suffolk graduates are amply represented within the three branches of state government. There are 5 graduates of Suffolk presiding on the Superior Court of Massachusetts. In the various District Courts, Suffolk’s alumni number 12 Full Justices, 2 Associate Justices, and 16 Special Justices.

There is one member of the Governor's Council who is a Suffolk graduate. In the State Legislature, there are 6 senators, 18 incumbent representatives and 5 former representatives who were graduated from Suffolk.

As indicated by Professor Llewellyn, participation on Law Review affords a remarkable opportunity to “earn an education”. It is an essential part of legal education that avails a student a positive opportunity to project the knowledge that he has acquired and affords tangible evidence of his expressive capacity when interviewed by a prospective employer.

In addition, the practical benefits of Law Review are tremendous. Law Review is considered the highest honor that a school can confer upon its students. With the prestige and experience which attaches to Review members, also comes superior employment opportunities upon graduation. This past year, the senior members of the Review received job offers which are comparatively unequalled in years prior to the existence of Law Review at Suffolk.

The Suffolk Law Review is three years old. These years have witnessed rapid progress for both the Law School and the Law Review. The newly elected Editorial Board recently completed an organizational restructuring that culminated in the enactment of a formal constitution, definitive By-Laws, and a sixty page Law Review Manual.

Looking forward to the annual injection of “new blood”, the Editorial Board spent much of its summer planning the writing competition that precedes the selection of new members. This year, thirty-five second year and ten third year students will be chosen on the basis of class standing to participate in the summer competition. Twenty second-year and five third-year students will be selected for membership from these competitors. Induction of the new members will take place at the First Annual Suffolk Law Review Induction Banquet.

This year’s law review will be housed in additional office space recently acquired to accommodate its expanded activities; among these was last year’s increase to three issues.

Although the bulk of the writing and editing is done by its members, the pages of the law review are open to all students at the law school who might want to submit notes or case comments for consideration.

The law review is looking forward to another year of serving the law school and the legal community and is thankful for the cooperation of the faculty and student body.

Michael J. Flynn
Editor-in-Chief, Law Review
Most of your classes and other activities will be scheduled in the new building. For your convenience, we have listed the rooms and respective floors.

**New Building**

- Cafeteria
- Accounting Office
- Room 218
- Room 311 (Amphitheatre)
- Court Room
- Library
- Law School Office
- Room 518
- Bulletin board

The following are located in the other building: Room 14, first floor. This may be reached by entering the door labeled Book Store and going up one flight. Room 25, second, is located directly above room 14. A canteen has been built on the fourth floor.

* Lower levels house, miscellaneous materials, law review publications of various law schools, legal journals, states’ reporter series, and English case reports and statutes.
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Professor Charles P. Kindegran
Professor John J. Nolan
Philip G. Chesley-President of Moot Court Advisory Board
Michael J. Flynn-Editor-in-Chief of Suffolk Law Review
Paul W. Kaufman-Justice of Felix Frankfurter Chapter of Phi Alpha Delta Law Fraternity
Terrence P. McCarthy-President of Student Bar Association
People crushed by law have no hopes but from power. If laws are their enemies they will be enemies to laws; and those who have much to hope and nothing to lose will always be dangerous, more or less.

Edmund Burke (Oct, 1777)

If we desire respect for the law, we must first make the law respectable.

Louis Brandeis

Human nature is such that man does not accept rules unless they are imposed upon him by constituted authority.

Emery Reves

A multitude of laws in a country is like a great number of physicians, a sign of weakness and malady.

Voltaire

A law is valuable not because it is law, but because there is right in it.

Henry Ward Beecher

Law, being a tyrant over men, compels many things to be done contrary to nature.

Plato (protagoras)

Laws are meant to fit existing conditions, and they are meant to help us to better ourselves. If conditions change, how can old laws fit in? They must change with changing conditions, or else they become iron chains keeping us back while the world marches on. No law can be an "unchangeable law." It must be based on knowledge, and as knowledge grows, it must grow with it.

Jawaharlal Nehru

Good laws make it easier to do right and harder to do wrong.

William Ewart Gladstone

The English laws punish vice; the Chinese laws do more, they reward virtue.

Oliver Goldsmith

The law is the standard and guardian of our liberty; it circumscribes and defends it; but to imagine liberty without a law, is to imagine every man with his sword in his hand to destroy him, who is weaker than himself; and that would be no pleasant prospect to those who cry out most for liberty.

Edward Hyde (Earl of Clarendon)

Man became free when he recognized that he was subject to law.

Will Durant

The laws sleep sometimes, but never die.

Lord Coke

The best way to get a bad law repealed is to enforce it strictly.

Abraham Lincoln

Reason is the life of law; nay, the common law itself is nothing else but reason.

Sir Edward Coke

The life of the law has not been logic; it has been experience.

Oliver Wendell Holmes, Jr.

Let reverence for the laws become the political religion for the nations.

Abraham Lincoln