THE ADVOCATE
The Suffolk University Law School Journal
ACADEMIC CALENDAR
1975-1976

First Semester Classes Begin
   Day Division
   Evening Division
Columbus Day
Veterans Day
Thanksgiving Recess (Noon)
Classes Resume
First Semester Classes End
Christmas Recess Begins

1976
First Semester Exams Begin
First Semester Exams End

Second Semester
Second Semester Classes Begin
Washington’s Birthday
Evacuation Day
Spring Recess Begins
Second Semester Classes Resume
Patriots Day
Second Semester Classes End:
   Third Year Day and Fourth Year Evening.
   First and Second Year Day.
   First, Second and Third Year Evening.
Second Semester Examinations Begin:
   Third Year Day and Fourth Year Evening.
   First and Second Year Day.
   First, Second and Third Year Evening.
Memorial Day
Second Semester Examinations End
Commencement
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On behalf of the faculty, I extend to you a most cordial welcome to Suffolk University Law School. I sincerely hope that your commencement upon the course of the study of law will mark the beginning of a long and fulfilling career for each of you. You begin this journey at a time when the American legal profession has successfully withstood the most difficult test in its history. Members of the legal profession are the architects and administrators of our system of government. Recent events have shown the system to be sound, with the profession leading the way to correct those that chose to function outside of our constitutional government. This course of events will surely lead to a restrengthening of legal ethics for generations of lawyers to come. As a future lawyer who is about to begin law school you are one of this generation who will receive a legal education with a consciousness of the pitfalls within the profession. I ask you through your efforts and example to join with others, in order to prove this and thus regain public confidence.

As you begin this journey you will find that Law is more than a profession, it is a way of life. As Roger North stated:

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

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

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

The rigors of law school are but a prelude to pressures that await beyond and your law school habits of self discipline, industriousness, dedication and fairness are likely to last a lifetime.

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

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

David J. Sargent
Dean of the Law School
This year's entering class at Suffolk University Law School is one of the most unique classes to enter law school in many years. The hallmark of the class is its size; the smallest class which has entered the law school within the past seven years. This is a highly qualified class academically as well as the class containing the largest number of women both in number and percentage. This class is a reflection of the policy decision which has been reached at the law school reflecting Suffolk's commitment to the highest standards of quality legal education.

You will be the first class to go through your entire law school career in a physical plant which is exclusively for the use of the law school. Here at the law school, during the summer, the Donahue Building underwent a major renovation in what was already a relatively new building, having been built in 1966. The renovation which took place throughout Suffolk involved construction of all new offices for each member of the faculty and faculty secretarial staff, as well as a 100% increase in the existing law library facilities, and a relocation of the entire law school administration to the first floor of the Donahue Building.

To those members of the alumni and faculty who have been at the law school in years past this expansion of facilities represents the culmination of years of planning and effort to improve the law school. Your class has been provided with the best opportunity to gain a superior legal education that Suffolk University has ever been able to provide. I wish that each and every member of this entering class takes the maximum advantage of this opportunity and has a productive career as a law student and lawyer.

John C. Deliso
Director of Admissions

Suffolk Law School was established in 1906 and is structured as an integral facet of the Suffolk University complex on Beacon Hill. The law school is ideally located for the aspiring law student. Within a moment's walk from the Massachusetts State House, the John F. Kennedy Federal Complex, Boston City Hall, and the Suffolk County Court House, the Suffolk Law student has easy access to the vast facilities provided by these governmental centers. In addition the United States Court of Appeals for the First Circuit, the United States District Court for the District of Massachusetts, and the renowned Boston Public Library are all situated within a short distance from the University. Clearly, in today's everchanging urban society, the inner-city environment of Suffolk University Law School is a tremendous asset in a well rounded legal education.

We at the Law School are especially proud of the law faculty. A melting pot of youthful energy and talented experience, the Law School boasts a unique and highly qualified staff. All of our faculty members are deeply concerned with the development and welfare of their students and are eager to devote personal attention whenever possible. In furtherance of this emphasis on personal attention, the Trustees have committed themselves to more than double the number of full-time faculty members by 1975.

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

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

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

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

4. Develop the communication skills needed by the lawyer. A lawyer serves his client by written and oral communication. He advises clients, he files motions, he speaks to judges, he draws wills and trusts, he argues with internal revenue agents, he writes briefs, he negotiates with opposing counsel. A lawyer is a “word man.” The use of language in oral or written form, is basic to the daily practice of law. From the start of law school, a student should practice writing clear, precise but legally meaningful essays. He should ask others to criticize his writing. He should review his notes and papers to determine what progress, if any, he has made. He should participate in class. The experience of class recitation, in the presence of a professor and other students who have studied the same problem is invaluable. If he is not reciting, he should listen to the student who is, and mentally criticize the recitation.

I have met students who think they can develop lawyer-like skills without class recitation, by private study alone. For hundreds of years, in the Inns of Court and in American law schools, public recitation and discussion have been a cornerstone of legal education. The student who believes he can bypass this experience is in error. If he practices law, there will come a time when someone is going to pay him to stand up and advance a position. Hopefully, the lawyer will have learned something of this in law school, not at his client’s expense.
Tips on Writing Law School Examinations

by Professor Walter B. Raushenbush

Walter B. Raushenbush is Professor of Law at the University of Wisconsin Law School. He received his A.B. degree from Harvard University and his LL.B. from the University of Wisconsin.

FOR SOME REASON, law students are interested in suggestions on how to write examinations. Let us hope that their interest springs from a desire to put hard work to good effect, not from a desire to find gimmicks that will substitute for hard work. In that hope, I offer a small addition to the volumes of material already available to the student groping for better grades.

In the Legal Writing Course for second-semester freshmen at The University of Wisconsin Law School, I give a talk toward the end of the semester on "Writing Law Exams." Attendance is always good, and attention alert. Still, it is hard to tell whether the students do better after hearing me than they would have if I had not spoken. Some still flunk, that much is clear. But in a recent semester, I was able to give myself a test.

A brash first-semester freshman, not yet taking Legal Writing and not in any of my other courses, came into my office shortly before exam time. Said he: "Say, I hear you got some hot ideas on exam-writing. an' I wondered if ya could gimme a few tips." With my usual unfailing courtesy, I gave him a condensed version of my talk to the Legal Writing class. His manner and his questions made me sure that here was an opportunistic gimmick-seeker who would be lucky to pass. After grades were in, I checked how he had done.

He was well within the top quarter of his class! Here, at last, was scientific proof of the magic quality of my tips on exam-writing. No longer could I keep them from the thirsting masses of law students at other schools. So, read on.

Basic Exam Techniques That Don't Work

Of course, I tell the students quite a few routine and well-known things, things they just need to be reminded about. These are points like:

1. Don't forget the presumption of ignorance that arises from illegibility.
2. Most law professors successfully resist the temptation to give a nice boost to the grade of the student who wastes time writing "Thanks for a fascinating course," or the like, on the bluebook.
3. Many law professors cannot resist the temptation to lower the grade of the student who writes on the bluebook such irrelevancies as "I hope to graduate this semester—my sick father needs me in his office—please!"
4. Writing the word "Time" in lieu of most of the last question on an exam invokes not a surge of pity, but a presumption of disorganization and panic, two conditions not boding well for success in law. If law exams were normally corrected and handed back, I think I would write after the word "Time" thus used in a bluebook the words "marches on."

But you know all this, and time does march on, so I turn to my two serious suggestions for improvement in exam-writing.

Both suggestions may be introduced by a little parable. Mr. Client was a man whose affairs occasionally compelled him to seek the help of a lawyer. He needed a lawyer one fine day, and went to see Attorney "A." "A" listened to his story, asked some probing questions, and finally said: "Mr. Client, the principle of estoppel rules your case, and you just write those people a letter telling them their contentions are too little and too late." Mr. Client left, delighted with "B's" mastery of the law. But, you see, in this situation too there were three problems, and "B" had seen only one of them. The result was trouble for Mr. Client, and by the time it was over he might well have agreed with us that "A" was the better lawyer.

Now carry the parable into the law school. Law students "A" and "B" both take an exam. Let us assume that the main question on the exam involves a fact situation that raises six separate legal problems, each of which ought to be considered and discussed in arriving at a solution. "A" sees all six problems, and states them. But he is sure of the answers to only two of the six, and on the other four he flounders and guesses. He emerges deeply shaken and distressed. "B" sees only four of the six, knows the answers to all four, and discourses learnedly on each of them. He emerges glad that the main question was one he could answer so fully.

If law exams have any relevance to law practice (and of course they should have), then just as Attorney "A" was the better lawyer in our first story, so student "A" is the better student in our second story. And I would grade "A" better, as would most law teachers I know.

The student who knows the issues in the course and spots the problems in the exam questions is the one who has truly mastered the course, even though he may not have crammed enough to remember all the answers.

This emphasis on problems over answers, and the resulting jolt to our two fictional law students got when the grades came out, lend a real germ of truth to an old law school myth. You know the myth: You'll do best on the test you think you did worst on, and when you think you did well, look out for the axe. The myth has real sense to it. Of course, it can't be carried to extremes; if you hand in a virtually blank paper, your feeling of apprehen-
Deal With All The Problems

My second suggestion, really a corollary of the first but with its own independent importance, is this: Don't short-change the professor. If you have a fair understanding of the course, you will likely be able to see what problems considered in the course he meant to raise when he drafted the question. Therefore, even if you conclude that one of the problems can be answered so as to dispose of the entire question, after you state your answer on that basis you normally should assume that you are wrong and go on to examine the possible significance of the other problems.

Sometimes, of course, there really is only one problem and one conclusive answer to it, and all the rest is so much irrelevancy to trap the unwary. But if there is any fair ground for disagreement on the question which you consider critical to the case, don't let your handling of it keep you from discussing every issue which the question fairly raises. By the same token, of course, do not dream up issues for discussion that the question remotely suggests but does not fairly raise. The same problem arises when you decide it is necessary to assume some facts the question seems to you not to supply. On the one hand, you should make the assumptions that force you to deal with the problems in the question, rather than assumptions that enable you to avoid discussing some of them. But you should not go to the other extreme and use assumptions to drag in problems that were never meant to be there.

Tips Applied to a Sample Exam

These suggestions are necessarily stated abstractly. Let us conclude by trying to apply them, step by step, to answering a fairly short sample exam question. The question states a landlord-tenant problem, from an examination in the course in Real Property. The substance of the question can differ vastly from jurisdiction to jurisdiction, so concentrate on the technique of handling the answer, not on its substance. Here is the question: On June 1, 1961, "L" leased a house, in a State in the northern Midwest, to "T" by written lease for a period of one year from that date. "T" moved in on June 1. In late September, "T" discovered that the furnace was so defective that it heated the house to only 65 degrees, and then only at excessive cost. "T" moved out on September 30, 1961, having paid rent through that date, without notifying "L." "L" waits until May 31, 1962, and then sues for the rent from October through May. What result, and why?

What is a reasonable place to begin your answer? I suggest the most logical starting point is the problem of which of the parties had what duties as to the maintaining of the furnace and the supplying of heat.

Suppose you feel that what the lease said on this point is so important that you must make an assumption of fact about it. Do not assume for example, that the lease put all responsibility for heat on the tenant. You have then assumed the tenant right into an excusable breach and avoided discussing the major problems in the question, and you have thus short-changed the professor. Even an assumption that the lease placed full responsibility for heat on the landlord avoids discussion of the problem of where the duty would lie if the lease said nothing, though in other respects this assumption makes you go ahead and deal with other problems in the question. Isn’t it best, both from the language of the question and from the standpoint of forcing yourself to deal with issues fairly raised, to assume that the lease said nothing about responsibility for heat or duties of repair?

So then you discuss the duty problem. You make the arguments: The landlord normally has no duty of repair. The tenant does. But you consider them in the light of these facts: Is this a “repair” situation? Or is the tenant not getting what he contracted for? Caveat emptor? But how could tenant, moving in in June, detect the inadequacies of the furnace until the heating season began? You consider the facts, make your arguments in light of them, and reach a conclusion. Suppose you decide, as well you might in many jurisdictions, that "L" had no duty as to the furnace. Therefore, you reason, "T" has breached and the only remaining question is that of damages.

Right you are, but don’t go to the damages question yet, for that would, again, be short-changing the professor. The facts fairly raise the issue whether the described lack of heat amounts to any sort of breach or constructive eviction on "L"’s part. So you must, in your answer, suppose that "L" does have a duty as to heat. Then you can discuss whether he has breached the duty so as to permit "T" to move out. To raise a constructive eviction argument, you may say, the premises must be untenable, and 65 degrees isn’t that
bad. But, on the other hand, 65 degrees at excessive cost in September bodes ill for January. Make the arguments, discuss the rules of law, always relating them to the facts. Suppose you conclude, as you reasonably might, that if “L” has some duty as to the furnace, that duty has not yet been breached. There is no constructive eviction, you decide. Now can you jump to the conclusion that “T” has breached, and discuss damages.

No, sir! You would still be guilty of short-changing though in a lesser amount. The question says that “T” left without notifying “L”. The fair assumption, indeed an inference strongly suggested by the question, is that “T” left without complaining to “L” or giving “L” a chance to remedy the heating problem. You need to suppose that, contrary to your decision, the heating failure did potentially amount to a constructive eviction. That supposition gives you a chance to discuss the significance of “T’s” failure to notify. His failure would normally mean that his right to claim constructive eviction had not ripened to the point where he could move out and escape liability for future rent. So, you conclude, even if all previous problems are solved adversely to “L”, “T” has breached and “L” can sue him.

I need hardly add that if somehow at this point you have decided that the fault was “L’s” and that “T” was authorized to leave without notice, you may not stop there. You must now assume you are wrong, and that “T’s” departure was wrongful, so that, one way or another, you reach the question of damages.

How you handle damages depends on the jurisdiction, but the prudent student should notice that “L” has apparently made no effort to mitigate his damages by re-renting, and in many jurisdictions his recovery might be reduced by the fair rental he could have received had he tried. The problem, I think, is fairly in the case, even if you conclude that in your particular jurisdiction “L” can wait till the end of term and sue for the full unpaid rent, as he tried to do here.

Avoid Abstract Discussion of Legal Rules

There you have it. Concentrate on discussing problems in the light of facts, not on showing off knowledge by abstract discussion of legal rules. And give the professor full measure by handling the question so you are forced to deal with all problems fairly raised by the facts. It goes without saying that you cannot do this successfully unless you have learned the course well and understand the problems with which it deals. Note that despite my lengthy discussion of its handling, our sample question requires only a two or three paragraph answer. Each problem can be recognized, stated, and dealt with in a very few sentences. Try it.

You may say that my suggestions seem all right when read in a comfortable armchair, but for a hard-pressed student to remember and apply them calmly and effectively in the exam room is quite another matter. So it is, indeed. My only answer is: Practice. Get hold of as many old exam questions in the course as you can. Go over them with a small group of fellow students, not alone. Work together to seek out all problems fairly raised, and to organize an answer. For variety, have each member of your group write an answer to one question, and then compare answers to see what problems each man saw, and what problems he missed. Do all this after each man has completed initial review of the course, as a last sharpening up before the exam itself.

If you are fresh from practicing good techniques of exam answering, you are more likely to apply the techniques well when you write the exam itself. And don’t panic.
The National Lawyers Guild is an organization consisting of 54 chapters and some 4000 lawyers, legal workers and law students who believe the above questions can be answered affirmatively.

Last year a division of the Boston Guild Chapter was formed at Suffolk to offer legal education seminars to community groups and Suffolk students, and to work with the Greater Boston Chapter on a variety of projects.

To date the Suffolk Lawyers Guild has sponsored a speaker from the Georgia Power Project; held a forum on Alternative Forms of Law Practice led by three Boston attorneys and two Suffolk legal workers; held a number of meetings to share information about ongoing projects and events in the Boston area; and worked with the Law Students' Civil Rights Research Council on workshops for Law Day and Law Week. In addition, individual Suffolk Guild members are working with other Boston Guild people on a school desegregation suit on behalf of the Spanish community; litigation concerning racist activities of the Boston School Committee; a Hospital Patients' Rights Handbook; the Attica Defense Committee; a theater class for Boston Guild members; and a summer project involving busing and racism in Boston.

Students interested in working on these or other projects are urged to contact the Suffolk Lawyers Guild.

At its inception four years ago, Suffolk University Legal Assistance Bureau Inc. (SULAB) was known as Beverly Legal Aid. This non-profit corporation was created by a handful of Suffolk law students determined to provide needed legal assistance to the North Shore of metropolitan Boston. With the exception of Lynn, Essex County was devoid of legal services for the poor. Through donations from members of the community, funds from the Office of Economic Opportunity and appropriations from the Suffolk Law School Bar Association, Beverly Legal Aid was born. Borrowing form letters and manuals from other legal aid offices in greater Boston, and soliciting advice from clerks, judges and members of the local bar, a group of idealistic students began to furnish legal services to the indigents of Essex County.

In 1973, Suffolk University Law School, impressed by the effectiveness of the program and cognizant of the need for a clinical program in the civil area of law, adopted Beverly Legal Aid. The Law School changed the name of the Corporation to SULAB and totally funded the operation. With its official recognition of the program, the law school supplied a faculty sponsor, Professor Charles B. Garabedian, and a local attorney of record, John D. Schatz. Mr. Schatz, a founder of the original organization, was charged with the responsibility of locally administering the program. In addition to faculty supervision, four points of academic credit and pre-admission requirements and training were instituted by the university.

In order to participate in the program, an interested student must be in good academic standing and be enrolled in, or have completed, a course in evidence. Second year day and third year evening students may participate in a course offered by Mr. Schatz in the fall of each academic year. The material covered is concerned with probate court practice and procedure as it relates to family law matters. At the conclusion of this course each student must pass an examination given by Mr. Schatz to qualify for further participation in the program. A formal course in family law and landlord and tenant would also be helpful to a student interested in clinical work at SULAB.
International Law Society

The International Law Society was organized last October to bring to the law student a subject of broader application than those in the traditional law school program. The study of comparative and international law, though seemingly exotic and remote, becomes more recognizable and familiar when note is taken that the increasing integration of world economics, pollution control, and conflict resolution have been dominating the news in recent years. The new awareness of the interdependence of nations and the necessity of cooperation in the exploration and exploitation of natural resources will generate work for lawyers competent in this area of practice.

The International Law Society functions to provide a forum in which the interested student can exchange ideas with educators and practitioners active in the field. The Society does this by providing access to a video tape library, national publications and continuing participation in the Philip Jessup International Moot Court Competition.*

*Our continued participation in the Jessup Competition requires membership in the A.S.I.L.S. through a recognized law school affiliate.

BALSA—A PROFILE

The Black American Law Students Association (BALSA) was instituted to specifically address the particular needs and goals of the minority law student. BALSA began in 1960 as a national organization to unify Black law students in an effort to address national problems affecting the Black lawyer and his effectiveness in the American Legal Structure. These problems ranged from minority recruitment to discriminatory practices by state bar licensing boards. The goals of national BALSA are to foster and encourage professional competence; to focus upon the relationship of the Black attorney to the American legal structure; to instill in the Black attorney and law student a greater awareness of and commitment to the needs of the Black community; and to influence American law schools, legal fraternities and associations to use their expertise and prestige to bring about change within the legal system in order to make it responsive to the needs of the Black community.1

The Suffolk Chapter of BALSA, which has been functioning for two years, supports the above national goals and purposes. In addition we have adopted more specific goals to address the special needs of Suffolk Law's Black student body.

BALSA intends to continue functioning as an intricate part of the law school. Hopefully we will be supported by the entire law school community.

Footnote
1. BALSA Reports, Vol. 4, No. 2, St. Louis, Missouri, 1975.
"A lawyer is not a person who knows the law, but one who knows where to find it."

This old maxim contains a basic truth: the lawyer is dependent on law books as the tools of his trade. Learning their proper use, then, is essential to a successful career. No matter how much you have used a library in the past, you will use the law library more; the more familiar you are with the library and its resources, the more efficient and effective your legal research will be.

There are three broad types of legal resources which the library has. The first group is the basic raw material of law, or the primary sources. These sources include the cases, statutes (laws), and administrative rules and regulations. Here is a more complete breakdown of primary sources:

Cases: A private publisher, West Publishing Company, has arranged cases from all higher state and all federal jurisdictions into the National Reporter System. These case reporters are grouped by states into Regional Reporters, with separate Reporters for the Federal courts. Many states, including Massachusetts, still publish their own case reports.

Statutes: Federal laws are found chronologically in the Statutes-at-Large and topically in the U.S. Code and U.S. Code Annotated.

Administrative law: This type of law consists of the rules, regulations, and decisions of various federal agencies and commissions.

The second broad group of resources are the legal encyclopedias, texts, treatises, restatements, commentaries, and periodical articles. These secondary sources describe, explain, analyze and define the raw material of law.

The major legal encyclopedias, Corpus Juris, Corpus Juris Secundum, and American Jurisprudence, are all available in the library. American Law Reports (ALR), a series which annotates in detail selected cases, can also be found here.

Legal periodicals are on display, except for the most recent unbound issues held on reserve. Legal treatises, texts, loose-leaf services, and other secondary materials have been classed by subject using the Library of Congress classifications. Many of these books (except for reserve and reference) circulate for two weeks. The card catalog, an alphabetical author-subject-title system, gives exact locations for these materials.

The third major group of legal resource materials are the indexes, citators, and digests. These tools help in finding laws, cases, or helpful explanatory material. The main case citation system is Shepard's Citations, which follows the West regional, state, and federal subdivisions. A full set of Shepard's is in the main reading room.

These, then, are the major legal resources with which you should soon become very familiar. Your course in legal research will teach you exactly how they are to be used. However, remember that the library staff is here to serve you. The two reference librarians, Nancy Haynes and Jane Morris, are always willing to help out on any legal research problems. If they cannot answer your question, Mr. Lynch, the Law Librarian, usually can. Also, the staff behind the circulation desk can help on many problems of library use or policy, or can refer you to those who can answer your questions.

Finally, by reshelfing your books and by following the rules set out in "A Student's Guide to the Law Library", (available at the circulation desk), you can help us maintain a smooth functioning library able to provide good service. In closing, all of us on the staff of the Law Library want to wish you a successful career here at Suffolk!
The Placement Office was established in 1971 and is located at 41 Temple St., Room 137.

**HOURS OF OPERATION:** The office is open from 8:45 - 4:45 Monday through Friday. In addition, at the commencement of the school year, the director meets with representatives of the student body to discuss arrangements for evening sessions. While the evening sessions are planned primarily for the students attending evening classes — all students are welcome. Generally, the office is open one or two evenings a week during the months of October and November; February and March. The hours are posted on the bulletin boards. Evening meetings are held in the Donahue Building.

**STAFF:** The staff consists of the director, who is a member of the bar of the Commonwealth, a secretary, and a clerk typist. An Assistant Director will be added during the fall.

**SERVICES:** The Placement Office is not strictly speaking, an employment agency. The office is primarily an Information Gathering Center. The director gathers, assembles, organizes any and all information relating to job opportunities that he comes in contact with. The office serves the entire student body of the Law School as well as the alumni. Information concerning job opportunities, whether the jobs are part-time, full-time, or summer employment, is made available to the Suffolk Law Family. The office maintains sample resumes for reference and students are free to request guidance while preparing same. A sizable amount of additional bibliographical material is on hand in the reference room of the office.

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

Notices of all job opportunities are published, i.e., made available by posting. Job opportunities are posted on the law placement bulletin boards. There are two such boards on the 4th floor. In addition to the two bulletin boards mentioned above, there is a bulletin board inside the Placement Office.

The last mentioned carries information of a general nature, not job opportunities.

For reasons that should appear quite obvious, information of a general nature only is given over the phone. Queries pertaining to specific job opportunities are not, as a general rule, answered via phone — unless the office personnel is absolutely certain the inquirer is a member of the Suffolk Law family. Students/alumni should not be offended when asked to identify themselves by personnel of the Placement Office.

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

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

The Financial Aid Office of Suffolk University Law School is responsible for the handling and distribution of scholarships, student HELP loans, National Direct Student loans, American Bar Association loans and work-study. This year more students applied for and more money was awarded than ever before in the law school's history. With the increase in tuition, the Board of Trustees voted to raise scholarship funds as well. This increase, however, sadly went unfelt by some law students because of serious cutbacks in other areas of financial assistance. This year a large number of students found it difficult or impossible to obtain the major traditional means of assistance, the low-interest student HELP loan. With this avenue of assistance curtailed, the Financial Aid Office has attempted to assist students through an appreciably larger scholarship budget and through a relatively new program of assistance at the law school, the Grant-in-Aid Program.

In the Spring of 1975, the Financial Aid Committee established the Grant-in-Aid program as a means of meeting cost differences between available scholarship assistance and escalating tuition and living costs. The Grant-in-Aid program offers to financially eligible students interest free loans payable within two years after graduation. These loans are applied directly to tuition costs. Students applying for these loans must file a Suffolk application for financial assistance along with a GAPSFAS report.

Despite these attempts by the Financial Aid Office to assist all eligible students, the law student must still financially assist himself whether it be through additional loans, parental support, summer employment or part-time employment during the school year.

Suffolk's tuition remains one of the lowest tuitions of any private law school. Although appearing impossible at times, the yearly educational costs of a legal education can be adequately met if one seeks to assist himself, investigates all avenues of financial assistance, applies early for loans and scholarships and keeps in touch with the Financial Aid Office.

Marjorie A. Cellar
Financial Aid Officer

Moot Court

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

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

These programs are administered by the Moot Court Board, a group composed of second and third year students. Members are selected on the basis of academic excellence and proven ability in legal writing and oral advocacy.
The Law School catalogue states that membership to Law Review is the highest honor that can be bestowed upon a law student, but the catalogue cannot, and does not, explain in any detail what Law Review is, what it does, how its members are selected and, once selected, what is expected of each member. The purpose of this article is to provide much of that information for you.

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

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

Most members are selected to the Review after completion of the first year for day students and after completion of the second year for evening students. Invitations to compete for Law Review positions are sent to those individuals who have distinguished themselves academically.

Each individual who accepts the invitation will be assigned a case that has been recently decided by the Court of Appeals for the First Circuit. The candidate will be required to write a "Case Comment" analyzing the assigned case and to submit the analysis to the Law Review Editorial Board for evaluation. When all competition pieces are received, the Editorial Board will make an evaluation of each candidate's writing ability.

The final step in the process will be an interview conducted by a three member board. The interview is designed to insure that the candidate has an appreciation of a Law Review staff member's responsibilities and to determine the motivation and dedication of the individual.

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

Finally, it is very important to stress the fact that neither invitation nor selection to the Review is required for submitting articles to the Review for publication.

The Law Review Staff hopes your first year is a successful and fulfilling one.

Suffolk Women's Law Caucus

Founded to further the interests of women law students at Suffolk Law School and to foster the notion of equal rights for women and other minorities in general, the Suffolk Women's Law Caucus has worked extensively to bring women together to explore the problems inherent in being a woman and a member of the legal profession. This exploration has ranged from an inquiry into admissions procedures at Suffolk and other New England Law Schools to panel discussions with Suffolk alumnae regarding opportunities available for women lawyers here in the Boston area. We have brought outstanding women in the profession to Suffolk to broaden our own understanding of women's issues, attempting to supplement our academic approach to legal issues of interest to women with some different perspectives.

Our goals have been to inform and thus educate—ourselves, other men and women around us, the entire Suffolk community. We write a bi-weekly newsheet to keep all students at the Law School aware of what's happening—not just with the women at Suffolk but with the Law School as a whole.

The Women's Law Caucus extends itself as an interest group whose concerns reflect a caring attitude for the entire Suffolk Community. We welcome you!
Suffolk University is continuing to build its Clinical Law Program. The clinical law courses have consisted of four separate programs — Society and the Law, Voluntary Defenders, Voluntary Prosecutors, and Legal Aid. Today that has expanded to include Environmental Enforcement.

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

VOLUNTARY DEFENDERS — Under Massachusetts Supreme Judicial Court Rule 3:11 third year law students can defend indigents at the District Court level. In order to qualify for this program a course on the District Court process is offered to second year students. The program utilizes three District Courts on a rotating basis.

VOLUNTARY PROSECUTORS — This program is also run under Massachusetts Supreme Judicial Court Rule 3:11. The program gives an opportunity to selected third year students to prosecute at the District Court level. Both the Voluntary Defender and the Voluntary Prosecutor programs are course offerings with the cumulative value of four credits each.

LEGAL AID — The Suffolk University Legal Assistance Bureau is a legal assistance office operating out of its own office in the cities of Beverly and Gloucester, Massachusetts. The program is staffed by third year students and a limited number of second year students who will handle all phases of legal work including the trial of cases. Currently, the Bureau limits its students to practice in the Probate Court until the Supreme Judicial Court promulgates a new rule as to Court Practice by students in the state courts. Credit is given.

ENVIRONMENTAL LAW SOCIETY — A clinical program, carrying academic credit in lieu of an elective under the supervision of the faculty, is open to active club members. This includes internships in Federal and State agencies, research projects, legislative work and an environmental law enforcement program.

ENVIRONMENTAL ENFORCEMENT PROGRAM — Under a new student intern program set up between the Massachusetts Department of National Resources and Suffolk University Law School, students are eligible to serve as National Resource Officers. Under the direction of Professor Blumberg and the Environmental Law Society, this program carries two hours of academic credit.

OTHER PROGRAMS — The clinical aspect of legal education is constantly growing at Suffolk. Check all bulletin boards for further developments.

Delta Theta Phi

Delta Theta Phi Law Fraternity is a charter senior member of the Professional Interfraternity Conference, organized in 1928. The Frank L. Simpson Senate was initiated at Suffolk Law School in 1970 to supplement the student’s formal educational experience by providing an opportunity to participate in clinical programs and various social functions.

Delta Theta Phi has initiated many worthwhile programs which have done great service to the school as well as the brothers. One of the unique functions of the fraternity is its tutorial program conducted by and for the members in helping first and second year students successfully prepare for law school final examinations.

Through its national organization, the fraternity offers the brothers a placement office to aid in the procurement of employment upon graduation and promotes the meeting of students and prominent individuals in the legal profession.
The purpose of our fraternity is to form a strong bond uniting students and teachers of the law with members of the bench and bar in a fraternal fellowship designed to advance the ideals of liberty and equal justice under law; to stimulate excellence in scholarship; to inspire the virtues of compassion and courage; to foster integrity and professional competence; to promote the welfare of its members; and to encourage their moral, intellectual and cultural advancement; so that each member may enjoy a lifetime of honorable professional and public service.

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

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

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

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

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

1. SOCIAL FUNCTIONS The fraternity offers an opportunity for its members to gather socially as well as academically. Each of our initiations is followed by a cocktail party at which the new members have an opportunity to meet their fellow Phi Alpha Deltas informally.

2. RESUME AND JOB PLACEMENT SERVICES: In 1974, Phi Alpha Delta embarked on a nationwide program to assist members in finding employment both after graduation and for the summer. The chapter has lists of law firms from around the country and numerous government job openings available to our members. Also a member may submit resumes to the national office for distribution to firms in other parts of the country.

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

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

PARKING—Suffolk students may park at the Government Center Garage or the Charles River Plaza Garage at reduced rates. Your ticket must be stamped with the rubber stamp located in the lobby (next to the information office). However, MBTA is still recommended.

HEALTH—A medical doctor and nurses are located in the Fenton Building from 8:45-12 and 1-9:30. Flu shots are given in the early fall.

STUDENT DIRECTORY—In the fall, a first year student directory will be distributed to all first year students at the library. It includes the names and pictures of your classmates.

BULLETIN BOARDS—Students are responsible for all material appearing on the bulletin boards. They are located throughout the Donahue Building.

LOCKERS—Lockers will be available to students for a small fee. Check the bulletin boards for further information.

REGISTRAR'S OFFICE—Immediately notify the registrar's office of any change of address. Otherwise grades and other material will not be received.

VETERANS—A counselor from the V.A. will be available to advise all servicemen. Check the registrar's office for times, etc.

CAFETERIA—is located in the basement.

INFORMATION—Do not hesitate to ask upper classmen for information. You will find a great willingness to aid other students within the Suffolk Law Community.
List of commonly used abbreviations in law school and in the profession at large.

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<thead>
<tr>
<th>Term</th>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>Accept</td>
<td>Acc</td>
<td>Law</td>
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<tr>
<td>Action</td>
<td>Ac</td>
<td>Liable</td>
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<td>Adequate</td>
<td>Adeq</td>
<td>Misrepresent</td>
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<td>Appellant</td>
<td>Apnt</td>
<td>Mortgage</td>
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<td>Appellee</td>
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<td>Bankruptcy</td>
<td>Bky</td>
<td>Nuisance</td>
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<td>Ordinance</td>
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<td>Bilateral</td>
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<td>Partnership</td>
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<td>Bona Fide Purchaser</td>
<td>BFP</td>
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<td>Breach</td>
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<td>Plaintiff</td>
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<td>Buyer</td>
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<td>Possession</td>
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<td>Cause of Action</td>
<td>C/A</td>
<td>Principal(le)</td>
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<td>Chattel</td>
<td>Chat</td>
<td>Privity</td>
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<tr>
<td>Common Law</td>
<td>C/L</td>
<td>Property</td>
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<td>Condition</td>
<td>Cond</td>
<td>Quasi contract</td>
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<td>Consideration</td>
<td>Cons</td>
<td>Question</td>
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<td>Contract</td>
<td>K(AL)</td>
<td>Reliance</td>
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<td>Convert(sion)</td>
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<td>Remedy</td>
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<td>Repudiate</td>
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<td>Counter Claim</td>
<td>C/C</td>
<td>Restatement</td>
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<td>Court</td>
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<td>C'or</td>
<td>Seller</td>
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<td>Covenant</td>
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<td>Specific Performance</td>
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<td>Damage</td>
<td>Dam</td>
<td>Statute of Limitations</td>
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<tr>
<td>Debtor</td>
<td>D'or</td>
<td>Statute of Uses</td>
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<td>Subrogate</td>
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<td>D'nor</td>
<td>Supreme Ct.</td>
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<td>Equitable</td>
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<td>Husband &amp; Wife</td>
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<tr>
<td>Landlord &amp; Tenant</td>
<td>L &amp; T</td>
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A line under the last letter of a word indicates an “ing” ending. Example: walk.

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