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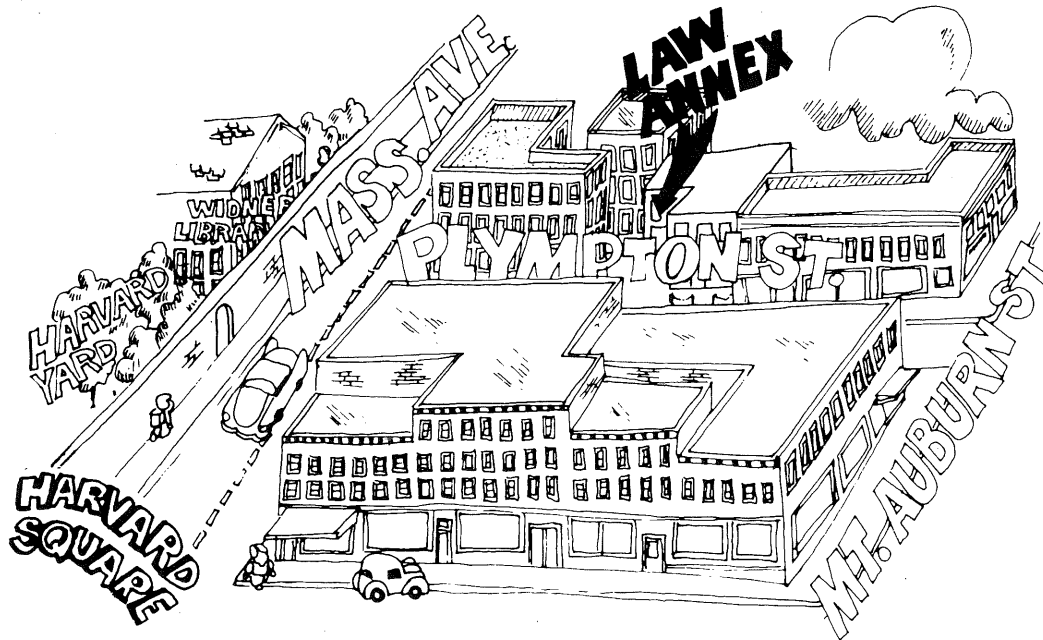
# the Advocate

Orientation Fall 1976

The Suffolk University Law School Journal



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# theAdvocate

Orientation Fall 1976

The Suffolk University Law School Journal

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The ADVOCATE is a publication of Suffolk University Law School. Our current circulation of 8,000 is centered in the New England area. The ADVOCATE is published three times a year: orientation, fall and spring issues. The orientation issue is distributed to law students only.

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

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

Guest editorials by students and faculty are welcomed by The ADVOCATE, which recognizes its obligation to publish opposing points of view. Persons desiring to submit manuscripts, to be put on the mailing list or to communicate with the staff please address all letters to: The ADVOCATE, Box 122, Suffolk University Law School, 41 Temple Street, Boston, MA 02114.  
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# Dean's Message



"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*

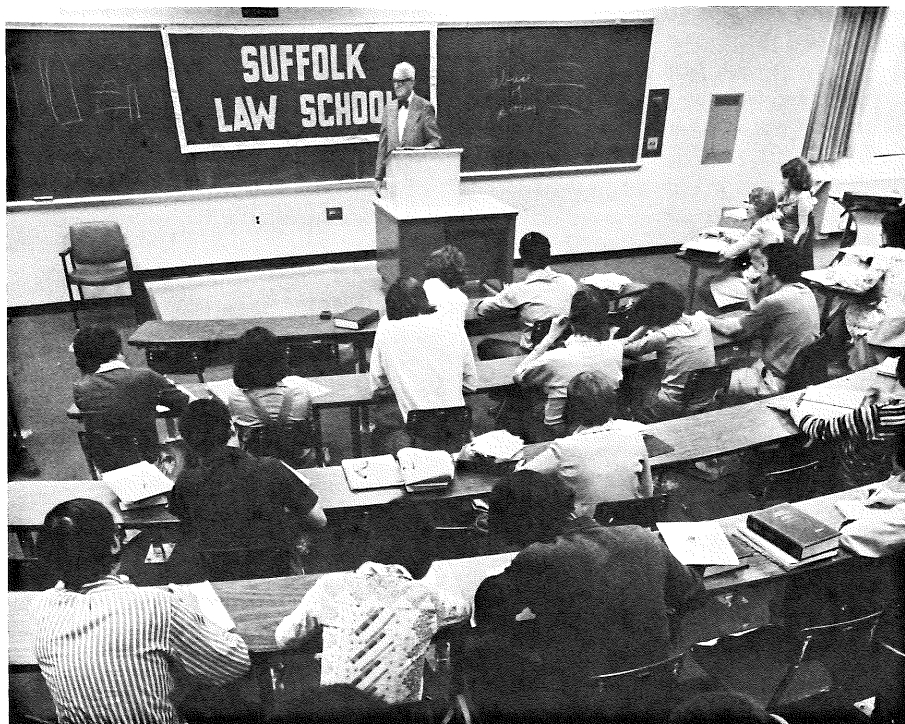
On behalf of the faculty, I extend to you a most cordial welcome to Suffolk University Law School. I sincerely hope that your commencement upon the course of the study of law will mark the beginning of a long and fulfilling career for each of you. You begin this journey at a time when the American legal 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:



# The Evolution of Suffolk University Law School

By Nina M. Wells  
Graduate of Suffolk Law School 1976



Suffolk was a late-comer to the formal efforts of educating lawyers; Boston University, Harvard and Y.M.C.A. Law Schools were already in existence,<sup>1</sup> nonetheless the founder of Suffolk Law, Gleason Archer, proclaimed Suffolk as the promulgator of revolutionary ideas in legal education. Archer was committed to educating the sons of "working-class" people, yet he ironically chose not to admit women for he considered them "distractions to the men." An historical analysis reveals that Suffolk was instituted to teach a "traditionally excluded group." This task was to be effectuated in a very untraditional lecture-oriented manner which was new to legal educators. Thus the originator of Suffolk fought a dual battle to convince the Boston legal community that: (1) its method of teaching, so unlike the case method, had equal merit; and (2) that its students, some of whom had only a grammar school education, could effectively compete in the legal arena with what some critics described as a "double handicap." In spite of widespread resistance and criticism to these "new"

ideas, Archer opted to continue his fight for the acceptance of Suffolk Law. Archer's first success was manifested by the acceptance of the law school by the Massachusetts Legislature in 1914. In that year the charter was granted, thereby making Suffolk Law a public institution with degree conferring powers. Though Suffolk won that fight in 1914, in 1976 it is still struggling towards full accreditation.<sup>2</sup>

Perhaps an explanation of Suffolk's "noble" but modest origin will explain why Suffolk is still struggling 70 years later for a national position as a competent law school with a reputation upon which its graduates can rely. On September 19, 1906, the law school was conceived as *Archer's Evening Law School*. The first class of the law school was held in a small apartment in Roxbury, owned by Gleason Archer, who also served as the only professor; the total student enrollment at that time was nine students.<sup>3</sup> During the early years of Suffolk Law, there were no prerequisites to entrance except for the determination to become a lawyer. This "open admissions" concept was adopted

in order to limit the obstacles confronting many students who Archer felt had systematically been prevented from acquiring an education due to social and economic pressures. Archer felt the existing law schools in the area had an elitist attitude, catering only to the "high-brow element" and unwilling to educate students from "less-privileged" backgrounds.

Although numerous indicators predicted failure for the law school, Archer proceeded to defend his cause of educating young men who were forced to work for a living during the day and study law at night. Archer's efforts were spurred on by the encouraging news that two of his students passed the Massachusetts Bar in July of 1908, only two years after the founding of the school. In July of 1911, Archer boasted that 75% of all Suffolk students who took the exam were successful (the exact numbers and figures are unknown). As a supportive measure to the students, the founder made numerous sacrifices to keep the tuition at the lowest possible level. In the first year of the school's existence, the tuition was \$45.00 per year. From that time to 1940 the annual cost increased \$95.00, making the tuition in that year only \$140.00. In spite of the school's controversial nature, Suffolk continued to attract a phenomenal number of students. For this reason the law school was compelled to seek larger facilities. In 1907, the law school moved from Roxbury to 53 Tremont Street (Tremont Temple) and another expansion move was required, this time to 45 Mount Vernon Street, in 1912. A final move was made to the law school's present site, where the Archer building was built for \$1 million, and shortly thereafter in 1923 an annex, which was badly needed, was constructed. By the following year, 1924, Suffolk Law's enrollment had soared to 2,019 students and by 1927 Suffolk had grown to the largest law school in the "world" with 2,604 students.<sup>4</sup> In 1931-1932 with the onset of the depression, Suffolk's student body decreased to 1,407.

However, the law school weathered the storm and bounded back even stronger, instituting a graduate law school in 1935.

Gleason Archer found that trying to maintain a law school during two world wars and a depression was very difficult, but what was more difficult was trying to change attitudes. He found that every step of the way there was resistance to his concept of legal education and his idea of educating working men. This caused Suffolk's fund-raising campaigns to be virtually fruitless. As a result, Archer had to maintain Suffolk for 40 years without the assistance of endowments or financial aid. He financed his dreams with his earnings as a private attorney and with personal loans and credits. It is not difficult to understand what motivated Archer to champion the cause of working-class people. His background, which began in a rural town near Lewiston, Maine was quite modest. Archer worked his way through B.U. undergraduate and law schools waiting on tables, scrubbing floors and tutoring fellow law students. In reading Archer's works<sup>5</sup> he emerges as an extremely proud person with a strong sense of personal commitment. He appeared to be a man too proud and devoted to his lifetime goals to allow anyone to defeat them. He served Suffolk unrelentingly as a professor and dean for 28 years.

It is debatable as to the underlying reason why Archer was confronted with so many barriers in creating Suffolk. Was it because of whom he was seeking seeking to educate or his attempt to change a well established system of legal education, or was it because of his outspoken personality? Perhaps some insight into Gleason Archer's personal philosophy towards educating lawyers will explain the dilemma of Suffolk's origin. Archer was educated by the case method at Boston University and found it "a pitiful waste of human effort." He felt the case method required students to labor over cases and extract information which could be better presented in the form of clear, concise rules by a lecture. In addition to the lecture material, Suffolk students were given illustrations of how the law was applied by the courts. Archer felt that through the utilization of this method of teaching, the students could learn more law in 10 minutes than students using the case method could dig for themselves in a

full day of case reading. A Harvard professor during Archer's time categorized Archer's method as trying to "turn cart horses into trotters."

Motivated by frustration with the over-emphasis that the "established" law schools placed on the theoretical aspects of the law, Archer's approach emphasized the practical application of the law in the courts and in society.

Archer's defense of the common person did not end with the founding of Suffolk. In 1931, Archer presented a series of lectures pertaining to the law through a radio broadcast program; the series was entitled "*Laws that Safeguard Society*."<sup>6</sup> The purpose of the talks were to "bring home to the hearts and minds of the listeners those principles of the law that safeguard 'our people' in their rights to life, liberty and the pursuit of happiness." Archer saw the law as the invisible framework upon which civilization was built. He felt that "without law enforcement, civilization would collapse like a book of cards." Archer also expressed the belief that if people are to live together in an "organized societal unit" then they must be willing to surrender some of their personal freedom for the benefit of all.<sup>7</sup>

When the late Gleason Archer presented a speech before the now defunct Wig and Robe Society in 1956, he summed up his accomplishments by saying he had transformed his students of law both physically and mentally. He explained that he had fulfilled his wildest dream by educating a street laborer who later became one of the most successful lawyers in his section of the state. Archer went on to say how he made it possible for a newspaper boy to become a lawyer of the highest standing. Was this the goal which Archer originally sought to achieve? Was his fight to have poorer people become attorneys and assimilate or was his mission to educate lawyers to work toward the equality of and equal representation under the law for all people? In that speech, Archer stated that the great mission of Suffolk Law School had abundantly been manifested and its future status rendered secure. Only time will be the judge of such a prophetic statement. The future of Suffolk Law as a recognized institution seems highly tenuous in light of the present economic crisis and the growing over-abundance of lawyers. Yet, it is probably presumptuous to say that any

law school's future is secure at the present time with the exception of a choice few.

Are Suffolk's graduates' expectations of entrance into the legal profession being met? Are there realistically jobs for three or four hundred Suffolk lawyers each year? If there is a need, are Suffolk's graduates capable and willing to identify where the needs lie and secondly are they capable of positioning themselves in order to address these needs, i.e. financing such efforts? Perhaps Archer's dreams were never clouded with the realism of the present job market and with the increased competition for admission to state licensing Bars. Will Suffolk weather this storm? Were Archer's dreams and goals realistic when you add the stale attitudes of the legal establishment to the equation? If the American Bar Association takes on a selection posture similar to the American Medical Association, what will be the fate of Suffolk?

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#### Footnotes

<sup>1</sup>Gleason L. Archer, *Building a School*, (Boston: Suffolk Law School Press, 1919). p. 47.

<sup>2</sup>Presently Suffolk Law School is accredited by one of the two national accrediting agencies for Law Schools. Suffolk has the American Bar Association Accreditation but the Association of America Law Schools (AALS), which depicts the minimum standards recognized for a quality education by the foremost legal educators in the country, has not yet approved Suffolk. These standards enforced by AALS are concerned with student-faculty ratio, diversity of the faculty, faculty participation in instituting policies, adequacy of the law library and equality in legal education without discrimination or segregation on the ground of race, color, religion, national origin or sex.

<sup>3</sup>See Archer at footnote 1.

<sup>4</sup>Speech presented to the Wig and Robe Society of Suffolk University Law School by Gleason Archer on April 30, 1956.

<sup>5</sup>Gleason Archer's writings include fifteen legal text books dealing with various substantive areas of the law and five historical texts.

<sup>6</sup>Gleason L. Archer, *Laws That Safeguard Society*, (Boston: Suffolk Law School Press, 1931). p. 6.

<sup>7</sup>See Archer at footnote 6.

# From The Law School . . .

## Admissions Office Report



On behalf of the Law School Admissions Office, I would like to extend my warmest greetings. It is with pleasure that I welcome each of you to Suffolk.

The total number of entering students in this year's first year class of 550 students is approximately the same as last year's entering class. However, the composition of the class in terms of Day and Evening Division breakdown is somewhat different. This year's first year Day Division is larger by approximately 50 persons for a total of 350 students. Correspondingly, this year's first year Evening Division is smaller by approximately 50 students for a total of approximately 200 students. The academic quality of the class is excellent, reflected by the Day Division GPA average of 3.14 and LSAT average of 608. The Evening Division average GPA is 2.87 and the average LSAT is 613. The lower GPA for the Evening Division is due to the grade inflation in that the average age of the first year Evening Division class is 28; placing them approximately 6 years from college graduation. The average age of the Day Division is 24, thus the Evening Division class is 4 years older than the average age of the Day Division.

The class is comprised of the largest number of minority students in an entering class in Suffolk's history. This year the law school has made an

attempt through a vigorous recruitment effort and scholarship program to attract qualified minority students. It is with pleasure that the law school welcomes these students to Suffolk University Law School.

The law school is about to embark on a new era in law school admissions with an experiment for those persons planning to enter Suffolk in September, 1977. Specifically, the Law School Admissions Office has created an Early Decision Plan for well-qualified applicants to the law school. In short, applicants who have taken the LSAT by the October test date and file an application by November 1, 1976 will be guaranteed a decision by December 1, 1976. This plan will not benefit our first year students, however, it will benefit future applicants.

On another note, the Admissions Office of Suffolk Law School has been selected as one of six law schools in the United States which will have a computer terminal located in the Admissions Office which will give the law school direct access to the LSDAS data base. The terminal will not be installed until September, 1977, however, the work-up program and input from law schools as well as people who have recently been through the law school admission process will be solicited during the 1976-1977 academic year. Any suggestions you have about the Admission process at Suffolk or admissions in general will be most welcome and should be directed to the director of admissions.

John C. Deliso  
Director of Admissions

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## Law Placement Center

The Placement Center is located in the Donahue Building, 41 Temple St., Room 137.

**Hours of Operation:** The Center 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.

**Staff:** The staff consists of the Director, who is a member of the bar of the Commonwealth, an assistant, who has an extensive background recruiting attorneys, a secretary, and a clerk typist.

**Services:** The Placement Center is not strictly speaking, an employment agency; it is primarily an Information Gathering Center. The Director gathers, assembles and organizes any and all information relating to job opportunities. 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 entire Suffolk Law Family. The Center maintains sample resumes for reference and students are free to request guidance while preparing same. A sizable amount of additional bibliographical material pertaining to professional career planning is on hand in the office.

Interviews are coordinated through the Center. 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 in 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 posted on the law placement bulletin boards. The main bulletin board is



located in the corridor between the Dean and Associate Deans' office. Other bulletin boards containing career counseling and placement information are located on the fourth floor (to the left as you exit from the elevator), on the ground floor (just outside the Admissions office), and in the Placement Center.

For reasons that should appear quite obvious, information of a general nature is only 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 Center.

**General Comments:** Students and alumni are encouraged to have a resume on file in the Placement Center.

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

Students desiring personal interviews with the Director or Assistant are encouraged to make appointments for same. These personal sessions can be quite beneficial while considering and/or planning one's future.

Students are urged to read carefully the "Resume Handout" which they received.

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## The Law Library

"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 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 reshelving 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!

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## Financial Aid

By Marjorie Cella  
Financial Aid Director

This year marks the third academic year that the law school has had its own Financial Aid Office. During each of the past three years, the Law School Financial Aid Office has attempted to increase its financial assistance to students already receiving financial aid and to accommodate as many new financial aid applicants as possible.

This year 400 students applied for scholarship assistance. Amounts awarded to eligible students ranged from \$200 to \$2000.

State Guaranteed Loans are still the major source of assistance to law students. To date, for the academic year 1976-1977, 25% of the law school population has received a Guaranteed Student Loan.

American Bar Association Loans, long a source of assistance for law students across the country, may be in the process of being phased-out. This may be the last year for new students to apply for an American Bar Association Student Loan. Any student who has had an ABA loan and seeks to renew or obtain such a loan for the first time should contact the Financial Aid Office for further information.

Applications for the Fall semester of work-study are available the first day of school and must be returned to the Financial Aid Office by September 20, 1976. All awards will be made by October 1, 1976.

A key element in the Suffolk University Law School Financial Aid Program is the use of GAPS FAS. It cannot be over-emphasized that students applying for work-study or scholarship assistance must file a GAPS FAS\* report with Educational Testing Service.

\*Graduate and Professional School  
Financial Aid Statement.

# Some Thoughts on Law School...

## From a Second Year Law Student

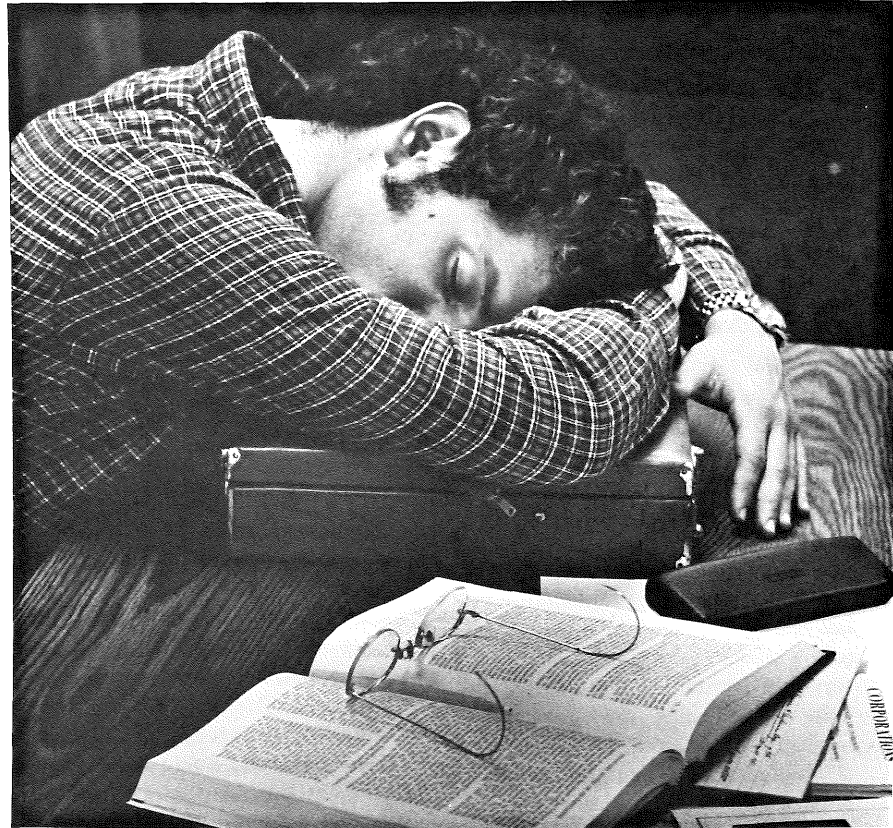
By Ron Sussman

This is a question every first year student wonders about. It is a question, I suppose, that every second year student would answer differently. The following, for what its worth, is my answer:

Most students hear much about law school before the end of their undergraduate education. However, for those of you who had the same kind of experience as I had prior to entering Suffolk, you probably received "expert" advice from every conceivable source as to "How to succeed in law school!" It seems that anyone who ever undertook the study of law has developed their own system for coping with the rigors of law school. So, at the outset, let it be clear that I will not give you any of that "expert" advice.

Apprehension best characterizes the most predominant emotion I felt during the first few weeks at Suffolk. Having been bombarded with advice from all quarters and anxious to prove my worth, I was at best, apprehensive. At worst, and possibly more accurately, I was in constant fear that the considerable work I was doing was simply not enough. Part of the indoctrination to any law school is to be fed a constant diet of such axioms as "the law is a jealous mistress" and "the contours of the library chair will become more familiar to you than your wife." Well, the propaganda certainly worked on me, and throughout the first semester I would study many late nights, many early mornings and many times when I could not tell the difference between the two.

This condition was alleviated with the passing of the mid-term examinations. Let me be the first of many to tell you that the mid-terms do not figure significantly in your overall grade point average. However, being an untested



commodity I could not help but feel that the exams would be at least some indication of how I was measuring up. Subsequently, I found that the mid-terms also gave me a good opportunity to review each course, make course outlines and in general be better prepared for the final examinations in the spring.

The material is thrust your way at a fast and furious pace in the second semester. Though the actual work load increased two-fold over the first semester, I felt more relaxed and confident than ever before. I have been told that law students and lawyers learn more pure law in their first year of law school than they do throughout their legal lives. I do not know if that is true, but I can say that I found last year to be exciting, inspiring, scary, invigorating, repetitive, but most of all demanding.

There are, of course, non-academic areas to be considered at Suffolk. One could not properly leave out a discussion of sex and sustenance in any

analysis of what the first year of law school is like. For the many men and women who are unattached I have been told that even the most unattractive of your opposite sex becomes somewhat beautiful after a few months of confinement in the library. For those of you that choose to dine in the cafeteria you will find that the food, like most institutional food, is miserable. You will find the seating facilities grossly inadequate and thus overcrowded with fellow students. And finally, you will find that Suffolk undergraduates despise law students. Though the cause of this latter condition is undetermined, it may have something to do with the behavior of first year law students. Most of these legal freaks (briefcase in hand and babbling nonsensical legal mumbo jumbo) invade the cafeteria, eat, and leave in what must seem no longer than six minutes.

What is it like to go through the first year of law school? Ask yourself in May.

# From a Professor of Law

by Prof. Charles P. Kindregan

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

**1. You must learn to analyze fact patterns.** A lawyer deals with specific fact problems. There is no legal theory or set of rules which are divorced from a specific set of facts. There are human problems for which an imperfect solution has been provided by courts. These adjudicated cases create "rules," but the rules are never isolated from the fact patterns in which they are applied. The meaning and usefulness of these adjudicated cases for a solution to the client's problem is for the lawyer to discover and understand. The law requires its practitioners to think in terms of facts rather than theory. This is important for the student. It means that when he reads a judicial opinion he must first understand the circumstances which gave rise to the litigation. The student who learns only a "rule of law"

from a case has learned nothing. The student who studies from a "canned brief" (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 "grind" of law school curriculum will the student develop into the effective lawyer of the future.

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

**3. Learn to find answers yourself.** A law professor does not exist to provide answers for students. Although he may fall short of the ideal, a law professor's presence is felt in the student's life as one who channels the student's skill-development in the right direction, challenges him to master the lawyer's art, and asks the questions which stimulate legal learning. I have observed

students who ask a professor questions, the answers to which could easily be ascertained from other sources. Yet these students ignore or treat as unimportant questions asked by the professor. The paradox of this is that a professor usually asks a question to stimulate some vital 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.

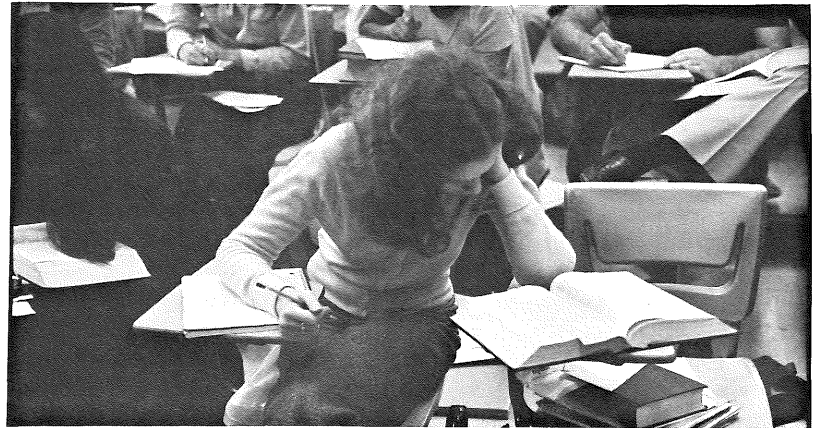
# Student Organizations

## The Student Bar Association

On behalf of the Board of Governors and Representatives of the Student Bar Association I would like to welcome you to Suffolk Law School. As the role of a lawyer changes with time and with the needs of society so too has the role of a law student. Today you begin your law school career in which you will be called upon to make decisions which will effect your future as a member of the legal profession. You will be held to high ethical standards which are associated with being a lawyer. You will spend long hours developing the skills of briefing and analyzing particular fact patterns. You will read and reread hundreds of cases and will be called on to orally advocate your position. All these tools are essential and traditionally developed to help you prepare for the legal problems which you will encounter in the future.

However, the study of law does not operate in a vacuum nor does the student of law develop entirely by studying cases or attending lectures. The student today must become involved within the institution and without. You must determine what type of legal education you want. How is Suffolk Law School organized? What groups or organizations exist which I would like to participate in? These and other questions concerning the whole process of attaining a legal education will be answered only if the students become involved and become a group through which and from which new ideas will be recognized. Today more than ever the demand for student input into the Law School at many different levels is being recognized. Whether this input is to develop curriculum or to plan social functions it is all an essential part of becoming involved.

Our goal is to support as much input from the students as possible. I also hope that you will become involved with the Student Bar Association sometime during your experience at Suffolk Law School. The association is



recognized by the Board of Trustees, the Administration and the Faculty as a catalyst for all student activities. Presently the Law School is changing in many respects and hopefully the students through the Student Bar Association and other groups within the school will help to evaluate past achievements and to actively take part in determining the future course of the law school. In the past some of the programs which students have needed were not initiated. Through active participation and student support the Student Bar Association will work this year to increase the amount of clinical instructors, to expand the scope and content of social events at the school, to develop a method for buying and selling used books, and of course to help make the Student Bar Association more responsive to the needs and desires of the student body at the law school.

In closing I wish to instill in you that the Student Bar Association is open to all and our success in developing this institution depends on your active participation.

Howard Bloom, President  
*Student Bar Association*

## 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.<sup>1</sup>

The Suffolk Chapter of BALSA which has been functioning for four years supports the above national goals and purposes.

Suffolk's BALSA tries to relate the academic experience of minority law students with experiences of practicing attorneys. This goal is partially achieved through an annual orientation for first year minority law students featuring minority members of the legal community. BALSA also sponsors an Annual Legal Writing and Exam-Taking Seminar for first year students and a Law Day recruitment program for minority undergraduates interested in pursuing a legal career.

### Footnote:

<sup>1</sup>BALSA Reports Vol. 4, No. 2, St. Louis, Missouri, 1975.

# The Hispanic American Law Students' Association

The Hispanic American Law Students' Association (HALSA) is a relatively new organization at Suffolk Law School. It was founded by a small group of Spanish-speaking law students during the 1974-1975 school year. By the end of the year the group had eight members, a constitution, and a faculty adviser. There are now approximately fifteen members. The organization has no officers. Instead it has committees which are set up within the group, and chairpersons for each committee are appointed. Certain duties, such as secretarial duties, are performed by different members on a rotating basis. It was decided that the two basic objectives of the group would be: 1) recruiting more Latinos to law schools, and especially to Suffolk Law School, and 2) finding a way for law students with bi-lingual skills to serve the Latino community in Boston. Very early in HALSA's history it was decided that membership in the group would not be limited to hispanic students since anyone who could speak Spanish would be in a position to help the Latino community.

With the objective of recruiting more hispanos into the field of law in mind, HALSA instigated the idea of holding a Latino Law Day to attract Latinos to the six law schools in the Boston area. The Law Day was held in November of 1975 at Suffolk Law School and was sponsored by Boston University Law School, Boston College Law School, Northeastern Law School, Harvard Law School, and Suffolk Law School along with LULAC-Latino Education Center and HOPE—Hispanic Office of Planning and Evaluation. Over one hundred prospective law students and members of the Hispano Community attended the event. It was felt by all who were involved that the day was a great success, especially since it was the first Hispanic Law Day to be held in Massachusetts. The event brought together, for the first time, hispano law students from the six different law schools in Boston. It was decided that the Law Day should be an annual event and plans are underway to have it at the Boston College Law School in 1976.

In an effort to serve the community, HALSA has set up a "Spanish Project" which is part of the Suffolk University Legal Assistance Bureau, directed by John Schatz. Presently, four third year students who are members of HALSA are working with various organizations in the North Shore area, such as the North Shore Community Action Program and Congressman Harrington's Office. We are at the early stage of organizing the project and making contacts with different latino groups in order to inform hispanos of the existence of the Project. We plan to represent indigent hispanos in civil matters ranging from landlord-tenant problems to divorces. We also intend, as part of the program, to give lectures and write articles in Spanish on topics such as immigration, welfare, and landlord-tenant law. HALSA has a representative working along with hispano students from other law schools attempting to set up a program with similar services in the criminal law area.

Although the Law Day and the Spanish Project have been our major achievements, we have many other projects and goals. HALSA is a member of La Raza National Law Students' Association and sends a representative to the yearly conference to keep the group informed of the activities of other latino law students throughout the country. We have started a small library of law school text books, study aids, class notes, and old examinations that are available for use to any member of the group. We are planning on setting up a file describing summer and part-time jobs past members have had, including ideas on where to look for jobs that would be of particular interest to latino students during and after law school. We hold an orientation party for all new students who have an interest in HALSA during the first month of school in an effort to give moral support as well as to provide information about law school. HALSA has been working closely with the Admission Committee to recruit more minority students, and hopes to continue working towards this goal in the future with other groups such as Balsa and the Minority Affairs Committee. We are also interested in working with these two groups in setting up a tutorial program that would be offered to students who did not receive high scores on their LSAT exams or who are not doing well in law school.

HALSA's main problem has been undertaking large projects with insufficient members to accomplish those projects. With so few active members each person must devote a great deal of time in order to realize HALSA's goals. However, those who have devoted the time and have completed various projects, have found it to be both rewarding and a tremendous learning experience. An entirely new dimension is added to the law school experience by such accomplishments. We encourage any student at Suffolk who is interested in the Hispanic Community to join HALSA and help us achieve our goals.

## Dicta

Dicta is the law school's student newspaper which is funded by the Student Bar Association. Published periodically throughout the school year, Dicta performs a significant function by disseminating relevant news concerning the student body, faculty and administration along with various articles of interest to the legal community. Staff positions are open to students from each class.

## Law School Fraternities

At present there are chapters of three national law fraternities established at Suffolk: Phi Alpha Delta, Delta Theta Phi, and Phi Delta Phi. A basic concept which spans across all the fraternities is service — service to the law student, law school, and law profession. The fraternities have initiated diverse programs, social functions, and activities at the law school. Further information and applications for membership will be provided by the different fraternities during the beginning of the school year.

## The Suffolk Transnational Law Journal

The Suffolk Transnational Law Journal is a scholarly legal publication designed to provide both the student and practitioner with an in depth review of



current legal issues of international scope. The traditional standards and goals of a law review are pursued, giving the student-writer an opportunity to develop his/her skills of legal writing and analysis. Further, through the Suffolk Transnational Law Journal the reader gains ready access to those recent international legal developments affecting the practicing American lawyer.

This publication concerns itself solely with issues of practical concern. It does not encompass a review of the purely theoretical aspects of Public International Law. There will be little or no analysis of recent developments in the non-enforcing international organizations. Rather, the focus of the Journal remains within such areas as: international business and securities law; international monetary and trade policies affecting American business; American statutory and case law developments affecting foreign interests and concerns; foreign statutory and developments affecting American interests and concerns; and immigration law.

Each issue will contain at least one article of particular interest to the Boston area practitioner. The law student, who is only beginning a study

of international law, will find a series of articles, starting with Vol. I, dealing with aspects of International Law research in American law libraries. Further, the editorial staff is currently planning an annual digest of those American statutory developments affecting international activity.

No student can ignore the increasing importance of an international awareness on the part of even the most local private practitioner. On the basis of this tenet, the editorial board has opened candidacy for membership to the whole student body. The quality of a final piece of written work determines publication, and permanent membership in the Law Journal staff. However, in order to encourage participation, invitations to become a member have been sent to a random selection of first year students and a determined percentage of the second year class. Membership forms will be both included in the invitations, and available in the Journal's office, Rm. D-310. The Journal is currently an annual publication; however, within a relatively short period of time, it shall become bi-annual.

For further information, please contact Elizabeth L. Mathieu in the Journal office or call 267-2336.

## The Advocate

*The Advocate* is published by Suffolk Law students once in the fall semester and once in the spring semester. It is one of the few organizations that a first year law student can join and get to do some legal writing and editing.

The circulation of the magazine is 8,000. This figure includes all of the alumni at the law school, all the judges in the New England area, all the law schools in the United States, and select lawyers and organizations that are interested in the articles published in the magazine.

The objectives of *The Advocate* are to publicize the activities and outstanding achievements of the law school and to present articles by students, faculty, and guest writers on timely subjects pertaining to the law. Last year the main focus of the fall issue was on forced busing, while the spring issue spotlighted the furlough program in Massachusetts and the many problems it faces.

*The Advocate* can be a very exciting organization to belong to and we welcome first year students to visit our office on the third floor of the Donahue building in the Student Activities Office.



## 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, 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. Currently, the Caucus is focusing on increasing the Suffolk University community's awareness of current legal and social issues involving women and in so doing, enhancing Suffolk's stature as a socially active law school.

This year the Caucus plans to continue its work by repeating some very rewarding programs of the past year. We are continuing the internship program, which last year placed over twenty Suffolk University Law School students in Boston area agencies, providing them with first-hand experience in dealing with legal problems concerning women. Internship agencies include: the Massachusetts Commission Against Discrimination (MCAD), the Women's Rights Project of the Civil Liberties Union of Massachusetts (CLUM), the Attorney General's office, and the Special Legislative Committee to Study the Effects of the Massachusetts State Equal Rights Amendment (on existing state law).

Last spring, we sponsored a day long conference on Women's Legal Rights in conjunction with the Women's Equity Action League (WEAL). All fourteen workshops were open to the general public. Women from varied backgrounds, occupations, and neighboring states attended. Topics at the conference ranged from marriage rights and credit to operating your own business. The Caucus hopes to repeat this successful conference which sought to inform not only women law students, but all women of their legal rights.

This year the Eighth National Conference on Women and the Law will be held at the University of Wisconsin in Madison and we would hope to retain the high attendance rate achieved at the last conference.

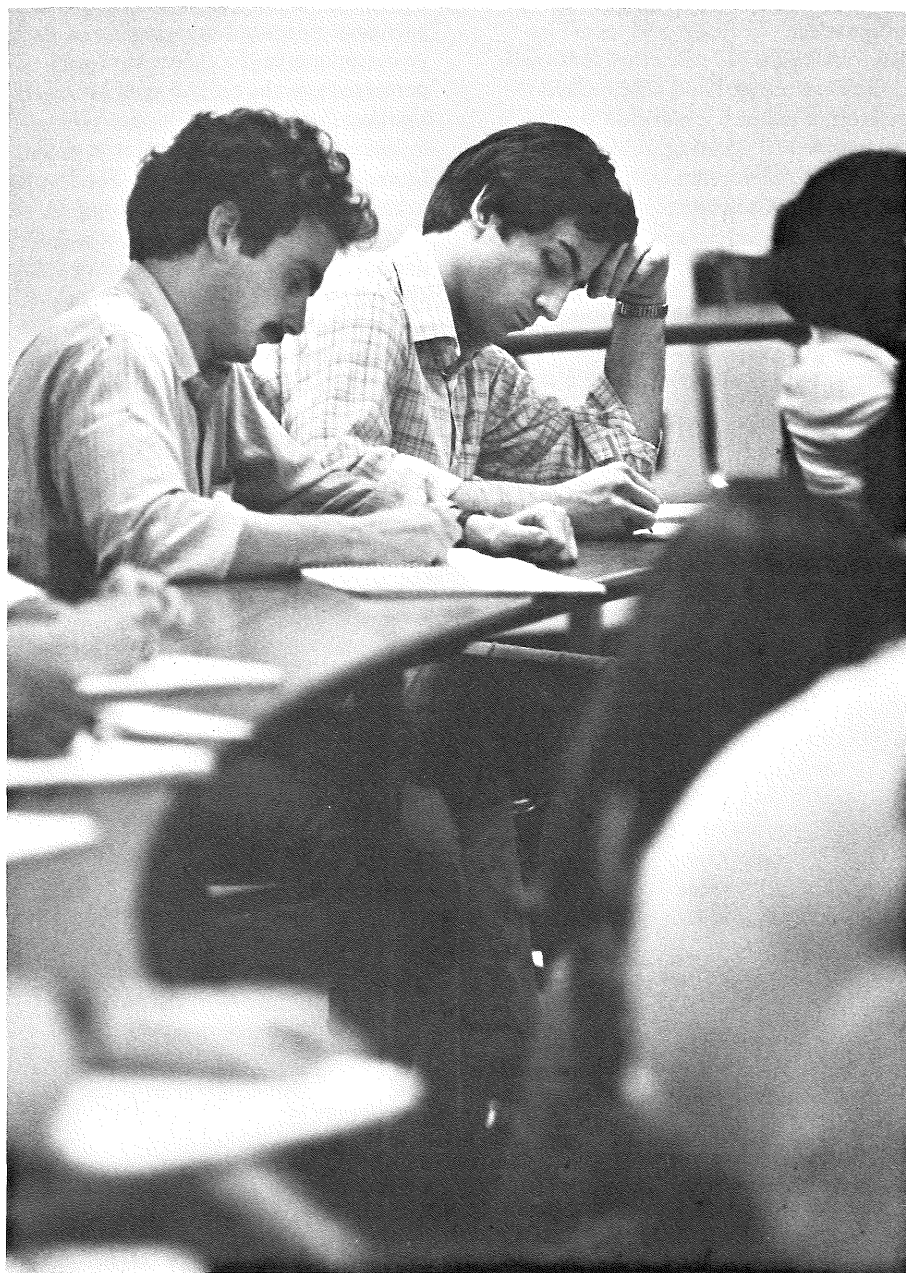
Last year's conference at Temple University in Philadelphia was attended by seventeen Caucus members who

covered more than three-quarters of the ninety-nine different workshops which dealt with diverse areas of the law affecting women. Reports of these delegates summarizing the information gained at the workshops are being assimilated into a handbook of current legal issues affecting women which will be available this fall.

In addition to these special activities, the Caucus will continue to publish, approximately every six weeks, a newsletter which presents the latest information on issues affecting women. Articles this past year included: information on name change, no-fault divorce, the historical origins of the Equal Rights Amendment, a series on

classroom sexism, a follow-up on the Edelin case, and a review of Susan Brownmiller's *Against Our Will: Men, Women and Rape*. The Caucus has found that the newsletter provides both a forum for thoughtful consideration of legal issues and a catalyst for discussion of current problems.

Through all of these activities, we strive to achieve our goal of informing and thus educating ourselves, other women and men around us, and the entire Suffolk community. The Suffolk Women's Law Caucus extends itself as an interest group whose concerns reflect a caring attitude for the entire Suffolk community. We welcome you!



# Law Review

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

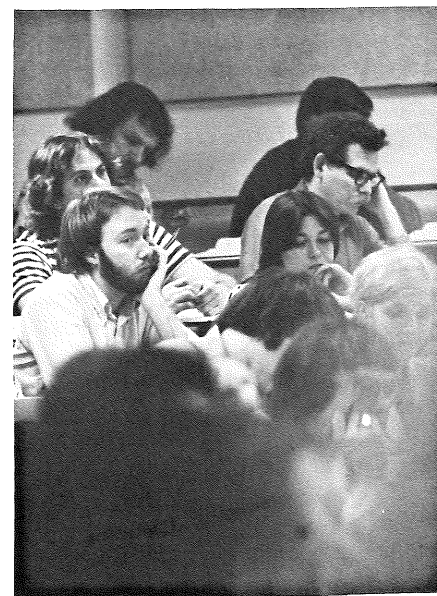
## Moot Court

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 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.

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



# Clinical Programs

## Prosecutor Program

The prosecutor program is essentially a two year program operating under Rule 3:11 of the Supreme Judicial Court of the Commonwealth of Massachusetts. The rule provides that a senior law student with the written approval by the Dean of his character, legal ability and training may appear without compensation on behalf of a regular or special assistant district attorney in criminal proceedings in any district court; and with special permission by the presiding judges in higher courts of the Commonwealth.

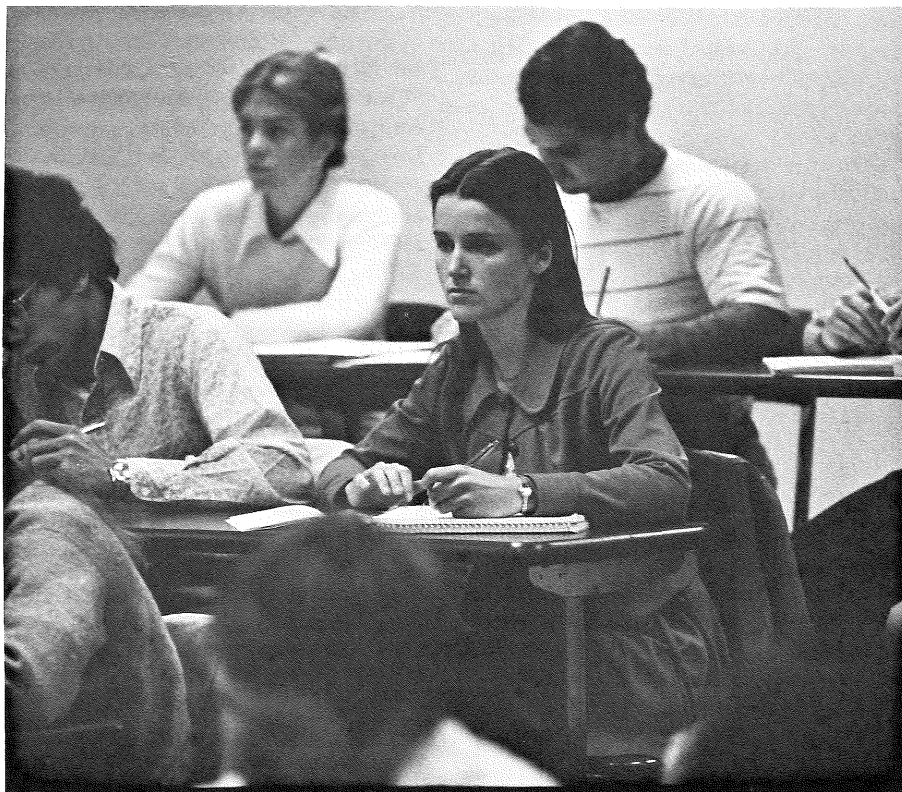
Under this rule day and evening students are taken into the program the year before they become seniors. Weekly meetings are held at which time district court procedure is reviewed in great detail. Every possible plea, motion, and disposition is discussed. At the end of the second semester those students who can be accepted into the program and meet certain qualifications are recommended to the Dean for certification so that they may appear in court in their senior year.

The senior students having been fully trained the previous year are assigned to district attorney offices or the attorney general's office immediately after the opening of the school year. Those students actually prosecute cases on a regular assigned basis and assist the supervising attorney in the research and preparation of trial in many other cases.

The program is presently operating on a regular basis in all of Norfolk County, Middlesex County, and in the Boston Juvenile court.

## Suffolk Voluntary Defenders

The Suffolk Voluntary Defenders is one of several clinical programs offered to Suffolk students. Under the program, third year students represent indigent criminal defendants in the Massachusetts district and municipal courts. In this



way, students witness the criminal justice system first hand, obtain experience in trying criminal cases, and provide a valuable service to their clients and the Commonwealth.

During their second year (third year in the case of evening students), students may apply for membership in the Suffolk Voluntary Defenders. Those accepted will attend several lectures designed to familiarize them with district court criminal practice. In addition, prospective Defenders are urged to take one of the several trial practice courses available during their second year.

As members of the Defenders during their senior year, students will provide their clients total representation in all phases of the district court process, including arraignments, bail hearings, suppression and discovery hearings, negotiations, trials, and sentencings. Law reform efforts are encouraged. Last year, 70 students were Defenders,

providing regular representation in South Boston Municipal Court and the District Courts of Brockton, Dedham, and Salem. It is expected that in 1976-77 students will appear in several other courts as well.

Defenders are fully responsible for the conscientious and thorough representation of their clients, but they are assisted by weekly interviews with their supervisor, an experienced criminal trial lawyer. Supervisors will also attend several trials, evaluate each student's performance, and make suggestions for future improvement. In addition, there will be several group meetings focusing on particular problems in the defense of criminal cases.

Students with specific questions concerning the program are welcome to meet with Professor Blumenson, the Director of the Defenders. The Suffolk Voluntary Defenders Office is located in Room 109.



# Suffolk University Legal Assistance Bureau

During recent years there has been an ever-increasing demand by law students for clinical education. With scarce opportunities to acquire meaningful first-hand experience by way of part-time or summer employment, students are turning to the school to provide clinical programs to supplement their academic curriculum. One of these programs is the Suffolk University Legal Assistance Bureau (SULAB).

At its inception five years ago, SULAB was known as Beverly Legal Aid Inc. 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 Student Bar Association, Beverly Legal Aid Inc. 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 Inc. 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 supervisory attorney, John David Schatz. Mr. Schatz, a founder of the original organization, was charged with the responsibility of locally administering the program and teaching a course in the substantive and procedural aspects of the Bureau's operation.

During the first two years as a school-supported program, all interested second-year day and third-year evening students were able to participate in the program. The only requirements were

that the interested student be in good academic standing, and be enrolled in or have completed a course in evidence. However, in the fall of 1975, at an orientation meeting for prospective candidates in the program, 133 students attended. This was more than a four-fold increase over any previous year. With limited facilities and only one supervisor, the program could handle at most forty-five students. An attempt was made to use attendance at lectures during the fall semester as a basic requirement for admittance into the program. This proved somewhat fruitless as almost all students, eager to participate in the program, attended every lecture. Ultimately, selection had to be made by lottery.

In previous years Prof. Schatz's lectures had dealt exclusively with probate court practice and procedure as related to family law matters. This fall, however, the school, under the aegis of S.J.C. Rule 3:11, permitted the program to expand its coverage into other areas of civil law. Prof. Schatz was given the task of educating prospective candidates in practice and procedure in all areas of the civil law during only one semester. Each area being a course in itself, Prof. Schatz decided to give brief summaries in each area and direct the student on where to get further information. He supplemented his lectures by inviting outside lecturers who discussed such areas as "Aid to Families with Dependent Children," "Methods of Litigating Consumer Protection Cases," and "Child Care and Protection."

Twenty of the forty-five students selected in the lottery are taking the program for credit during the Spring semester. These students make scheduled visits to the SULAB office at 88 Elliott Street, Beverly, and while there assist in client interviews, observe senior students appearing in court, and familiarize themselves with the workings of the office.

The typical senior student in SULAB averages fifteen court appearances during his/her senior year. Most matters are in the area of family law (60%), including: divorce, separation, child custody and support. To assist the student, Prof. Schatz has prepared an extensive manual on how to prepare client interviews and procedures for filing and litigating an action. The SULAB program takes in clients between October and April and during

the past year the program provided legal services for approximately 350 clients. To cover any matters which may extend into the summer, SULAB employs two work-study students along with the constant supervision of Prof. Schatz.

First year students who are interested in SULAB for 1977-78 should be aware of the following: Admittance to the program will require taking a correlative course such as Landlord-Tenant Law, Consumer Protection, or Family Law during the first semester. All prospective candidates will be screened by Prof. Schatz in order to evaluate the students' reasons for desiring to be in the program and what he or she has to contribute. Enrollment is tentatively planned at a maximum of 60 students.

Because of the increased interest in participating in the program, Prof. Schatz is looking into ways of expanding the program. In the future there are possibilities that SULAB offices may open in Charlestown and on the South Shore. Prof. Schatz has been negotiating with the Kennedy Center of Boston in Charlestown since November, 1975, in the hope that SULAB can open up an office in that facility to serve the residents of Charlestown. The Center is only a fifteen minute walk from the school. If approval is given by the Center, the school, and the courts, Suffolk Law students will have an opportunity to handle cases in the Suffolk Probate Court, Charlestown District Court and the Boston Housing Court. The expansion will require proper supervision and Mr. Schatz is making a recommendation to the trustees to hire a full-time assistant.

SULAB has an excellent reputation in the Beverly area. The office receives referrals from the Judiciary, the Probation Department, the Welfare Department, community service organizations, and members of the bar. All of SULAB's prospective clients are carefully screened to make certain they qualify for free legal services. Their only costs are actual filing fees and sheriff's costs.

Prof. Schatz feels that clinical education has been viewed as an entity distinct from the academic curriculum. He feels an emphasis should be made to integrate clinical education into the curriculum to provide an expanded law education.



## Miscellaneous Information

**Parking**—Suffolk students may park at 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 doctor and two nurses are located in the Fenton Building from 8:45-12:00 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 on the third, fourth, and sixth floors.

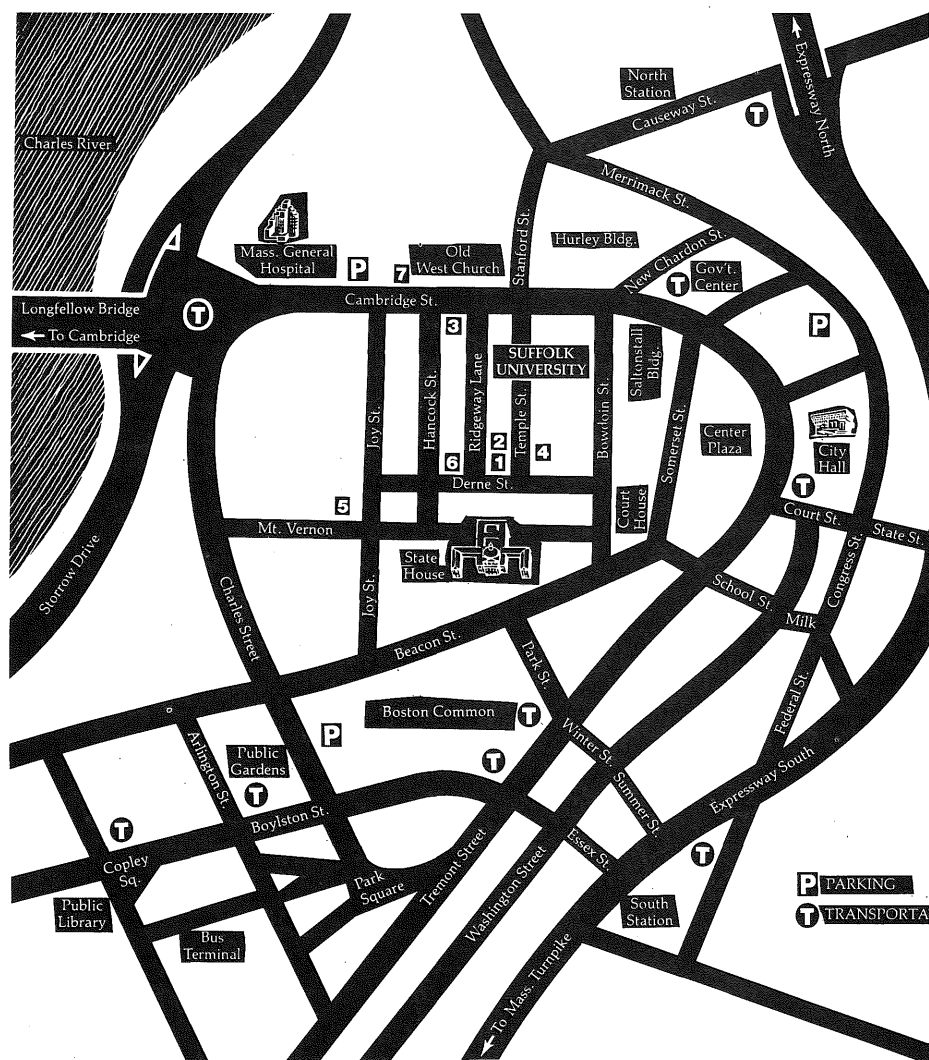
**Lockers**—Lockers will be available to students for a small fee. Check the bulletin boards for further information.

**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 upperclassmen for information. You will find a great willingness to aid other students within the Suffolk Law Community.



## Faculty Advisors

The following faculty members have been selected as advisors to students during the 1976-1977 academic year:

### Day Division

| Name            | Section |
|-----------------|---------|
| Bernard Ortwein | 1A      |
| Russell Murphy  | 1B      |
| Clifford Elias  | 1C      |
| Richard Pizzano | 2A      |
| Alfred Maleson  | 2B      |
| Catherine Judge | 2C      |
| Alexander Cella | 3A      |
| Charles Burnim  | 3B      |
| Gerard Clark    | 3C      |

### Evening Division

|                    |    |
|--------------------|----|
| Thomas McMahon     | 4A |
| Joseph McEttrick   | 4B |
| Richard Perlmuter  | 4C |
| Brian Callahan     | 5A |
| John Geer          | 5B |
| Joseph Cronin      | 5C |
| Richard Vacco      | 6A |
| Charles Kindregan  | 6B |
| John Sherman       | 7A |
| Charles Garabedian | 7B |

# Academic Calendar

## 1976-1977

September 10, 1976 Friday

October 11, 1976 Monday

November 11, 1976 Thursday

November 24, 1976 Wednesday

November 29, 1976 Monday

December 17, 1976 Friday

January 3, 1977 Monday

January 14, 1977 Friday

January 24, 1977 Monday

February 21, 1977 Monday

March 17, 1977 Thursday

March 21, 1977 Monday

March 28, 1977 Monday

April 18, 1977 Monday

April 29, 1977 Friday

May 6, 1977 Friday

May 2, 1977 Monday

May 11, 1977 Wednesday

May 27, 1977 Friday

May 30, 1977 Monday

June 12, 1977 Sunday

First Semester Classes Begin—

Day and Evening Division

Columbus Day

Veterans Day

Thanksgiving Recess (noon)

Classes Resume

Christmas Recess Begins

First Semester Exams Begin

First Semester Exams End

Second Semester Classes Begin

Washington's Birthday

Evacuation Day

Spring Recess Begins

Classes Resume

Patriots Day

Classes End: Third Year Day and Fourth Year Evening

Classes End: First and Second Year Day.

First, Second and Third Year Evening.

Exams Begin: Third Year Day and Fourth Year Evening

Exams Begin: First and Second Year Day. First, Second and Third Year Evening.

Exams End

Memorial Day

Commencement

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AND HORNBOOKS

BOUGHT AND SOLD

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NUTSHELL SERIES  
DICTIONARIES

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SUFFOLK LAW SCHOOL CHAIRS

AND

CLASS RINGS

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