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The Advocate
The Suffolk University Law School Journal

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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.

All Rights Reserved.
It is my pleasure to welcome you to Suffolk University, to its Law School, and—for those of you coming from other places—to Boston, a city rich in legal history and tradition as well as in cultural resources which many travel great distances to enjoy.

Your legal education at Suffolk University Law School will be demanding and exacting. At the same time, I would encourage your involvement in the entire spectrum of educational and cultural experiences and opportunities which are available to you here. We have an outstanding faculty of dedicated and experienced legal educators and scholars, who will assist you in acquiring the skills and discipline of the legal profession. The faculty is accessible to you and committed to helping you realize your intellectual potential as you enter into the yet unfamiliar world of the law. You will learn to analyze complex situations and will develop a respect and appreciation for the traditions of the law and the concepts of justice which are the foundation of the law. Thus you are embarking on more than just a three- or four-year educational journey, but a lifetime of commitment and dedication to a distinguished profession.

I look forward to meeting you individually, and I wish you well in your studies here.

Daniel H. Perlman, Ph.D.
President
Suffolk University
Using the Resources of Suffolk University Law School

By Professor Charles P. Kindregan

You are about to begin an experience which will give you a whole new prospective on the world around you. Whether you spend the remaining years of your life practicing law, serving as a judge, being involved in the business world, participating in politics, teaching, working in the social sciences, or following any other career, the years you spend in the study of law will provide you with a new language and a new viewpoint which will never completely leave you.

You will be told by your professors that the legal educational process will make you “think like a lawyer.” It is true that law school will affect the way you think. Many of you will probably become nervous at the prospect of changing your thought process, and properly so. Having reached this stage in your adult life in reasonably good shape, you are properly alarmed to hear that somebody is going to start tinkering with your thought process!

Do not become alarmed at the prospect of having your professors tinkering with your mind. We are not out to change the basic values which you have developed in life. Even if we wanted to do that we could not. When your professor tells you about “thinking like a lawyer” he or she is not referring to your basic values, but to a mode of analysis. “Thinking like a lawyer” means a way of solving the problems which people (i.e., clients) encounter in their personal and professional lives.

“Thinking like a lawyer” means that you will learn to solve human problems by applying the trial-and-error methods of human experience, as reflected in the decisions of our courts of law. At least in theory a man or woman with a legal education should be able to call on the wisdom of the past to solve the problems of the present. This is true whether that person is functioning as an advocate, a negotiator, a mediator, a legislator, a judge, an advisor, or a businessman.

I would like to share with you some suggestions as to how you can successfully deal with the process of legal education. Every law student develops his or her own method of study, but the following ideas may be of some help to you in developing your own life as a student.

Keep pace with the tempo of each of your courses. Learning to pace yourself over the course of a full academic year is very important. Except for your Legal Practical Skills Course (LPS), all of the first year courses involve one examination for either a full year or a full semester’s work. This is radically different from the educational testing system which you experienced prior to law school. It means that you must develop a system of study which will result in a gradual accumulation of knowledge and insights. It is not possible to delay the study of the first year law school subjects until a few weeks before the examination. It will simply not be possible for you to cram for examinations if you have not developed a gradual accumulation of knowledge and insight into the subject-matter of the course. From your very first day in law school you should develop a habit of doing some intensive study in every subject. When the press of LPS assignments becomes intense you may be tempted to let your other courses go for a few days or even a few weeks. This would be a mistake. As a lawyer you will be called upon to meet many deadlines, and meeting the requirements set out by your LPS instructor is invaluable training in this. When you are practicing law you cannot neglect your other clients because one client is making particularly hard demands on you. That same principle applies in the first year of law school. You must not lose sight of the larger picture of the total demands made on you by your legal education because you happen to have a paper or a moot court brief due next week.

You must learn to analyze fact patterns. A lawyer deals with a specific set of facts, which facts are the problems of his or her client. There is no legal theory or set of rules entirely divorced from a specific set of facts. Lawyers deal with human problems, for which an imperfect solution may ultimately have to be provided by a court. The cases which you study are examples of this process. These adjudicated cases create “rules,” but the rules are never isolated from the fact patterns in which they are applied. The usefulness of adjudicated cases as a basis for solving a client’s problem is for the lawyer to discover and understand. The law requires its practitioners to think in terms of facts. When a law student 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 “canned briefs” or who studies only “outlines,” is cutting the heart out of the case method of study. In your class notes, study notes, examination answers, term papers, briefs or memorandum, you should practice the art of building your thoughts on a fact-pattern analysis. Students frequently complain about being “forced” to “spend so much time studying factual problems in old cases.” But it is vitally important for you to develop the discipline of working with rigidly limited fact situations.

Develop the skill of analogous thinking. Relating the problem you are now considering to the similar problems which have been adjudicated is the essence of the lawyer’s art. Analogy is fundamental to the Anglo-American legal system. Through the use of analogy lawyers and judges provide continuity in the law. They also provide the continued use of analogous solutions to human problems which have developed over the years. The 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 which he or she seeks. This art can be developed in only one way, i.e., daily, thoughtful use of analogy over a period of years in each problem which the student encounters in his or her law school case book.

Learn to find answers for yourself. A law professor does not exist to provide “answers” for students. A law professor’s presence is felt in the student’s life as one who channels his skill-development in the right direction. The professor challenges the student to master the lawyer’s art. The professor asks questions which stimulate legal learning. A lawyer does not have a law professor in his back room for quick confrontation on legal problems. The lawyer must find his or her own answers to the client’s problems through personal
skill and diligence. The law student begins to develop this technique in law school.

Develop the communication skills needed by the lawyer. The lawyer serves his client by written and oral communication. He advises clients, files motions, speaks to judges, draws wills and trusts, argues with Internal Revenue agents, writes briefs, and negotiates with other lawyers. 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 begin to develop his writing and oral skills. The student 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 or she is not reciting, the student should listen to the person reciting on a case or asking a question. The listener should mentally criticize the recitation or question. In the opinion of most professors it is impossible to develop the peculiar skills of lawyering 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 that he or she can bypass this experience is wrong. The development of oral and written skills is particularly important in the LPS program and in Moot Court. The faculty of Suffolk University Law School has committed itself to assisting our students in the development of these skills by hiring a number of young and energetic lawyers as Legal Practice Skills instructors. These instructors will meet with you in small groups, and be available on an individual basis to help you with this important task.

Make your casebook the most important printed resource in your legal study. Work diligently with the casebooks assigned by your professors. The casebooks have been chosen because of their careful selection of edited decisions and materials. In selecting a casebook the professor is saying to you “this is the most important printed resource for this course.” Some students waste a great deal of time with hornbooks, treatises, outlines, canned briefs, and other materials published by commercial outlets. These may be of some value in helping you to organize your thoughts and in getting an overview. However, these should never become a major focus in your studies. Many students will not need them at all, and will find the casebook and other materials assigned by the professor sufficient for their work.

Consider carefully the advisability of taking review courses. Various commercial enterprises offer what purport to be review courses for first year law students. I question the value of these, especially if they become a distraction from the basic progressional work of the course. Many of these offerings are pitched to take advantage of the natural anxiety which any first year law student suffers. Some students have found them helpful, as long as they do not distract from the important task of first year law school work. However, many students take these courses without real need merely because they see other students taking them and become alarmed that they are somehow missing something. Before you commit yourself to taking any courses outside the law school, consider carefully that the professor who is teaching your course has assigned you materials which he or she considers more than sufficient.
Participate in a study group. For most law students participation in a study group is a time-honored and effective method of review. Most lawyers find it helpful in their practices to call on other lawyers from time-to-time for advice and consultation. Every legal problem has hidden in it subtle aspects best discovered by the interaction of several minds. Challenging a "pat" answer can often reveal its flaws. The group-study method is ideally suited to this in law school, as well as in practice.

Make effective use of the law library. At least some of your daily study time should be spent in the law library. At Suffolk University Law School you have available to you one of the finest libraries in the United States. The Law Librarian, Professor Edward Bander, and Dean Sargent have committed themselves to making this an outstanding resource. Consult with the reference librarians whenever you have a problem with law library methodology. Suffolk maintains a large staff of trained librarians. These are not mere clerks, but highly educated and skilled law librarians who are ready and willing to help you. Learn early to make effective use of statutes, case reporters, encyclopedias, digests, advance sheets, citation systems and computers. When you graduate you should be able to make effective use of a law library.

Consult with your professors if you are having a problem. The faculty is the greatest resource of this law school. The sixty full-time members of the faculty, from the most senior professors to the L.P.S. instructors, have committed themselves to legal education. The professors are drawn from the most highly qualified ranks of the profession. Their scholarly books and articles have contributed to the development of legal thought. Most of your professors have done advanced legal research in obtaining a second law degree. Some of them have tried or argued landmark cases or written significant statutes. Some of them have participated at the highest levels of state and national government, or made significant contributions to the organized bar. Almost all of them have practiced law at some stage in their career. They are graduates of law schools located all over the United States, and some of them have taught in or have been deans of other law schools. Above all they are teachers. Suffolk is justly proud that under the leadership of Dean Sargent we have built a great teaching faculty. Every faculty member uses his or her own method of teaching. Some you will find suitable to your mind-set. Others may use a method which you find difficult or even mysterious. Do not let this put you off or discourage you. Every method used by a teacher in this law school has proven effective over the long run. Work with your teacher, and the hard work you put into his or her course will pay off. If you find that you are having difficulties go and see the professor. You will find that a law school professor is not unapproachable. Talking to students, discussing legal ideas and trends, and advising students on their personal problems are among the greatest rewards of a law school teacher. While you should feel free to approach any faculty member, the Dean has also appointed one professor as your class advisor. This man or woman is especially anxious to help you with your personal or educational problems. Finally, if you have a specific problem requiring some change in your educational program, the Faculty Petitions Committee may be able to help you. Professor Maleson is the Chairman of this Committee, and you should consult with him, or with one of the Associate Deans on your problem.

Consult with the administrative officers of the law school. Dean Sargent, Associate Dean Lemelman, and Associate Dean Donahue are all experienced legal educators. Among them they have over a half-century of legal teaching experience. You will find them ready and willing to help you with major problems relating to the administrative side of law school, as well as being willing to help you with your educational development.

Use the many support services available at Suffolk University Law School. Learn early in your law school career about the staff support services available here. The Assistant Dean (John Deliso), the Placement Office (Assistant Director Megan Stewart), the Office of the Registrar (Lorraine Cove, Registrar; Mary Karen Rogers, Assistant Registrar), the Admissions Office (Marjorie Cellar, Director), the Administrative Assistant in the Office of the Dean (Jacqueline Gibson), and the Financial Aid Director (Roseanne Monarch) are all ready to assist you. University services such as the student health program and the psychological counseling services are also available for your use. Faculty secretaries can often be of assistance in helping you to make appointments with professors, or in answering questions about routine matters of life in the law school.

Law school will be a great challenge to you. Accept the challenge with spirit and determination. Use the resources of Suffolk University Law School to assist you in the goal of becoming a man or woman educated in the law.
FIRST YEAR LAW
STUDY TECHNIQUES
by Victoria J. Dodd
Assistant Professor of Law

The arsenal of study materials devised by legal publishers, and the array of study techniques devised by law students, demonstrate the old adage that anxiety is the mother of invention. Given the intimidating image of law school which is portrayed in the media and the growing national awareness of a fairly competitive employment market, law students are naturally concerned about receiving good marks in law school and by what route this desired goal will be reached. Student lore abounds concerning “the best” study methods, “proven” study aids, and the optimum number of hours which one should be studying. By the end of the first year, however, most students will have eschewed the party line approach of the legal grapevine and will have created techniques of study which though similar to those of their classmates will have a fairly individualistic stamp. In short, there is probably no definitive answer to the question of how to study most effectively.

Notwithstanding the disheartened response one might feel upon reading the conclusion just stated, first year law students often find it useful to be aware early in the year of the study techniques commonly used by law students. Following below is an explanation of some of the usual study patterns employed by first year law students, as well as a brief survey of the few scholarly studies which have examined this area in any detail. It may be helpful to bear in mind that though no scholarly study has specifically analyzed the efficacy of any particular briefing method, Patton found that higher achieving students tended to brief cases “more consistently and effectively . . . .” A basic approach might involve reading each case two to three times and completing a fairly extensive written brief. On the first perusal, read the case carefully but not so slowly that what was learned on page one is lost in the labor of reading page three. Then read the case a second time, meticulously, briefing the case as you read and looking up in a legal dictionary any unfamiliar legal terms or Latin phrases. A written brief could be organized in a myriad of ways, but a typical brief might be from one to two pages in length and contain the following sections: “Facts” (summarize the relevant facts of the case, including the appellate process through which the case has passed); “Issue” (state the legal question the court is attempting to resolve); “Holding” (state how the court resolved the “Issue”); and “Reasoning/Rationale” (explain the arguments utilized by the court to reach its “Holding”).

The brief, however, is only the most hesitant step toward legal analysis; its function is to create a rudimentary frame of reference for class discussion. More sophisticated questions that you might consider during the second reading include: Why is this case in the casebook? What were the contrasting arguments of the parties and which were most persuasive? Which facts seemed to be most legally pertinent? Is the result in this case consistent with the result in the cases which precede or follow it? Are there flaws in the court’s reasoning? What policy reasons support the court’s decision? Would another result be more consistent with the results in previous cases and/or more justified from a policy viewpoint? To what other factual situations could the result in this case be applied? Having now appropriately confused yourself, as none of these questions will have an unambiguous answer, it may be helpful to read the case a third time, quickly, very close to the class hour.
Although the process of reading and briefing cases is probably the study method which consumes the largest portion of a first year student's time, other study methods receive their due. Students typically spend a great deal of time in review, particularly as exams loom near; Kimball found that average student "effort" increased as the semester progressed.9 Loftman found (for first and second year students) that review was second only to class attendance in affecting grades positively, although the effect was relatively small.10

Many if not most students will review by preparing comprehensive outlines for each course. Again, student outlines will be highly individualistic, varying in length from perhaps ten to one hundred pages and containing a synthesis of course notes, casebook information, and materials from other sources (see Legal Materials, infra). It appears, however, that it is the process of creating an outline or similar material that is helpful to increased learning, not the fact of possessing an outline. Thus using the materials devised by a fellow student will probably not forge a scholar, skilled in legal analysis, any more than would memorizing War and Peace make one a great author. Legal analysis depends on a depth of understanding which is most likely to be gained from grappling with the material and organizing it into a theoretical structure which one finds meaningful.

The most well-known legal study method is group study. Made overly dramatic in most fictional and semi-fictional portrayals,11 a "study group" is a vehicle for learning which is very effective. Once again, such groups are organized using a variety of models, but a typical group might contain approximately the same number of members as substantive courses (legal writing excluded). A study group will probably endure longer if members are chosen because one "likes" a person, rather than because one imagines that the person will receive high grades. One essential criterion, however, is a commitment on the part of each group member to complete whatever projects the group deems important. A group might meet weekly, to discuss the week's material, or as infrequently as a few times per semester, to review past examination questions. Often
the group will prepare course outlines. Whatever one's predilections, study groups are a stimulating intellectual experience, a first resource for the answering of questions, and an excellent source of companionship and support.

**Study Materials: “What’s a Hornbook?”**

Thus far this discussion has progressed as if no materials existed except the casebook and the law student's mind. In reality, the law library and legal bookstore contain study materials which are so extensive that some students spend more time analyzing the relative efficacy of various materials than they do reading them.

Non-casebook materials which are commonly used in the first year of law school fall roughly into two categories: more scholarly works and commercial, less scholarly materials. In the former category are found law journal articles, multi-volume treatises dealing with a particular area of law, legal encyclopedias, and hornbooks. Hornbooks are typically one-volume treatments of a particular subject area, written by an outstanding scholar, but aimed primarily toward law student use. Materials in the commercial category include legal outlines, summaries, and already-prepared case briefs.

Student legends often extol the virtues of the commercially prepared materials. Both studies which have examined this question, however, found a small negative correlation between the use of these types of materials and success in law school. Loftman concluded: "[T]heir use is generally counterproductive, and . . . the sense of security they engender is usually a false one." These materials are not effective, one would hypothesize, because they often contain errors, they are overly focused on "rules," and they eliminate the need for a student to review, organize, and synthesize the concepts which have been presented during the year.

Reliance on scholarly materials, on the other hand, was found by these same two studies to have a slightly positive correlation with higher grades, although the correlation was somewhat questionable. Loftman evaluated this entire category, which he called "Hornbooks, etc.," while Kimball analyzed only the use of hornbooks. Students should feel encouraged to intellectually browse in the various scholarly works available. Hornbooks can be particularly effective when read as a course progresses, as part of daily class preparation, rather than just being sources referred to in a last minute flurry of intellectual integrity. It appears that if one wants to become a legal scholar, one should study like one. And so it should be.

**A Last Word**

For all one's good intentions, it will not be possible to leave no academic stone unturned, for there is more to life (thank goodness!) than the first year of law school. By second year, law study will have become a relatively calm routine, and you will wonder what all of the fuss was about. For first year, though, good luck and good studying.

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7. Loftman, *supra* note 3, at 426. Loftman found that approximately 50% of all out-of-class study time was spent in preparing class materials.
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HERBERT LEMELMAN, Associate Dean at Suffolk Law School, received an A.B. from Northeastern University, a J.D. from Boston University and an L.L.M. from New York University. Dean Lemelman is a member of the Committee on Professional Education of the Mass. Bar Association. He authored the supplement to Everberg: Uniform Commercial Code, Mass. Practice Series, 1977, and teaches Commercial Law, Secured Transactions and Property.
GWENDOLYN Y. ALEXIS is one of two new professors at Suffolk in 1982. Professor Alexis worked as a Legal Affairs Officer at the American Embassy in Copenhagen, Denmark from 1976-1977. She was an attorney in the Enforcement Division of the U.S. Securities and Exchange Commission and most recently an attorney for the Corporate Finance section of American Telephone and Telegraph. She received a J.D. from Harvard.

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JOSEPH D. CRONIN received his J.D. from Boston University, where he was Note Editor of the B.U. Law Review. Constitutional Law and Contracts are Cronin's areas of expertise. He has published articles in various legal publications. He is Chairman of the Re-Admissions Committee.

WILLIAM T. CORBETT received his A.B. from Providence College, his M.B.A. from Boston College, his J.D. from Suffolk University and his LL.M. from Boston University. He teaches Constitutional Law, Corporate Taxation, and Federal Income Taxation.

GEORGE J. DEVLIN teaches Business Associations and Antitrust. He received an A.B. from Boston College, a J.D. from Harvard, and taught at B.C. Law School before coming to Suffolk. Mr. Devlin entered the Army during WWII as a private, and emerged four years later as a Captain. He served as Vice-President, Secretary and General Counsel of H.P. Hood, Inc. for seventeen years. He has had antitrust lectures published that were made at the Annual New England Antitrust Conferences in 1970, 1971 and 1976.
VICTORIA J. DODD received her B.A. from Harvard University and her J.D. from the University of Southern California. She teaches in the areas of civil procedure, constitutional law, and criminal law. Before coming to Suffolk, Professor Dodd was an associate with the firm of Johnsen, Manfredi and Thorpe in Los Angeles and taught at Loyola Law School and Pepperdine University School of Law.

CLIFFORD E. ELIAS earned a B.A. from Yale and a J.D. from Boston University. He teaches Evidence, Criminal Law and Medicine, as well as being Chairman of the Faculty Administrative Committee. Prof. Elias has written an article for the Suffolk Law Review on grand juries in Massachusetts, and has served on the Judicial Council of Mass. and the Mass. Commission on Criminal Law.

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THOMAS RICHARD FINN teaches Constitutional Law, Juvenile Law, Criminal Law, Federal Courts and Civil Procedure. Prof. Finn received an A.B. from Brown University and a J.D. from Georgetown University. He is coauthor of a book entitled, Civil Practice Manual: Education Law, and has had articles published in the Mental Disability Law Reporter, Suffolk Law Review and Competency Testing. Prof. Finn has been an Assistant Child Advocate in Rhode Island as well as Managing Attorney for the Children's Rights Unit of R.I. Legal Services. He served as law clerk for Judge Edward W. Day (U.S. District Court, R.I.) and was a Teaching Fellow at Georgetown University Law Center.

In his 37 years at Suffolk CHARLES B. GARABEDIAN has taught a wide range of courses. He presently teaches Mass. Practice and Procedure, Damages, Civil Litigation Workshop, Judicial Proof, and the Outside Clinical Studies Program. He is Co-Chairman of the Clinical Programs at Suffolk. Prof. Garabedian has appeared and argued before a number of State and Federal Courts, as well as before various state and municipal administrative boards. Prof. Garabedian has had articles published in the Law Journal of the Massachusetts Law Society (“Liability of Owners and Occupiers of Real Estate in Mass.”, “The Effect of Settlements By Agreement of Cross Actions In Motor Vehicle Cases in Mass.”), the Suffolk Law Review, The Advocate, and the Court Practice Institute Newsletter (“Why — A Trial Brief”). He has lectured at numerous business, fraternal and charitable group meetings on many different legal topics.
JOSEPH W. GLANNON is the Director of the Legal Practice Skills Program at Suffolk, and teaches Civil Procedure and Local Government Law. He earned his B.A., M.A.T., and J.D. from Harvard before coming to our school in 1979 as an LPS instructor. He had two articles published this past year, "Municipal Tort Liability in Massachusetts" (MCLE/NELJ), and "Governmental Tort Liability Under the Massachusetts Tort Claims Act of 1978" (Mass. Law Review). After graduation from Harvard Law School he served as a law clerk, and later served as Assistant Corporation Counsel for the City of Boston.

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CATHERINE T. JUDGE received her B.A. from Boston University and her J.D. and LL.M. from Suffolk. She teaches Contracts, Equity, Legal Methods and Restitution.

MILTEN KATZ received both his A.B. and J.D. from Harvard. He was general counsel to the Marshall Plan in Paris after the Second World War. He taught at Harvard Law School prior to coming to Suffolk.

BERNARD V. KEENAN received a B.A. from Holy Cross College, a J.D. from Georgetown University and an LL.M. from Columbia University. During the 1980-81 academic year Prof. Keenan was the recipient of the Real Property Fellowship awarded by Columbia University Law School. Presently, he is fulfilling his dissertation requirement for receipt of a J.S.D. degree to be granted by Columbia. Prof. Keenan has served as a Research Associate with the Institute for Governmental Services and as Assistant Town Counsel for Milford, Ma. He teaches Property, Zoning and Landlord/Tenant courses.

MARC D. GREENBAUM has been an associate with Foley, Hoag and Eliot since 1977. Prior to that he was law clerk to Mass. Supreme Court Justice Paul J. Liacos. His Comment "The Husband's Role in The Abortion Decision" appeared in the 1974 Annual Survey of Mass. Law. Prof. Greenbaum earned a B.A. in English from Rutgers and a J.D. from Boston College.
CHARLES KINDREGAN teaches Family Law, Equity and Professional Responsibility as well as being Chairman of the Long Range Planning Committee, Co-Chairman of the Special Committee on Curriculum at Suffolk, and faculty advisor to *The Advocate*. He has written over 50 articles for numerous law reviews and magazines and has had several books published including *The Quality of Life* (1969), and *Malpractice and the Lawyer* (1981). Prof. Kindregan is past Chairman of the ABA Committee on Law and Family Planning, former Vice-Chairman of the Mass. Bar Assn. Committee on Legal Education, and member of the Supreme Court Committee on Lawyer Competence. He earned a B.A. and M.A. from LaSalle, a J.D. from Illinois Institute of Technology, and a LL.M. from Northwestern.

THOMAS F. LAMBERT received an A.B. and an LL.B. from the University of California. He also received an LL.M. from Yale University. He served as a Professor of Law at Boston University, N.Y.U. and John B. Stetson College of Law where he became the youngest dean of any law school in the U.S. As a Rhodes Scholar he attained his Bachelors & Masters degrees in Jurisprudence at Oxford University. During World War II, he served as a naval officer at Gen. Omar Bradley's headquarters. For many years he served as the Editor-in-Chief of the Assn. of Trial Lawyers of America. During the Nuremberg trials, he was trial counsel on the staff of the chief American prosecutor, and prepared the case against the Nazi Party.

CLYDE E. LINDSAY will begin teaching his first year at Suffolk this fall. He has taught civil procedure, corporations, land financing, land transactions, nonprofit organizations and property at Salmon P. Chase College of Law in Kentucky and at Oklahoma City University. He received an A.B., M.B.A., and J.D. from Harvard.

CRYSTAL C. LLOYD earned a B.A. in English from Northeastern, a J.D. from B.C., and an LL.M. from Harvard. She teaches Contracts, Antitrust, and Education and the Law. Prior to coming to Suffolk in 1973, Prof. Lloyd taught at Northeastern (History and Political Science), Northeastern Law School (Commercial Transactions, Sales and Commercial Paper, Welfare Law), and at B.U.'s Graduate School of Sociology. From 1977-79 Ms. Lloyd was a member of the Senior Research Staff of the Sloan Commission on Government and Higher Education, where her area of concentration was federal regulation and higher education. In addition to teaching, Prof. Lloyd has had a wide range of material published in various books, law reviews and journals, and was counsel for the Massachusetts Secretariat of Human Services (Project for Reform of Services for the Developmentally Disabled), and General Associate for the Boston firm of Peabody and Arnold.

G. HOWARD KINGSLEY, JR. received his J.D. from New York Law School. He was an instructor at Fairleigh Dickinson University, and a partner at George H. Kingsley and Co., in New York. Professor Kingsley teaches Federal Taxation.

ALFRED I. MALESON has taught at Suffolk since 1959. He teaches Commercial Law and Taxation. He taught at Toledo, Albany and Syracuse prior to coming to Suffolk. He earned his B.S. from Johns Hopkins, J.D. from Maryland and LL.M. from Harvard. He is the senior member of the faculty in continuous service. Professor Maleson is the Chairman of the Petitions Committee, which reviews student requests.
JOSEPH P. McETTRICK earned his B.A. and J.D. from Boston College and teaches Contracts, Equity and Consumer Law. He is Chairman of the Building and Space Committee and serves as student advisor to Section 1C. Prof. McEttrick also serves on the Massachusetts Judicial Nominating Committee.

ANTHONY JASON MIRABITO is co-editor of the District of Columbia Bar Manual, Foreign Investment in the United States, and is coauthor of Technology Transfer and the Law. He has written several articles dealing with topics such as compulsive patent licensing, recognition and enforcement of foreign arbitral awards, and the international application of U.S. antitrust laws. Prof. Mirabito teaches Legal Aspects of International Business Transactions, International and Regional Economic Organizations, Computers and the Law, and Patent Law. He received his B.S. in Physics Engineering from NYU, his J.D. from American University, and his LL.M. from Georgetown. Prof. Mirabito has held the position of International Attorney for Westinghouse Electric Corp., attorney for the U.S. International Trade Commission, attorney for the Foreign Business Practices Division of the U.S. Department of Commerce, and Examiner/Attorney for the U.S. Patent and Trademark Office.

THOMAS J. McMATHON received his A.B. from Holy Cross and his J.D. from Georgetown. He teaches Contracts, Insurance and Intellectual Property. He was formerly an attorney with The Gillette Company, Gulf Oil Corporation and American Cyanamid Company specializing in trademark law. Prior to that he was associated with law firms in New York City and Norwalk, Connecticut. He is Captain in the Judge Advocate General Corps of the Naval Reserve.

JUDGE CORNELIUS J. MOYNIHAN is the author of Introduction to the Law of Real Property (1962), and has taught Property and Wills at Suffolk since 1977. He taught at Boston College Law School from 1931-1963 and was an Associate Justice for the Massachusetts Superior Court from 1963-1975. Judge Moynihan earned his A.B. from Boston College and LL.B. from Harvard.

RUSSELL G. MURPHY teaches Criminal Law, Criminal Procedure, Civil Procedure, and Federal Courts. He received his B.A. from the University of Massachusetts, Amherst and a J.D. from Suffolk. Professor Murphy was the Director of the first-year research and writing at Gonzaga University Law School and for three years was Director of the L.P.S. program at Suffolk. He taught and served as Assistant Dean at Boston College before returning to Suffolk. He is currently the Director for the Council on Legal Education Opportunity (CLEO) Northeast Regional Institute.

JOHN J. NOLAN received a B.S. from Holy Cross; a J.D. from Suffolk, and an LL.M. from Harvard. He teaches Administrative Law, Property and Workers' Compensation. Before coming to Suffolk he was an Associate with Goldstein and Goldstein in Boston.
BERNARD M. ORTWEIN teaches Negotiation, Constitutional Law, Criminal Law, and Professional Responsibility. He received his B.A. from Richmond, J.D. from Suffolk, and LL.M. from Harvard. Prof. Ortwein was legal consultant to the Massachusetts Department of Community Affairs from 1971-72. He has been legal consultant to the Arlington Housing Authority since 1976, and Fact Finder and Arbitrator for the Massachusetts Board of Conciliation and Arbitration as well.

MARC G. PERLIN teaches Constitutional Law, Family Law, and Mass. Practice. He taught at Northeastern University Law School, was legal assistant to the Chief Justice of the Boston Municipal Court, and law clerk for the Superior Court of Massachusetts before coming to Suffolk. Prof. Perlin is coauthor of the *Handbook of Civil Procedure in the Massachusetts District Courts*, and has coauthored several articles on Mass. civil procedure for *Massachusetts Lawyers Weekly*. His article “When Divorce Looms” was featured in *Readers Digest’s Family Legal Guide* in 1981. Mr. Perlin earned his B.A. from Boston University and his J.D. from Northeastern.

RICHARD M. PERLMUTTER’S article “Contracts: The Private To Public Conversion” appeared in the 75th Anniversary Issue of *The Advocate*, and his book *Contracts: Contemporary Cases and Materials* was published last year. Professor Perlmutter received an A.B. from Tufts and an LL.B. from Harvard, and he teaches Contracts, Remedies, and Government Contracts at Suffolk.

ALFRED J. O’DONOVAN, III received an A.B. from College of the Holy Cross, a J.D. from Suffolk Law and an LL.M. from N.Y.U. He teaches Estate Planning and Federal Income Taxation.

RICHARD G. PIZZANO received his J.D. from Suffolk. Some of the subjects he teaches are Civil Procedure, Agency, Business Organizations and Legal Interviewing and Counseling. A former visiting scholar at Harvard Law School, he wrote an article for the *Advocate’s 75th Anniversary Edition*.

ANTHONY B. SANDOE received his A.B. from Williams College and his J.D. from Boston College. He was an attorney for the Exxon Corp. and for Burns & Levinson in Boston. He teaches Estates & Trusts.

GERALD SOLK earned a B.A. with honors from Pepperdine, a J.D. from UCal-Berkley, an LL.M. from NYU, and a Ph.D. (International Economics) at Sussex College, Sussex, England. He has published a book, *Supplement to the Ohio Commercial Annotated Statutes*, and his articles have appeared in several law publications. Prof. Solk has worked for the law offices of Edward J. Bellin, Melvin Belli, and F. Lee Bailey in Frankfurt, Germany; the firm of Shearer, Fields, Rohner and Shearer in Beverly Hills; Olwine, Connelly, Chase, O'Donnell and Weyher in New York; and Carlsmith, Carlsmit, Wichman and Case in Honolulu. He was law clerk for Assistant Attorney General John Doar during the summer of 1966, has taught at a number of law schools on the West Coast, and has been Judge Pro Tem in the Los Angeles Municipal Court since 1978.

JOHN R. SHERMAN teaches Taxation as well as being Chairman of the Faculty Appointments Committee, and advisor to section 7A and the SBA. His articles have appeared in *The Advocate* ("Self-Assessment in Real Property Taxation") and the *Mass. Law Review* ("Estate Planning by Guardians and Conservators"). Prof. Sherman earned his B.S. at Georgetown, his J.D. at Harvard and his LL.M. at Boston University. He was an Associate Dean at Northeastern before coming to Suffolk, and has been counsel to Hope House and the Mass. Association of Alcoholism Recovery Houses, Inc.

RICHARD P. VACCO received his A.B. from Colby College and his J.D. from Suffolk. He was a Law Clerk in the Mass. Superior Court. He has been at Suffolk since 1973. He teaches Business Organization & Corporations. He was the first Editor-in-Chief of the *Suffolk Law Review*.

SARAH LANDIS WASSERMAN has been the director of Suffolk's Prosecutor Program since 1978. Prior to that she was an Assistant District Attorney in Middlesex County and an Assistant Attorney General for the Commonwealth of Massachusetts. As Assistant D.A. Prof. Wasser- man tried cases involving every major felony, and as Assistant A.G. she worked in the criminal and consumer protection divisions. Ms. Wasserman earned her A.B. from Radcliffe and her J.D. from Suffolk. Prior to entering the legal profession, she worked as a reporter, managing editor and publisher's assistant for various newspapers, as well as a promotion writer for *Architectural Record* and *Time*.
L.P.S. Instructors

STEVEN M. EISENSTAT received his B.A. and M.Ed. at the State University of New York at Buffalo. He received his J.D. from Northeastern University. He has been Assistant Regional Counsel for the Massachusetts Department of Social Services since 1980 and will teach L.P.S. again this year.

D. DOUGLAS KEEGAN received an A.B. degree from Holy Cross, a J.D. from Boston College. He was formerly Managing Attorney of Northwestern Legal Services in Meadville, Pennsylvania.

JEFFREY R. LARSEN received his B.S. from the University of Vermont, and J.D. from Suffolk Law School. He clerked at the Boston firm of Herlihy and O'Brien in 1981.

SARAH GIBSON received her B.A. from Wellesley College and a J.D. from Northeastern. Her Northeastern co-op experience included working for law firms in Washington, D.C. and Boston; for the Massachusetts Law Reform Institute; and, for the Industrial Cooperative Association in Somerville. Ms. Gibson is a new addition to the L.P.S. staff this year.

EDWARD J. PALLOTTA, JR. is an instructor in the first year Legal Practice Skills course (L.P.S.). He received a B.S. from Boston College, an M.B.A. from Babson College and a J.D. from Suffolk Law School. While a student at Suffolk Law School, Mr. Pallotta served as Editor-in-Chief of The Advocate. Formerly an accountant with several corporations in the private sector, Mr. Pallotta also served as a Judicial Law Clerk at Somerville District Court.

JUNE A. RIDDLE received her B.A. from Framingham State, her M.Ed. from Fitchburg State, and her J.D. from Suffolk Law School. She clerked for Bowen and Baker in Fitchburg.

THOMAS R. TEEHAN received his B.A. from Boston College and J.D. from Suffolk Law School. He was law clerk to Hon. Jacob Hagopian, U.S. Magistrate for the District of Rhode Island.

ALLAN M. TOW received his B.A. from Brandeis and his J.D. from Boston College. He is now in private practice, and formerly was Managing Attorney for Greater Boston Legal Services in Chelsea; Managing Attorney for Legal Services of the Virgin Islands; and law clerk to Hon. William Marutani, Court of Common Pleas, Trial Division, in Philadelphia. He will be teaching in the L.P.S. program this fall.
Clinical Programs

The Prosecutor Program
Each student in the Prosecutor Program is assigned to a court in proximity to Suffolk Law School where they work under an assistant district attorney. To learn how a criminal case progresses through the judicial system, participants are assigned a variety of cases, handle all aspects of the prosecution, and are expected to make weekly court appearances.

Weekly classes are held at the Law School where trial skills are developed through role playing exercises. Classroom work consists of lectures, demonstrations, section meetings with supervising assistant district attorneys, individual counseling and small discussion groups.

A student must be in his final year of law school and have successfully completed a course in Evidence to be eligible for this program. Supreme Judicial Court Rule 3:11 provides that a senior law student with the written approval of the Dean 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.

Suffolk University Legal Assistance Bureau (SULAB)
SULAB operates out of its own offices in the cities of Beverly and Charlestown. Third year students and a limited number of second year students handle all phases of legal work including the trial of cases. Students are taught to interview, research, investigate, examine witnesses in court, prepare and argue legal motions, handling every aspect of the case. All students are required to have taken a course in Evidence and Practice and Procedure, or be enrolled in such a course concurrently before their admission to the program. Membership in SULAB is open to all at the Law School and is based solely on the individual merit of each student.

Voluntary Defenders
In this clinical program third year students represent indigent criminal defendants in the Massachusetts District and Municipal Courts. The program consists of fieldwork and classroom work. Classroom work familiarizes students with district court procedure and develops trial skills through role playing exercises. Students represent their clients in all phases of the district court process, and are assisted by weekly interviews with their supervisor, as well as by evaluation of their trial performance.
### Student Organizations

**The Advocate**

The Advocate is a semiannual publication of Suffolk University Law School which publicizes the activities and achievements of the Law School and presents articles on timely subjects pertaining to the law.

Guest editorials and articles by students and faculty are welcomed by the Advocate. Staff positions are open to students from each class and the Editorial Board is selected from third year staff members.

**Suffolk Transnational Law Journal**

The Suffolk Transnational Law Journal is a law review concentrating on issues of private and public international law. The staff is chosen from the second and third year day classes and the third and fourth year evening classes. Selection is based on academic performance and legal writing skill. The staff encourages non-staff students to submit articles as well.

**The New Dicta**

The New Dicta is our law school newspaper. This monthly publication covers the many and varied legal and social issues which occur over the course of the academic year. Staff positions are available to all with something to communicate and the desire to share it with an interested audience.

**Suffolk University Law Review**

The Suffolk University Law Review is a legal periodical published four times during the year. The Law Review combines Lead articles and book reviews authored by noted legal scholars and practitioners with student written case comments, topical notes and surveys. Review membership provides the law student with experience in the fundamentals of legal style and enhances the participant’s skills of legal analysis and terse legal authorship.

Editors and staff are chosen from the second and third year day classes and the third and fourth year evening classes. Invitations to compete for membership are sent to those students who have distinguished themselves academically. Candidates are required to write a case comment analyzing an assigned case of importance which has been recently decided. The Editorial Board evaluates each candidate’s writing and research abilities and conducts candidate interviews to determine the motivation of each candidate.

In addition to extensive writing duties, each staff member is required to perform all the necessary functions which contribute to final publication of the Review. A staff member may spend 250-300 hours each semester performing Law Review work.

Neither invitation nor selection to the Review is required for submitting articles to the Review for publication. For further information, contact Joe Lambert, the Editor-in-Chief, in the Law Review offices on the fourth floor of the Donahue Building.
BALSA
The Black American Law Students' Association (BALSA) exists to address the particular needs and goals of minority law students. The Suffolk chapter of BALSA is a member of the National BALSA chapter and is an active member of the Combined Boston BALSA which is comprised of area law schools.

Suffolk’s BALSA holds an annual orientation for first year minority law students featuring minority members of the legal community in order to relate the academic experience of minority law students with experiences of practicing attorneys. 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.

International Law Society
The Suffolk University Law School International Law Society was revitalized in 1979 to enhance the school's international law curriculum by providing special educational lectures and activities outside the classroom. The Society is a member of the Association of Student International Law Societies and welcomes any student interested in international law.

Environmental Law Society
The Environmental Law Society familiarizes its members with the technical and theoretical aspects of environmental law. The Society brings speakers to the Law School to lecture on environmental law and employment opportunities in that field. The Society also attempts to place members as interns with environmental agencies.

HALSA
The Hispanic American Law Students' Association (HALSA) was formed to recruit more Latinos to law school and to find a way for students with bilingual skills to serve the Latino community in Boston. HALSA is a member of La Raza National Law Students' Association. The group is open to any law student who speaks Spanish and has an interest in the Latino community.

Suffolk Law Forum
Sponsored by the SBA, the Suffolk Law Forum invites a variety of leaders in law to address the Law School on their areas of expertise. Students on the Program Committee of the Forum arrange for scheduling, publicity and post-lecture receptions for the speaker series.

Suffolk Lawyers Guild
The Suffolk Lawyers Guild sponsors speakers on various topics of interest, and also participates in programs designed to expose law students to the many ways in which skills are needed to aid poor working and minority people in their struggle to gain their rights.

Suffolk Women's Law Caucus
The Women's Law Caucus seeks to encourage research by interested scholars on specific legal and social issues relating to women and to support state and national legislation lessening legal discrimination against women. S.W.L.C. attempts to encourage more women to apply to Suffolk to study law, to promote the retention of more women faculty, and to add relevant curriculum relating to women, as well as to assist Suffolk women law students in obtaining employment.

Any student may attend the general meetings and law forums of the Caucus which take place periodically. A Steering Committee administers the programs held by the Caucus.
International Law Moot Court Competition

The Phillip C. Jessup International Moot Court Competition is conducted under the auspices of the Association of Student International Law Societies, and the American Society of International Law. Suffolk's four-member team submits two briefs in a simulated case before the International Court of Justice. The assigned fact pattern is prepared by international legal experts. Over one hundred teams from the United States and foreign nations compete each year. Each team argues four times, advocating both for the applicant and for the respondent. The winning team from the Northeast Region advances to the United States finals in Washington, D.C. The winning team from the United States argues the international division champions at that time.

Four team members are jointly selected by the Moot Court Board and the team's faculty advisor. Students interested in the Jessup Competition are urged to participate in the International Law Society as well as in Moot Court activities. Further information on the Jessup Competition can be obtained from Professor Stephen Hicks, the present team advisor.

Moot Court

Suffolk Law School's Moot Court Programs expose students to the techniques of legal research, writing and advocacy essential to the legal profession.

The First Year Program is a mandatory course for new students in both the day and evening divisions. Each student in this program is provided with a fictitious trial court record involving issues of law that are unsettled or subject to controversy. The participant then represents one of the litigants in an appellate trial. The members of the Legal Practice Skills teaching staff guide students in researching and writing the brief, and arguing the case in the presence of a three-judge panel and opposing counsel.

Upperclassmen may participate in the Justice Tom C. Clark Competition and on the basis of their performance in that competition, students may be selected for the National or International Moot Court Team, both of which represent Suffolk Law School 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. Offices of the Moot Court Board are located on the third floor.

Student Bar Association

The Student Bar Association (SBA) is the student government of the law school. The SBA functions under a charter granted by the Dean and the Faculty and each law student is automatically a member through payment of the mandatory student activity fee paid with tuition. Meetings of the SBA are held on the first Sunday of each month, and any student may attend. Each class section elects a representative to the SBA Board of Governors, who acts as a liaison between the students in each section and the Law School government.

The SBA provides periodic social events for all students, including a fall harbor cruise, a spring Monte Carlo Night, and beer parties. The group also uses the student dues to fully fund every law student organization in the school, with the exception of the Law Review, The Transnational Law Journal, the Moot Court Board, the Environmental Law Society, and the legal fraternities. The President, elected by the Day Division, and the Chairman, elected by the Evening Division, are accredited to go before the Board of Trustees of the School on student issues. The SBA welcomes suggestions from students and urges students to voice legitimate student needs or problems to the Board of Governors.
WRITING COMPETITIONS

There are many legal writing competitions which are open to law students. These competitions are usually sponsored by a particular group or agency and focus on a specific field of law. All eligible students are urged to compete since cash prizes are awarded for the best essays, while deserving essays may be published, thus enhancing the author's intellectual prestige.

Nathan Burkan Memorial Competition

Each year the American Society of Composers, Authors and Publishers sponsors the Nathan Burkan Memorial Competition, which invites students to submit essays on any phase of Copyright Law.

At each participating law school, a First Prize of $500 and a Second Prize of $200 are awarded to students whose papers are certified by the dean as the best essays. These papers are then submitted to a national panel of judges for the following awards:

- First National Award $3,000
- Second National Award 2,000
- Third National Award 1,500
- Fourth National Award 1,000
- Fifth National Award 500

Papers winning the national awards are published by Columbia University Press in the ASCAP Copyright Law Symposium Series.

For more information, contact:
Herman Finkelstein, Director
American Society of Composers, Authors & Publishers
ASCAP Building — One Lincoln Plaza
New York, NY 10023
Phone (212) 595-3050

International Association of Insurance Counsel Legal Writing Contest

Sponsored by the International Association of Insurance Counsel, this legal writing contest is open to all undergraduate law students enrolled in an ABA accredited law school. Submitted articles may be on the subject of the author's choice in the fields of insurance, tort and compensation law.

Articles are judged on nationwide relevance, significance of subject matter, and originality of innovative quality of writing, quality and thoroughness of research, and clarity and style of presentation by a panel of three judges appointed by the President of the International Association of Insurance Counsel. Prizes include:

- First Prize $1,000
- Second Prize 500

Winning articles are published in the Insurance Counsel Journal.

For more information, contact:
Richard J. Hayes, Executive Director
International Assc. of Insurance Counsel
20 North Wacker Drive
Suite 3705
Chicago, Ill. 60606

Federation of Insurance Counsel Foundation Student Essay Contest

This competition is open to all second and third year law students enrolled at ABA accredited law schools. Participating students may write on any insurance related subject, including trial practice or insurance litigation.

Prizes include the following:
- First Prize $2,000
- Second Prize 1,000
- Third Prize 500

Any other author whose essay is selected for publication in the Federation of Insurance Counsel Quarterly will receive an award of $250.

For more information, contact:
Charles B. Robison, President
1639 Campbell Avenue
Des Plaines, Ill. 60016
Phone (312) 824-4697
The Stephen P. Mugar Law Library is housed on four floors of the law school’s Donahue Building. Its attractive, carpeted, air conditioned and spacious reading rooms are open 103 hours a week with professional assistance available days, evenings, and weekends. Carrels line the walls of the stack areas, which contain the bulk of the collection. The growing collection — presently at 160,000 volumes — is part of an integral network of state, bar and private law libraries which are accessible to Suffolk students and provides them with one of the largest collections of legal and government document material in the nation. In September of 1982 the law school will dedicate the Pallot Law Library which will contain duplicate sets of major legal resources.

The library’s collection more than satisfies the standards of both the American Bar Association and the Association of American Law Schools and is fully equipped to accommodate research in all states, Federal law, English and Canadian legal materials, and international law. While stressing primary material, the law library also has an excellent collection of biographical material on lawyers and judges, famous trials, law and literature, environmental law, and criminal law. The library is also a government depository.

The law library is equipped to handle all phases of modern technology. LEXIS and Westlaw are made available to all students as well as being an integral part of course work. Law school students have access to more than one hundred bibliographic and information data bases provided on-line by the Lockheed Company’s Dialog system. The law library is also part of an on-line OCLC interlibrary loan system whereby it receives and sends books throughout the United States. There is also an extensive collection of microforms of government documents, back up copies on microform of the major law reviews, state, Federal and historical material. In addition there are video and audio facilities made available through the university’s excellent Instructional Center’s staff.

The lounge area on the main level of the Mugar Law Library provides students with local papers, the New York Times, the Washington Post, English and American journals (Time, Economist, etc.), and a judicious selection of current books of fact and fiction. In addition two large lounges are located between the Mugar and the Pallot Law Libraries. These libraries seat 800 students including carrels.

There are also five conference rooms available to students for study sessions, cite checking, computer research, and typing.

As part of its service oriented activities, the library staff provides the tables of contents to all law reviews, an acquisition list, a library guide, a union list of microforms in New England law libraries, and bulletin boards that feature newspaper and magazine items of current interest.
Finding the Law

"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. 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 local 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 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, U.S. Code Annotated, and U.S. Code Service.

**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, American Jurisprudence, and American Jurisprudence 2d 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 reference librarians are always willing to help out on any legal research problems. If they cannot answer your question, Mr. Bander, 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 Guide to the Law Library," (available at the circulation desk), you can help us maintain a smooth functioning library able to provide good service.
# ACADEMIC CALENDAR
## 1982-1983

### SEPTEMBER
- **Aug. 31 — Sept. 2**
  - 1, 2 & 3
  - 8
  - 17
  - Tuesday, Wednesday and Thursday — Orientation — First Year Evening Students.
  - Wednesday, Thursday and Friday — Orientation — First Year Day Students.
  - Wednesday, Classes Commence.
  - Wednesday — First day to add/drop electives.
  - Friday — Last day to add/drop electives.

### OCTOBER
- **1**
  - Thursday — First day to file Legal Writing Requirement (Fall).
- **11**
  - Monday, Columbus Day, University Holiday.

### NOVEMBER
- **1**
  - Monday — Last day to file Legal Writing Requirement (Fall).
- **3**
  - Wednesday — First day to register to Retake or Make-up January 1983 examinations.
- **5**
  - Friday — First day to register to type January 1983 examinations.
- **11**
  - Thursday — Veterans Day, University Holiday.
- **12**
  - Friday — First day to apply for February 1983 graduation.
- **24-28**
  - Wednesday, 12:00 P.M. through Sunday — Thanksgiving Holiday.

### DECEMBER
- **1**
  - Wednesday — Last day to register to type January 1983 examinations.
- **3**
  - Friday — Spring 1983 registration mailed.
- **6**
  - Monday — Last day to register to Retake or Make-up January 1983 examinations.
- **7**
  - Tuesday — Last day to apply for February 1983 graduation.
- **17**
  - Friday — Classes end.

### JANUARY
- **3**
  - Monday — First semester examinations begin.
- **5**
  - Wednesday — Second semester Registration due.
- **10-21**
  - First Year Moot Court Program — First Year Day & Evening Students.
- **19**
  - Wednesday — Examinations end.
- **24**
  - Monday — Classes Resume.
- **25**
  - Monday — First day to add/drop electives.

### FEBRUARY
- **2**
  - Wednesday — Last day to add/drop electives.
- **21**
  - Monday — Washington’s Birthday — University Holiday.
- **22**
  - Tuesday — Last day to file Legal Writing Requirement (Spring).

### MARCH
- **1**
  - Tuesday — First day to register to Retake or Make-up May 1983 examinations.
  - Tuesday — First day to register to type May 1983 examinations.
  - 14-18
  - SPRING VACATION.

### APRIL
- **1**
  - Friday — Last day to register to Retake or Make-up May 1983 examinations.
  - Friday — Last day to register to type May 1983 examinations.
- **18**
  - Monday — Patriot’s Day — University Holiday.
- **22**
  - Friday — Classes end: Third Year Day and Fourth Year Evening.
- **27**
  - Wednesday — Examinations begin: Third Year Day and Fourth Year Evening Students.

### MAY
- **6**
  - Friday — Classes end: First and Second Year Day, and First, Second and Third Year Evening.
- **11**
  - Wednesday — Examinations begin: First and Second Year Day and First, Second and Third Year Evening.
- **27**
  - Friday — Examinations End.
- **30**
  - Monday — Memorial Day.
- **31**
  - Tuesday — Summer School Classes begin.

### JUNE
- **12**
  - COMMENCEMENT