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Suffolk University Law School

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Orientation Fall 1984

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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.

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The Suffolk University Law School Journal

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The ADVOCATE is a publication of Suffolk University Law School. Our current circulation is 11,000 throughout the United States. The ADVOCATE is published three times a year: orientation, fall and spring issues. The orientation issue is distributed to law students only.
Laying of the Cornerstone, August 4, 1920

Hon. Calvin Coolidge in his first public address after being notified of his nomination for the office of Vice-President.
President's Welcome

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
On behalf of the faculty, I extend to each of the entering students 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 of unprecedented attacks upon the legal profession both as to competency and ethics. While the accuracy of these attacks, both from within and outside the Bar, are widely debated, no unbiased observer can deny that there is at least some foundation for them. These criticisms of the Bar have resulted in demands for mandatory continuing legal education, separate bar examinations to practice before the Federal Courts, a new code of professional responsibility, and revised law school curriculums which include greater opportunity for meaningful clinical experiences.

Although I expect that most of you have given little thought to the proposed solutions, I am extremely desirous that you be constantly cognizant of the problem and of the tremendous responsibility that lawyers owe to the courts and the public. It is my great hope and expectation that your careers will never be tainted with substantiated charges either of lack of sensitivity of professional ethics or incompetence. I ask you through your efforts and example to join with others to fully regain the confidence of the public.

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

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

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

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

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

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

David J. Sargent
Dean of the Law School
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 stu-
dent 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 memo-

randa, 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 it has 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.

Lawschool 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.
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 one study technique is clearly linked with increased learning and performance, there is a mental orientation which is probably most conducive to achievement in law: an interest in raising questions, a desire to explore alternatives, and an ability to tolerate ambiguities. The effective law student is above all an effective thinker.

Study Methods: The Importance of Being Earnest

The first year law experience consists in large part of a process of preparing for classes in which through an intense analysis of reported cases one explores the substantive concepts and reasoning methods of the law. Though the number of pages assigned will not seem overwhelming when compared with undergraduate courses, the density of the material may require more “per capita” effort than many students are accustomed to.

A first issue that often concerns students is how many hours per week should be devoted to law study. Law students vary substantially in the amounts of time they study, but several studies have reported time averages which might provide rough guidelines. Kimball’s excellent study of first year day students at Brigham Young University during the academic year of 1978-1979 revealed that average student “effort” (class attendance and all outside-of-class study, including the completion of legal writing assignments and required Moot Court work) was 53 hours per week, with a fall semester average of 57 hours and a spring semester average of 50 hours. Another perhaps less statistically reliable study by Loftman of first year day students at Indiana University during the academic year of 1972-1973 placed the comparable figure at approximately 60 hours per week. The most interesting finding of most studies which have dealt with the question of hours is that students who attend class more consistently and who study more hours outside of class tend to receive somewhat higher grades. As Kimball concluded, “[I]ncreased attendance and out-of-class study were both moderately but clearly associated with performance [higher course grades].”

Knowing that it might be helpful to study “more,” however, does not answer the more difficult question of what one is supposed to be doing during those many hours. One might begin by developing an overall approach for study, for at least one researcher, Patton, has found that higher achieving students “not only spent more time studying, they were far more systematic or organized in their efforts.” Since a substantial portion of out-of-class study time will be devoted to the preparation of class materials, primarily the reading and briefing of cases, this is an obvious area in which to develop a study plan.

Although 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 help to read the case a third time, 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.8 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.12

Loftman concluded: "Their use is
generally counterproductive, and . . . the
sense of security they engender is usually a
false one."13 These materials are not ef-
cfective, 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 cor-

relation was somewhat questionable.14

Loftman evaluated this entire category,
which he called "Hornbooks, etc.," while
Kimball analyzed only the use of horn-
books. Students should feel encouraged to
intellectually browse in the various schol-
arily 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 intel-
lectual 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 un-
turned, 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.

1 Patton, The Student, The Situation, And
Performance During The First Year of Law
2 Kimball, Ability, Effort and Performance
Among First-Year Law Students at Brigham
Young University, 1981 A.B. Found. Research
J. 671, 676-677.
3 Loftman, Study Habits And Their Effect-
iveness In Legal Education, 27 J. of Legal
Educ. 418, 423-424 (1975) (interpreted by Kim-
ball, supra note 2, at 677, n.13).
4 Patton, supra note 1, at 20 (out-of-class
study only); Kimball, supra note 2, at 680-688;
Loftman, supra note 3, at 424-425, 433.
5 Kimball, supra note 2, at 687.
6 Patton, supra note 1, at 21.
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.
8 Kimball, supra note 2, at 690; Loftman,
supra note 3, at 461.
9 See generally, e.g., Osborn, John, The
Paper Chase (1971); Turow, Scott, One L
10 Loftman, supra note 3, at 433.
11 Id. at 434, 437-438; Kimball, supra note 2,
at 690.
**Law School Administration**


**DAVID J. SARGENT** has been the Dean of the Law School since 1973. He received his J.D. from Suffolk and teaches Trusts & Estates. A well known lecturer, his articles have been published in various journals.

**MALCOLM M. DONAHUE**, Professor and Associate Dean at Suffolk Law, received his J.D. from Boston University, and his LL.D. (Hon.) from Roger Williams College. He will be teaching Conflicts of Law this fall. His other areas of instruction include administrative law, agency, constitutional law, legal method, local government, and personal property. Dean Donahue is the Chairman of the Admissions Committee and the Curriculum Committee.
Administrators

JOHN C. DELISO, Assistant Dean for Suffolk Law School since 1981. His duties include supervision of Admissions, Alumni and Placement Offices. He was the Director of Placement from 1980-81 and was Director of Admissions from 1972-78. He is a Suffolk (J.D.) and Babson (B.S.B.A.) graduate.

Registrar Lorraine Cove

Dean's Administrative Assistant
Jacquie Gibson

Director of Admission
Marge C. O'Donnel
Placement Office

CATHY BOSKY, Director of Placement at Suffolk Law School. Previously, she was Assistant Director of Career Planning and Placement at the University of Virginia (1977-81) and was a Placement Interviewer and Supervisor there from 1975-77. She has a M.Ed. from Virginia and a B.A. from Goucher College.

MEGAN STEWART, Assistant Placement Director at Suffolk Law School. Before coming to Suffolk she held a similar post at New England Law School. She is the former Director of the Woman’s Occupational and Educational Resource Center in Hingham. She has a Masters from Springfield and a B.A. from Westfield State.

The primary function of the Placement Office is to provide assistance to all law students and alumni/ae in securing permanent, summer and part-time employment. The staff is available to assist students in preparing resumes and cover letters, sharpening interview skills and exploring job opportunities on both an appointment and walk-in basis. The Placement Office organizes an extensive on-campus recruiting program each fall in which all students are eligible to participate. In addition, the Placement Office maintains an up-to-date Placement Library which contains many resources pertinent to an effective job search. Notices of job opportunities are posted in the Placement Library. In addition, specialty lists of law firms, public interest resources, and information pertaining to employment in government and business are available. Panel discussions on timely issues and specialized fields in the law are held each spring. The Placement Office also provides an Alumni/ae Career Resource network service for students interested in exploring various specialty areas within the legal profession. All students and alumni/ae are encouraged to make use of the resources of the Placement Office.

Continuing Legal Education

CAROL A. DUNN is the Program Coordinator for the Center for Continuing Professional Development. A member of the American Marketing Association and the Association of Continuing Legal Education Administrators, Ms. Dunn was previously affiliated with the Moot Court and Law Placement Offices of the Law School.
EDWARD J. BANDER. Professor
Bander is the Suffolk University Law
Librarian. He is the co-author of Dean’s
List of Recommended Reading for Prelaw
and Law Students (1984 Oceana) and an
authority on Mr. Dooley. He received a
B.A. and an LL.B from Boston Universi-
ty, and an M.S.L.S. from Simmons.
R. LISLE BAKER has taught at Suffolk since 1973. He earned an A.B. from Williams where he was Phi Beta Kappa and an LL.B. from Harvard. He came to Suffolk in 1973 after having worked for the Boston firm of Hill & Barlow for five years. He has written several articles on Land Taxation and Zoning and has participated in a number of state and national conferences. He has served as an Alderman for the City of Newton and as President of the Environmental Lobby of Massachusetts.

Professor Baker teaches Property, and Seminars in Land Use Control, Environmental Law, and Law as a Career and an Enterprise.

BARRY BROWN received his B.A., J.D. and M.A. from Harvard and now teaches Land Transfer and Finance, Real Property and Professional Responsibility. Prior to coming to the Law School he was an associate with the Boston law firm of Goulston & Storrs and Assistant Bar Counsel for the Supreme Judicial Court of the Commonwealth.

ERIC D. BLUMENSON received his J.D. at Harvard and was a Phi Beta Kappa at Wesleyan University. He has taught at Suffolk since 1975 after working in Seattle and Boston in the criminal law field. Prof. Blumenson is the author of "Constitutional Limitations on Prosecutorial Discovery" (Harvard Civil Rights/Civil Liberties Law Review) and "Pretrial Procedure Under the Massachusetts Rules of Criminal Procedure" (Massachusetts Law Review). He is a member of the ABA Competency Committee and wrote the ACLU amicus brief in the recent U.S. Supreme Court double jeopardy case Justices of Boston Municipal Court v. Lydon. He is the Director of the Voluntary Defenders Program and teaches Criminal Law.

KAREN M. BLUM teaches Civil Procedure, Civil Rights, and Complex Litigation at Suffolk, as well as being Co-Chairwoman of the Student Faculty and Alumni Committees. She earned a B.A. at Wellesley College, a J.D. at Suffolk, and an LL.M. at Harvard. Prof. Blum has written Law Review articles on municipal liability in the federal courts (Temple L.Q.) and the criteria for standing in exclusionary zoning legislation (Suffolk L.R.). Ms. Blum received the Cornelius J. Moynihan Award for Teaching Excellence in 1980 and was rapporteur for the 1978 Annual Chief Justice Earl Warren Conference on Advocacy in the United States. She has been on the faculty at Suffolk since 1976.

ALVAN BRODY received both his J.D. and LL.M. from Harvard. He coauthored with his wife Betty, a book entitled "The Legal Rights of Nonsmokers." He teaches first year Torts and Advanced Legal Writing.
CHARLES M. BURNIM received his B.S. from the University of Massachusetts, and his LL.B. from Boston University where he was a member of the Law Review. Before coming to Suffolk he held positions in the Office of General Counsel of the Department of the Navy, as an associate with Attorney F. Lee Bailey, as an Assistant Attorney General for Massachusetts, and as an Assistant District Attorney for Essex County. Professor Burnim's subjects are Criminal Law, Evidence, and Trial Advocacy.

BRIAN T. CALLAHAN received his Mathematics B.A. from Boston College (1953) and his J.D. from Boston College Law School (1960). A member of the B.C. law review he later clerked for the late Chief Justice R. Sanger Wilkins after graduation, (1960-1); instructed part-time at Boston University Law School legal skills course in 1962-3 and was associated from 1961-3 with Hutchins & Wheeler, Boston, MA. He was elected to the Medford School Committee (1965-8), the Medford City Council (1968-70) and to the Medford Charter Commission. In 1984 Professor Callahan celebrated his twentieth year of teaching at the Law School. Professor Callahan authored the 1982 chapter (Contracts/Commercial Law) in the B.C. Annual Survey of Massachusetts Law and has co-authored a published commercial law casebook with Professors Alfred Maleson (Suffolk Law School, and Joseph Beard (St. John's University School of Law).

BRIAN T. CALLAHAN received his Mathematics B.A. from Boston College (1953) and his J.D. from Boston College Law School (1960). A member of the B.C. law review he later clerked for the late Chief Justice R. Sanger Wilkins after graduation, (1960-1); instructed part-time at Boston University Law School legal skills course in 1962-3 and was associated from 1961-3 with Hutchins & Wheeler, Boston, MA. He was elected to the Medford School Committee (1965-8), the Medford City Council (1968-70) and to the Medford Charter Commission. In 1984 Professor Callahan celebrated his twentieth year of teaching at the Law School. Professor Callahan authored the 1982 chapter (Contracts/Commercial Law) in the B.C. Annual Survey of Massachusetts Law and has co-authored a published commercial law casebook with Professors Alfred Maleson (Suffolk Law School, and Joseph Beard (St. John's University School of Law).

He has taught bankruptcy, labor law, civil procedure, Commercial Law and Secured Transactions.

STEVEN J. CALLAHAN received his A.B. from Middlebury College and his J.D. from Suffolk University. He has returned to Suffolk as an Assistant Professor of Law.

GERARD J. CLARK received a B.A. from Seton Hall and a J.D. from Columbia. He has published law review articles for Catholic University ("The Creation of the Newark Plan") and Suffolk University ("Ingraham v. Wright and the Decline of Due Process"), as well as contributing an article entitled "The Harvardization of Suffolk: A Critique" for The Advocate's 75th Anniversary Issue. He has been Chairman of both the Cambridge Housing Authority and the Lawyers Panel of Mass. Correctional Legal Services, and counsel to the Boston Public Housing Tenants Policy Inc. Before coming to Suffolk Prof. Clark was a Clinical instructor at Rutgers Law School. (On sabbatical leave).

KATHLEEN E. COFFEY received her B.A. from Newton College of the Sacred Heart, and her J.D. from Boston College where she was a quarter finalist in the Grimes Moot Court Competition. Presently, she is an Assistant District Attorney for Suffolk County and has been seen as a guest speaker on "Miller's Court." She is a visiting Professor in the Prosecutor's program.

ALEXANDER J. CELLA received his J.D. from Suffolk University. His B.A. and M.P.A. degrees are from Harvard. Cella served as Legal Counsel and Speaker of the Massachusetts House of Representatives, and Legal Counsel and President of the Massachusetts State Senate. He teaches Administrative Law, Agency, Business Organizations, Corporations, Jurisprudence, Legislation and Legal History.

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

NANCY E. DOWD received her B.A. from the University of Connecticut and her J.D. from Loyola University of Chicago. She will be an assistant Professor 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.

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.

VALERIE C. EPPS is Chairwoman of the Faculty Clerkship Committee and is an advisor to the Women’s Law Caucus and International Law Society. She earned a B.A. from Birmingham University in England, a J.D. from Boston University and an LL.M. from Harvard. Her article, “The Validity of the Political Offender Exception in Extradition Treaties in Anglo-American Jurisprudence,” was published in the Harvard International Law Journal. Ms. Epps served as judicial clerk to the Chief Justice of the Massachusetts SJC in 1972 and 1973. She is a member of the Mass. Civil Liberties Union Advisory Committee, and teaches Civil Procedure, Public International Law, Constitutional Law and Immigration Law here at Suffolk.

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.
LINDA C. FENTIMAN received her B.S. degree from Cornell University and her J.D. from the State University of New York-Buffalo. She then completed her LL.M. at Harvard University. She joins Suffolk as an assistant Professor of law.

In his 38 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 Suffolk in 1979 as an LPS instructor. After graduation from Harvard Law School he served as a law clerk, and later served as Assistant Corporation Counsel for the City of Boston.


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

MARC D. GREENBAUM teaches in the area of labor and employment law and is faculty advisor to the National Moot Court team. Prior to coming to Suffolk, he was an associate with Foley, Hoag and Elliot and, before that, law clerk to Mass. Supreme Court Justice Paul J. Liacos. His Comment "The Husband's Role in The Abortion Decision" appeared in the Annual Survey of Mass. Law. Prof. Greenbaum earned a B.A. in English from Rutgers and a J.D. from Boston College.
MILTON KATZ received both his A.B. and J.D. from Harvard. He was general counsel and Chief of the Marshall Plan in Europe after the Second World War. He taught at Harvard Law School prior to coming to Suffolk.

BERNARD W. 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 courses in Property and Land Use.

CHARLES KINDREGAN teaches Family Law, Torts and Professional Responsibility. He is Chairman of the Long Range Planning Committee, and the Continuing Legal Education Committee. He is the 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 and member of the Supreme Judicial Court Committee on Legal Education. He earned a B.A. and M.A. from LaSalle, a J.D. from Illinois Institute of Technology, and a LL.M. from Northwestern University Law School.

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.

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.

SARAH LANDIS 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. Landis tried cases involving every major felony, and as Assistant A.G. she worked in the criminal and consumer protection divisions. Ms. Landis 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. She will be teaching criminal law this year as well as directing the Prosecutors Program.
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. (On leave of absence).

ALFRED I. MALESON (right) 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.

THOMAS J. McMAHON 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 a 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, Civil Procedure, and Federal Courts. He received his B.A. from the University of Massachusetts, Amherst and a J.D. from Suffolk. Before coming to Suffolk, Professor Murphy taught at Gonzaga University Law School and Boston College Law School, where he also served as Assistant Dean. He has directed several Council on Legal Education Opportunity (CLEO) Regional Institutes and is currently a Director of Action for Children's Television. Professor Murphy is an advisor in the appellate advocacy programs of the law school.

JOHN J. NOLAN received a B.S. from Holy Cross, a J.D. from Suffolk and an LL.M. from Harvard. He presently is teaching Administrative Law and Workers' Compensation, having previously taught Property, Future Interests, Landlord and Tenant, Conveyancing, Mortgages, Legal Methods, Estate Planning, Employee Rights, and Legal Process. Prior to joining the faculty in 1956, he was in private practice in both his native Connecticut and in Boston. During a 1975-1978 leave of absence he was a partner in the Boston firm of Vinci & Nolan, specializing in the problems of disabled workers.

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.

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 Family Law and Massachusetts 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 co-author of the Handbook of Civil Procedure in the Massachusetts District Courts, co-author of Massachusetts Collection Law: Debtor/Creditor Practice, Procedure, Remedies, author of Essential Principles of Family Law and Editor of “The Rules — A Rules Service for Massachusetts”. He has coauthored several articles on Mass. civil procedure for Massachusetts Lawyers Weekly and 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 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.

CHARLES ROUNDS JR. joins the faculty full-time this year and will teach Wills and Trusts and Drafting Legal Documents. Previously, he taught part-time at Suffolk and was the Assistant Vice President and Associate Counsel for the Law Office of the First National Bank of Boston. He received his J.D. from Suffolk and his B.A. from Columbia.
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.

JOHN R. SHERMAN teaches Taxation and is 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. Prof. Sherman has been a visiting scholar at the Yale Law School and, before coming to Suffolk, was Associate Dean at Northeastern. He is counsel to Hope House and the Mass. Association of Alcoholism Recovery Houses, Inc.


GERALD SOLK earned a B.A. with honors from Pepperdine, a J.D. from UCal-Berkeley, 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, Carlsmith, 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 Tern in the Los Angeles Municipal Court since 1978. (On sabbatical leave).

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 1968. He teaches Business Organization & Corporations. He was the first Editor-in-Chief of the Suffolk Law Review.

ROBERT PAUL WASSEN, JR. received his J.D. from Harvard Law School and is presently working for the firm of Goodwin, Procter and Hoar. He teaches Civil Procedure.

TIMOTHY WILTON. After receiving his A.B., and J.D. he received his LL.M. from Harvard University. He joins Suffolk as an assistant Professor of Law.
L.P.S Instructors — 1984-1985

KATE DAY received her J.D. from the University of California at Berkeley. Prior to coming to Suffolk, she practiced law with Jones, Day, Reavis and Pogue in Washington D.C., and with Horwich and Warner in San Francisco.

ROSS EATMAN is a graduate of Boston University School of Law, where he served as an editor on the American Journal of Law and Medicine. He has spent the last two years as Law Clerk to the New Hampshire Superior Court.

SARAH GIBSON is a graduate of Northeastern Law School. She has taught in the L.P.S. program for two years.

FAITH LANE received her J.D. from Suffolk Law School. She returns to Suffolk after serving as Law Clerk to Judge Charlotte Perretta of the Massachusetts Appeals Court.

SAM MARCELLINO received his J.D. from Boston College, where he was the Articles Editor for the Law Review. He has an M.A. in English from Harvard, where he taught before entering law school. He has served as staff attorney for the Greater Boston Legal Services and an associate at Gaston, Snow & Ely Bartlett.

MILTON MARQUIS is a graduate of Case Western Reserve School of Law, where he served as an instructor in the Research, Advocacy and Writing Program.

STEPHEN ROACH graduated from Suffolk Law School, where he served as Technical Editor on the Law Review. Since graduation, he has been in private practice in Pennsylvania.

MADELYN WESSEL received her J.D. from Boston University. She served as Law Clerk to Justice David Brock of the New Hampshire Supreme Court before coming to Suffolk last year.
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.

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.

Suffolk University Legal Assistance Bureau (SULAB)
In SULAB, students in their final year of law school handle all phases of legal work, including the trial of cases, in the family law and housing law areas. Students are taught to interview, research, investigate, examine witnesses, prepare and argue motions and counsel clients. SULAB operates out of offices at 56 Temple Street and at the Greater Boston Legal Services main office in Boston.
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.

*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 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 and 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.

*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.

Neither invitation nor selection to the Review is required for submitting articles to the Review for publication. For further information, contact the Editor-in-Chief, in the Law Review offices on the fourth floor of the Donahue Building.
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.
**BALS A**

The Black American Law Students’ Association (BALS A) exists to address the particular needs and goals of minority law students. The Suffolk chapter of BALS A is a member of the National BALS A chapter and is an active member of the Combined Boston BALS A which is comprised of area law schools.

Suffolk’s BALS A 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. BALS A 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.

**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.

**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.

**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 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.

**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.
The Law Library

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 over 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 dedicated the Pallot Law Library which contains duplicate sets of major legal resources. It also has, as the Audiovisual Department of the library, an extensive collection of governmental records and Supreme Courts records and briefs on Microfiche and microfilm. The Pallot Library is open only to the Suffolk students, alumnae and staff.

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.
Dean's List of Recommended Reading
for Prelaw and Law Students

Compiled by Julius J. Marke and Edward J. Bander.

This is a subject listing of books recommended by Deans and their faculties and compiled by Julius J. Marke and Edward J. Bander. Professor Bander is the Law Librarian at Suffolk University. The second edition has an introduction by Dean Sargent of Suffolk University Law School. The list contains over 3000 volumes and each selection is annotated. The index contains the names of every person who has written significantly about the law. Some of the categories are: Advocacy, Bench and Bar, Biography, Civil Procedure, Common Law, Constitutional Law, Contract Law, Criminal Law, Fiction, Jurisprudence, Law and Literature, Legal Education, Legal Research, Philosophy, Practice of Law and the Legal Profession, Roman Law, Study of Law, Supreme Court, Torts, Trials and Cases and Women.
# Academic Calendar 1984-1985

## AUGUST
- **28, 29 & 30th**
  - Orientation — TWTh — First Year Evening Students.
- **29, 30 & 31st**
  - Orientation — WThF — First Year Day Students.

## SEPTEMBER
- **4th**
  - Tuesday — Classes begin — Day and Evening Students.
- **14th**
  - Tuesday — First day to add/drop electives.
  - Friday — Last day to add/drop electives.

## OCTOBER
- **1st**
  - Monday — First day to file Legal Writing Requirement (fall).
- **8th**
  - Monday — Columbus Day — University Holiday.

## NOVEMBER
- **2nd**
  - Friday — Last day to file Legal Writing Requirement (fall).
  - Friday — First day to register to type January 1985 examinations.
  - Monday — Veteran's Day — University Holiday.
- **12th**
  - Tuesday — First day to register to retake or makeup January 1985 examinations.
- **13th**
  - Tuesday — First day to apply for February 1985 graduation.
- **22nd - 23rd**
  - Thursday, Friday — Classes suspended — Thanksgiving.

## DECEMBER
- **3rd**
  - Monday — Last day to register to type January 1985 examinations.
  - Monday — Spring 1985 registration mailed.
- **5th**
  - Wednesday — Last day to register to retake or makeup January 1985 examinations.
- **7th**
  - Friday — Last day to apply for February 1985 graduation.
- **21st**
  - Friday — First semester classes end.

## JANUARY
- **2nd**
  - Wednesday — First semester examinations begin.
  - Wednesday — Second semester registration due.
- **10th**
  - Thursday — First Year Moot Court Program — Day/Evening.
- **12th**
  - Saturday — First semester examinations end.
- **15th**
  - Tuesday — Martin Luther King’s Birthday — University Holiday.
- **16th**
  - Wednesday — Second semester classes begin — Day and Evening.
  - Wednesday — First day to add/drop electives.
- **21st**
  - Monday — First day to file Legal Writing Requirement (Spring).
- **28th**
  - Monday — Last day to add/drop electives.

## FEBRUARY
- **18th**
  - Monday — Washington’s Birthday — University Holiday.
- **22nd**
  - Friday — Last day to file Legal Writing Requirement (Spring).

## MARCH
- **11th - 15th**
  - Monday to Friday — Classes suspended — Spring Vacation.
- **18th**
  - Monday — First day to register to type Spring 1985 examinations
  - Monday — First day to register to retake or makeup Spring 1985 examinations.

## APRIL
- **15th**
  - Monday — Patriot’s Day — University Holiday.
- **16th**
  - Tuesday — Summer School Pre-registration.
- **19th**
  - Friday — Last day to register to retake or makeup Spring 1985 examinations.
  - Friday — Last day to register to type Spring 1985 examinations.

## MAY
- **3rd**
  - Friday — ALL CLASSES END.
- **8th**
  - Wednesday — Second semester examinations begin.
- **27th**
  - Monday — Memorial Day observed — University Holiday.
- **31st**
  - Friday — Second semester examinations end.

## JUNE
- **3rd**
  - Monday — Summer School 1985 classes begin.
- **9th**
  - Sunday — COMMENCEMENT.