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.

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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Welcome 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 encourage you to take advantage of 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 world of 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. 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, 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 memora-
danda, 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 progression 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 support staff and services available here. The Assistant Director (Jane Tyrell), the Placement Office (Assistant Director Mary Karen Rogers), the Office of the Registrar (Lorraine Cove, Registrar), the Admissions Office (Marjorie O'Donnell, Director), the Administrative Assistant in the Office of the Dean (Jacqueline Gibson), and the Financial Aid Director (Marylou Hannon) 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 member of a great profession.
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 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.10 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.11

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, 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.\(^1\) Loftman concluded: "[T]heir use is generally counterproductive, and ... the sense of security they engender is usually a false one."\(^2\) 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.\(^3\) 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.

\(^4\) 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.
\(^8\) Patton, supra note 1, at 24.
\(^9\) Kimball, supra note 2, at 678.
\(^10\) Loftman, supra note 3, at 433.
\(^12\) Kimball, supra note 2, at 690; Loftman, supra note 3, at 433, 437-439.
\(^13\) Loftman, supra note 3, at 436.
\(^14\) Id. at 434, 437-438; Kimball, supra note 2, at 690.
The Center for Continuing Professional Development conducts continuing legal education programs for lawyers. Shown above is a mock tort trial with Judge James Lynch of the Superior Court ruling on a point of law at a program on demonstrative evidence. “Suffolk Law Students are eligible for scholarships to attend these programs on a space-available basis.”
DAVID J. SARGENT has been the dean of the Law School since 1973. He received his J.D. and LL.D. from Suffolk University and teaches Wills & Trusts. 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.

HERBERT LEMELMAN, Associate Dean at Suffolk Law School, received an A.B. from Northeastern University, a J.D. from Boston University and an LL.M. from New York University. Dean Lemelman is a member of the Committee on Professional Education of the Mass. Bar Association. He authored Lemelman: Uniform Commercial Code, Vols. 26, 27 and 27A, Mass. Practice Series, 1984 and teaches Commercial Law, Secured Transactions and Property.

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.
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JANE TYRRELL, Director of Placement at Suffolk Law School. Since 1982, she has been a consultant, serving most recently in the Commonwealth of Massachusetts’ Executive Office of Human Services. As a placement advisor for Harvard Law School she provided counseling services and career information programs for students. From 1977 through 1981, she directed the Volunteer Legal Services Program of the San Francisco Bar Association. She also worked as an associate for a small firm. She is a Suffolk (J.D.) and Boston University (B.S.) graduate.

MARY KAREN ROGERS, Assistant Placement Director at Suffolk Law School. Before coming to the Placement Office she held an administrative position in the Registrar’s Office. A 1982 graduate of Suffolk University, Mary Karen is currently working on her Masters degree in Higher Education Administration.

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. Students seeking scholarships to attend continuing legal education programs should contact Ms. Dunn at 56 Temple Street.
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, the fictional wit who had many wry comments on the law. He received a B.A. and an LL.B from Boston University, and an M.S.L.S. from Simmons.

PATRICIA I. BROWN. Ms. Brown is the Suffolk University Assistant Law Librarian. She is a member of the Boston and Massachusetts Bar Associations. She received a B.A. and an M.B.A. from Suffolk University, an M.A.T.S. from Gordon-Conwell Theological Seminary, and a J.D. from Suffolk University Law School.

Standing Left to Right: Gail Lancaster, Claudia Koerner, Mary Forkin, Susan Silver. Seated: Susan Sweetgail.
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 Practice Management.

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 Wells 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.

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.

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.

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. He previously taught at Western Reserve and Louisiana State University Law School and serves as head of the appellate division of the Suffolk County District Attorney office.

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).

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

ALEXANDER J. CELLA received his B.A. and M.P.A. degrees from Harvard University where he was a Teaching Fellow and Tutor in the Department of Government. He received his J.D. from Suffolk University. A former member of the Massachusetts House of Representatives, Professor Cella has served as Legal Counsel to the Speaker of the Massachusetts House of Representatives and as Legal Counsel to the Speaker of the Massachusetts Senate. In 1968, Professor Cella was State Campaign Manager for the Humphrey-Muskie National Democratic Campaign. In recent years, he has served as Chairman of the Massachusetts Defenders Committee and as Chairman of the Massachusetts State Library. Author of a multi-volume treatise on Massachusetts Administrative Law to be published this fall, Professor Cella currently teaches Administrative Law, Legal History, and Legislation.

STEPHEN J. CALLAHAN received his A.B. from Middlebury College and his J.D. from Suffolk University. He has taught at Gonzaga University Law School and returned to Suffolk after three years with Texas Rural Legal Aid in Brownsville, Texas. Professor Callahan teaches Constitutional Law and supervises in the S.U.L.A.B. Clinical Program.

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.

GERARD J. CLARK received a B.A. from Seton Hall and a J.D. from Columbia. He has published in the fields of due process, affirmative action, legal education and professional responsibility. He has handled numerous public interest cases before and since joining the Faculty. He has been the Chairman of the Cambridge Housing Authority and the Lawyers Panel of Mass. Correctional Legal Services, and counsel to the Boston

VICTORIA J. DODD, associate professor of law, received her B.A. degree cum laude from Radcliffe College in 1970.
She is a 1978 graduate of the University of Southern California Law Center, where she was elected to the Order of the Coif. Professor Dodd teaches in the areas of civil procedure, constitutional law, and criminal law. Her research interests include the law of higher education, and she recently published an article in that field in the University of Kansas Law Review. She is currently a member of the Executive Committee of the American Association of Law Schools Section on Law and Education.

NANCY E. DOWD teaches Employment Law, Employment Discrimination, the Labor Law Seminar, and Contracts. She earned a B.A. from the University of Connecticut, an M.A. in Chinese history from the University of Illinois, and a J.D. from Loyola University of Chicago, where she was Editor-in-Chief of the law review. She served as law clerk for Judge Robert A. Sprecher of the United States Court of Appeals for the Seventh Circuit and was an adjunct faculty member of Loyola University of Chicago Law School. Prior to coming to Suffolk she practiced with the Boston law firm of Choate, Hall & Stewart. She has published in the areas of labor law and employment discrimination.

PROFESSOR CLIFFORD E. ELIAS is a Graduate of Phillips Academy, Andover, Yale University, and Boston University School of Law.

He is the Chairman of the Faculty Appointments Committee and Faculty Administrative Committee. He is a former member of the Massachusetts Judicial Council. He served for a period as an Associate Dean of the Law School.

Prof. Elias teaches Evidence, Hospital Law, Law and Medicine and the Health Law Seminar.

NANCY E. DOWD teaches Employment Law, Employment Discrimination, the Labor Law Seminar, and Contracts. She earned a B.A. from the University of Connecticut, an M.A. in Chinese history from the University of Illinois, and a J.D. from Loyola University of Chicago, where she was Editor-in-Chief of the law review. She served as law clerk for Judge Robert A. Sprecher of the United States Court of Appeals for the Seventh Circuit and was an adjunct faculty member of Loyola University of Chicago Law School. Prior to coming to Suffolk she practiced with the Boston law firm of Choate, Hall & Stewart. She has published in the areas of labor law and employment discrimination.

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 a LL.M. from Harvard. Her article, "The International Court of Justice and the Nicaragua Case," was published in the Boston Bar Journal recently. Ms. Epps served as judicial clerk to the Chief Justice of the Massachusetts SJC in 1972-1973. She is a member of the Legal Support Network for Amnesty and teaches International Law, Public International Law, Constitutional Law and Immigration Law here at Suffolk.

STEVEN E. FERREY is a graduate of Boalt Hall University of California at Berkeley (J.D.), he also holds a Master's degree in urban planning from Berkeley. He served as a post-doctoral Fulbright Fellow at the University of London. Before joining the faculty, Professor Ferry served as Senior Counsel at the National Consumer Law Center. He is the author of three books and numerous articles. He has delivered papers on matters of scholarly interest at Harvard, Stanford, M.I.T., Dartmouth, the White House Conference on Energy and other forums. Presidents have appointed him to three different federal committees and he has frequently been invited to give testimony before Congress.

LINDA FENTIMAN received her B.S. in psychology from Cornell University, her J.D. from the State University of New York at Buffalo, and her L.L.M. from Harvard University. She practiced criminal law in California for five years, environmental law in Washington, D.C. for two years with the U.S. Environmental Protection Agency, and spent one year doing advanced legal work at Harvard before coming to Suffolk in 1983. She teaches contracts, criminal law, and law and psychiatry. She has published in the areas of law and psychiatry and criminal law.

JUDGE JOHN E. FENTON, JR. received an A.B. from the College of Holy Cross, J.D. from Boston College & LL.M. from Harvard University. He is currently Judge of the Massachusetts Land Court and teaches Evidence. Prior to his appointment to the bench he served as an Associate Dean at Suffolk University Law School. He now serves as Chairman of the Evidence Rules Advisory Committee appointed by the SJC and chairman of the Standing Committee on Trial Court Rules for the Commonwealth of Massachusetts.
THOMAS RICHARD FINN teaches Constitutional Law, Juvenile Law, Criminal Law and Civil Procedure. Prof. Finn received his A.B. from Brown University and his J.D. from Georgetown University. He is coauthor of books entitled *Civil Practice Manual: Education Law and Educational Rights Manual for Residential Child Care Providers*, and has had articles published in the *Mental Disability Law Reporter, Suffolk Law Review* and *Competency Testing*. Prof. Finn has served as a consultant to the Office of the Child Advocate in R.I. and as Managing Attorney for the Children's Rights Unit of R.I. Legal Services. He was law clerk to U.S. District Court Judge Edward W. Day and was a teaching fellow at Georgetown University Law Center.

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.

DWIGHT GOLANN received a B.A. in Economics, magna cum laude, from Amherst College and his J.D. from Harvard Law School. Prior to his arrival at Suffolk he has been Chief of the Consumer Protection Division of the Attorney General of Massachusetts, Deputy Chief and Senior Litigator of the Public Protection Bureau, Assistant Attorney General of the Civil Rights Division, and was a law clerk for Judge David Rose. Professor Golann has been a clinical instructor at Harvard Law School, an adjunct professor at New England School of Law, and an instructor at State University of New York at Purchase. He has published numerous articles on Constitutional Law, Deep Pocket Liability, and Business Disclosure of Financial Problems.

MARC D. GREENBAUM teaches in the area of labor and employment law and has served as faculty advisor to the Law School's National Moot Court Team. Prior to coming to Suffolk, he was an associate with Foley, Hoag and Eliot and before that, law clerk to Justice Paul J. Liacos of the Supreme Judicial Court of Massachusetts. Professor Greenbaum often speaks at legal conferences relating to his areas of teaching and has published an article entitled: *Toward a Common Law of Employment Discrimination* which appeared in the March 1985 issue of the Temple Law Quarterly. He earned a B.A. in English from Rutgers College and his law degree from Boston College Law School.


STEPHEN C. HICKS graduated from Downing College, Cambridge in 1971 with a B.A. in law. He earned masters' degrees at Cambridge and the University of Virginia before accepting visiting positions at the University of Akron and Cleveland.
State University in Ohio. He joined the Suffolk faculty in 1977. In 1981 he received the Cornelius J. Moynihan Award for outstanding teaching. He has published in the areas of legal history, comparative law and jurisprudence, is a member of the Board of Directors of the American Association for the Comparative Study of Law and has presented papers at national and international conferences. He has served as a voluntary mediator for the City of Lynn for the past five years. Professor Hicks is the faculty advisor to the Suffolk Transnational Law Journal and the Jessup International Law Moot Court Team.

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.

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.

William F. Kennedy received a B.A. from Holy Cross and a J.D. cum laude from Suffolk University Law School, where he was Research Editor of the Law Review. Following graduation, he served as a clerk to the Superior Court of Massachusetts and as an associate with the Boston firm Lyne, Woodworth & Evarts. Attorney Kennedy has also taught legal practice skills at Boston University Law School. He currently serves as attorney supervisor of the Suffolk University Legal Assistance Bureau’s housing unit, which he founded in 1982 and has directed since that time.

Judith Droz Keyes joins the Suffolk faculty this year to teach Evidence and Labor Law. She has practiced for the last ten years as a partner in a San Francisco law firm specializing in labor law and litigation. Prior to 1976, she worked as a field attorney for the National Labor Relations Board and served as a law clerk/extern for U.S. District Court Judge Stanley Weigel. Ms. Keyes earned a B.S. in Education at Pennsylvania State University, an M.A. in Linguistics at the University of Missouri, and her J.D. at the University of California-Berkeley. She is a member of The Order of the Coif and an active member of the ABA Section on Labor and Employment Law.

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 Director of the Suffolk Center for Continuing Professional Development. 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), Malpractice and the Lawyer (1981), and Massachusetts
Family Law Actions (1985). He is the co-author of Massachusetts Pleading and Practice. Prof. Kindregan is past Chairman of the ABA Committee on Law and Family Planning and a member of the Supreme Judicial Court Committee on Legal Education. He earned a B.A. and M.A. from LaSalle College, a J.D. from Illinois Institute of Technology, and a LL.M. from Northwestern University Law School.

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.

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, Equitable Remedies and Consumer Law. He is Chairman of the Building and Space Committee and serves as a student advisor to Section IC. Presently, he is on leave at Harvard School of Government.

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.

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 Ac-
tion 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.

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.

Tufts University and an LL.B from Harvard. He teaches Contracts, Equitable Remedies and Remedies at Suffolk. Professor Perlmutter has taught at Boston University Law School and has lectured to bar organizations in Illinois, Mississippi and Massachusetts.

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. teaches 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 DAVID SCHATZ received a B.A. from the University of Massachusetts and a J.D. from Suffolk University Law School. Attorney Schatz was instrumental in founding the Suffolk University Legal Assistance Bureau and has been its director since 1975, as well as attorney supervisor of the Bureau's family law unit. He has also served as a member of the Board of Directors of Cambridge and Somerville Legal Services and is currently a member of the Middlesex Probate and Family Law Advisory Committee.

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 served as Judge Pro Tem in the Los Angeles Municipal Court since 1978.

ROBERT G. SPECTOR is visiting Suffolk this year. He is a Professor of Law at the University of Oklahoma. He received his J.D. from the University of Wisconsin and served as a graduate legal fellow at the University of Illinois College of Law. He has been on the Oklahoma law faculty since 1980. Before that he taught at Loyola University of Chicago School of Law for thirteen years. He has also served as a Visiting Professor of Law at the University of Illinois and the University of North Carolina. Professor Spector has done considerable writing and lecturing in Evidence, Conflict of Laws and Family Law. He is the author of a two volume casebook on Oklahoma Family Law which is published by the University of Oklahoma Continuing Legal Education and numerous articles on aspects of the law of Evidence. In addition, Professor Spector has received the Calvert Award for Excellence in Legal Education in 1983, 1984 and 1985. This year he will be teaching Evidence and Conflict of Laws.


TOMMY F. THOMPSON received a B.S. in Mathematics, magna cum laude, from the University of Notre Dame, and a J.D., summa cum laude, from Indiana University. Prior to Professor Thompson's arrival at Suffolk he was an Associate Professor at Rutgers — Camden School of Law. He has also served as Senior Trial Attorney at the Office of District Counsel for the Internal Revenue Service in Chicago, Illinois, and has been an attorney with the Office of Chief Counsel for the Internal Revenue Service in Washington, D.C.

RICHARD P. VACCIO 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 P. WASSON, JR. graduated cum laude from Harvard College in Government and submitted a thesis on Black Politics in Boston, a summary of which was published on the Op Ed page of the Boston Globe. He received his J.D. from Harvard Law School and submitted a thesis on the non-treatment of defective newborns. Upon law school graduation, he was associated with the Chicago law firm of Reuben & Proctor before returning home to Boston to be associated with the law firm of Goodwin, Procter & Hoar. He joined Suffolk as an assistant Professor of Law in 1983 and teaches Civil Procedure and Federal Courts.

TIMOTHY WILTON received his B.A. in 1968, J.D. with honors in 1971, and LL.M. in 1977, all from Harvard University. He practiced law for several years in Boston before joining the faculty of Wayne State University Law School in Detroit in 1977. Professor Wilton has published several articles on class actions and social reform litigation as well as on constitutional law and product liability topics. In 1984 he came to Suffolk and teaches Constitutional Law, Trial Evidence and Advocacy, and the Public Interest Litigation Workshop.

JEFFREY D. WITTENBERG received a B.A. from San Francisco State College and his J.D. from Hastings College of Law, where he was on the Hastings Law Journal, Order of the Coif and Thurston Society. He has taught at the University of Pittsburgh, the University of Mississippi Law Center, and John Marshall Law School. In 1972 Professor Wittenberg served as Judicial Clerk to the Minnesota Supreme Court. He has published several erudite articles on Products Liability, Contract Law and the Uniform Commercial Code. Professor Wittenberg co-authored Contract Law Contemporary Cases, Comments, and Problems, second edition.
LEOPOLDO ALVENTOSA is a 1984 graduate of Hasting University Law School. Since graduating from Hasting, he has been practicing with a medical malpractice defense firm in New York City.

M. JAYNE AVILA is a 1985 graduate of Suffolk University Law School, where she served on the Executive Board of the Moot Court Board and Director of the Tom C. Clark Appellate Advocacy Competition. She holds a Masters degree in Spanish from Emmanuel College and taught Spanish and Italian in the Gloucester Public Schools before coming to law school.

BETH DIANE COHEN is a 1984 graduate of Suffolk University Law School, where she served on the Law Review. Since graduating from Suffolk, she has studied international law in Salzburg, Austria and engaged in the private practice of law.

ROBERT COSGROVE graduated from Suffolk Law School in 1985, where he was a member of the Law School Trial Team. He holds a B.A. from Capital University in Ohio and a Masters degree in English from the University of Michigan. Prior to receiving his J.D., he taught English, writing and logic on the secondary level.

KATE NACE GRAY graduated from the University of California School of Law at Berkeley in 1980. She practiced privately in Washington and San Francisco before coming to Suffolk in 1984.

ELISABETH J. MEDVEDOW is a 1985 graduate of Northeastern University School of Law, where she taught legal research and writing as an upperclass student. She holds a Masters degree in Secondary Education from the University of Pennsylvania. Prior to entering law school, she worked in the field of corporate communications for the Polaroid Corporation and Digital Equipment Corporation.

JOHN MICHAEL MUELLER received his J.D. from New England University School of Law in 1982. He taught legal writing at New England and was a clerk for Judge Siler, seated in the U.S. District Court for Eastern and Western Districts of Kentucky.

SYLVIA PECK received her law degree from the University of San Diego School of Law in 1982. Prior to coming to Suffolk, she served as Associate Appellate Counsel for the Legal Aid Society's Federal Defenders Services Unit in New York City.
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)

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.

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.
Outside Clinical Studies Program

The Outside Clinical Studies Program is not a course. It is rather a method of allowing law students who do not or cannot enroll in any of the Suffolk University clinical programs to obtain credit for a clinical type program which they may find for themselves. One goal of this program is the teaching of practical skills. The particular skills to be pursued are the following:

1. Client interviewing and counseling: this includes analyzing the problem and making appropriate referrals when necessary to professionals.
2. Fact-gathering and sifting.
3. Legal research of the problem.
4. Decision-making about alternative strategies.
5. Negotiation.
6. Professional responsibility.
7. Preparation for trial and appeal advocacy before tribunals.
8. Drafting of legal documents.

Another goal of the program is to inculcate in the student an understanding about the behavior of judicial and other governmental areas where there are noteworthy delegations of discretion, and to evaluate the impact of that discretion on people, especially on those whose will or resources to resist a particular official's actions are not very great. Clinical training can be especially profitable in helping law students focus on the realities of government policy-making and rule-making, the execution of government policies, the application and enforcement of rules in individual cases, and on the effect of such official activity on individuals and classes of reasons. Specifically this goal's function is to study:

1. The functioning of the legislature, governmental agencies and the courts; policy-making, rule-making, and rule-applying as formally anticipated and actually carried out.
2. The impact of governmental agencies, the courts, and the law on various classes of persons, especially those who live in environments of poverty and/or manifest various forms of alienation.
3. Professional Responsibility.
4. Prospects for reform of institutions and the law found to be needed in the aforesaid categories.

The chief purpose of such internships is to discern how various governmental agencies work. This program enables the law school to take advantage of the wide range of legal talent which may exist in the various governmental agencies. It provides the law students with a better sense of the realities involved in governmental organizations. The students in this program will receive excellent training and supervision. A continuous feedback system is utilized in order to assure quality control. The student is thereby given a vantage point for discovery of how the governmental agency works or actually fits within the governmental hierarchy.

The students in the Suffolk University Law School Outside Clinical Studies Program are deployed in various governmental (federal, state and municipal) departments or agencies and courts (federal, state and municipal) throughout the New England states. The program has worked and is now a permanent part of the law school curriculum.

The prerequisites for procuring two hours credit per semester are as follows:
1. The student must not be enrolled in any other clinical program, or clinical type of program for credit.
2. The work must be for a government or non-profit organization or agency.
3. There must be no monetary compensation.
4. The work must be supervised by a lawyer.
5. The work must involve an average of at least 6 hours per week for 15 weeks.
6. The student and the supervisor must submit whatever reports may be required.
7. The project must have prior faculty approval.

Each clinical practicum is to be integrated with an academic component, e.g. classroom course or study or seminar taught by a faculty member. Ideally the course is taken concurrently with the practicum. No clinical grade will be entered until the academic component is completed.
The faculty of Suffolk University Law School is committed to expanding the opportunities of the bar in the field of continuing legal education. The modern law school should not be isolated from the great profession of the law. The establishment of the Center for Continuing Professional Development is based upon a recognition that legal education is a lifetime activity for every lawyer. The resources of the law school’s faculty, its law library, its research facilities, and its physical plant are ideally suited for the work of continuing legal education. The Center makes these resources available to the bench and the bar as part of Suffolk’s ongoing commitment to legal education.

The Center for Continuing Professional Development serves the practicing lawyer. The Center provides a thoughtful and academic approach to continuing legal education. Programs range from one-day colloquia dealing with recent developments in a particular area of law to multi-day institutes. Participants are provided with an in-depth examination of legal developments in every program. However, these are also practical courses, in the sense that the Center’s offerings are designed to meet the intellectual needs of the practicing lawyer. Maximum opportunity is provided for discussion of the material in the context of actual practice problems. All materials are prepared by the faculty, and provide participants with useful resources which will be helpful in the day-to-day practice of law.

Continuing legal education programs have included such diverse courses as products liability, computer and the law, child support and custody, neglected children, real estate, and tax law. During the 1985-86 academic year programs in district court practice, pre-nuptial agreements, public employees labor law, damages and settlements, and civil rights will be offered. Each December the Center offers a special review of recent developments for the Suffolk alumni.

While the work of the Center is primarily intended for the benefit of practicing lawyers, law students benefit by working with the Center and by having access to its research materials and publications which are donated to the law library. A number of full and partial scholarships are also awarded annually to Suffolk students on a space available basis.

The work of the Center is supervised by a faculty committee. Professor Charles P. Kindregan is the Director. Carol A. Dunn serves as Program Coordinator.
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.
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.

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 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.
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, alumni 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 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.


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 classified 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.
5th Floor Reference indicated by "Ref." or "Bib." on catalog card
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.

Dean Sargent addressing income students at Orientation.
# Academic Calendar
## 1986-1987

### AUGUST
- **26th - 28th**
  - Tuesday through Thursday — Orientation — Evening Division.
- **27th - 29th**
  - Wednesday through Friday — Orientation — Day Division.

### SEPTEMBER
- **2nd**
  - Tuesday — All First Semester Classes begin.
- **12th**
  - Friday — Last day to add/drop electives.

### OCTOBER
- **13th**
  - Monday — Columbus Day — University Holiday.
- **31st**
  - Friday — Last day to file Legal Writing Requirement.

### NOVEMBER
- **11th**
  - Tuesday — Veteran's Day — University Holiday.
- **27th - 28th**
  - Thursday, Friday — Thanksgiving Recess.

### DECEMBER
- **1st**
  - Monday — Last day to register to type January 1987 examinations.
- **3rd**
  - Monday — Spring 1987 registration mailed.
- **5th**
  - Wednesday — Last day to register to retake or make-up January 1987 examinations.
- **19th**
  - Friday — Last day to apply for February 1987 graduation.
- **23rd**
  - Friday — First semester classes end.

### JANUARY
- **2nd**
  - Friday — First semester examinations begin.
- **8th**
  - Friday — Second semester registration due.
- **10th**
  - Thursday — First Year Moot Court Program.
- **14th**
  - Saturday — First semester examinations end.
- **19th**
  - Wednesday — All Second Semester Classes Begin.
- **23rd**
  - Monday — Martin Luther King’s Birthday — University Holiday.
- **26th**
  - Friday — Last day to add/drop electives.

### FEBRUARY
- **16th**
  - Monday — Washington’s Birthday — University Holiday.
- **20th**
  - Friday — Last day to file Legal Writing Requirement (Spring).

### MARCH
- **16th - 20th**
  - Monday through Friday — Spring Vacation.

### APRIL
- **13th**
  - Monday — Summer School 1987 Pre-registration.
- **14th**
  - Tuesday — Last day to register to type or make-up Spring 1987 examinations.
- **20th**
  - Monday — Patriot’s Day — University Holiday.
- **21st**
  - Tuesday — Monday Class Schedule.

### MAY
- **1st**
  - Friday — Second semester classes end.
- **6th**
  - Wednesday — Second semester examinations begin.
- **23rd**
  - Saturday — Second semester examinations end.
- **25th**
  - Monday — Memorial Day — University Holiday.

### JUNE
- **1st**
  - Monday — Summer School 1987 classes begin.
- **14th**
  - Sunday — COMMENCEMENT

**The Calendar represents both day and evening unless otherwise noted.**