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Cleveland-Marshall College of Law

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# THE GAVEL

Week of October 22-26.

On Wednesday you will take only what you need. Look for a clear light on Friday. Over the weekend you may find that it is right to rebel.

Vol. 24\*No. 2\*\*October 22, 1975

The Student Newspaper of The Cleveland State University College of Law • Cleveland, Ohio .....

## 'Memo' Verdict--Sonnenfeld Stays, LCOPs Get Option

In a meeting last week with the Black American Law Student Association (BALSA), Interim Dean Hyman Cohen refused to accede to the group's demand that Professor Sam Sonnenfeld resign. Cohen did, however, renew his decision that all students specially admitted to the school under the Legal Careers Opportunities Program (LCOP) would be permitted to transfer out of Sonnenfeld's courses.

The BALSA demand followed disclosure of a memo written by Sonnenfeld to the dean this summer, requesting that LCOP students not be assigned to his property classes. "The academic results of most of those (LCOP) whom I have taught in the past have been satisfactory neither for them nor for me," the memo said. Sonnenfeld cited what he considers to be his high standards of literary expression and examination performance.



Sam Sonnenfeld refuses to resign, answers his critics. See *Interview*, page 3.

BALSA has accused Sonnenfeld's memo of being both racist and an attack on LCOP. The group also views Cohen's decision as an acquiescence to Sonnenfeld. Cohen views it as a concession to BALSA.

Cohen told *The Gavel* that, though "the request was outrageous," it did not, on its face, provide a record showing either racism or academic bias. He has further stated, in a memo, that, while he believes Sonnenfeld's letter by itself would not be reason to permit the transfer of LCOP students from Sonnenfeld's classes, the awareness of the letter by these students is sufficient reason.

"Their fears about the course and the likelihood of not doing well in it have so destroyed the delicate student-teacher learning process that it would be senseless to maintain a rigid no-transfer policy. In effect I have concluded that the LCOP

(See Page 5)

## SBA Ejected From Faculty Meeting

Student Bar Association President John Lawson was ejected from this year's first faculty meeting October 10, as it went into Executive Session. His exclusion was the first of the SBA representative in the memory of those present.

The SBA president has traditionally been treated as a nonvoting member at faculty meetings, including at its Executive Sessions, when the faculty discusses subjects which it considers inappropriate for student ears.

There is no indication that student members of faculty committees will not continue to sit in on Executive Sessions when their respective committee matters are being discussed.

The ejection of Lawson followed a request by Interim Dean Hyman Cohen, and a formal objection to his presence by Professor Sam Sonnenfeld. No vote was taken.

"This goes against all precedent," Lawson told *The Gavel*. "In the past, the SBA president has always remained during Executive Sessions to voice the student viewpoint on all issues which affect students at the school--an indication that the faculty has cared to consider student opinions in their final decisions. This new move implies the exact opposite."

As to whether Lawson's exclusion could become permanent, Cohen told *The Gavel* that, as the Chair of the

faculty meeting, he "would defer to faculty wishes," and that he will take up the issue at the next meeting.

The Executive Session in this instance dealt with a series of student petitions for grade changes in former Professor David Engdahl's constitutional law class of last year. Engdahl assigned final grades despite the fact that sixteen members of the class had duplicate examination numbers on the midterm, and that these students' actual identities were never validly determined. With one exception, the other 66 members of the class received a final grade identical to their respective midterm grade. These facts, plus the lack of any marks or grades on any of the midterms or final exams, "led the Academic Students Committee to conclude that there was a very great likelihood that Professor Engdahl did not grade the final exams."

Cohen, prior to the motion for Executive Session, requested a motion to foreclose all debate on the subject since, he felt, "the record reflects adversely on the professional integrity of a former faculty member."

Also ejected from the faculty meeting was one of the petitioners of the Engdahl grades. (See *Letter*.) And, as customary, the editor-in-chief of *The Gavel* was ejected from the Executive Session.

## New State Pot Law Makes Smoking Less Hazardous

House Bill 300, was quietly passed this summer by the State Senate and went on to approval by the Governor on August 22, 1975. The bill is intended to revise the drug abuse and control laws of Ohio. Effective in late November, it will be the most lenient marijuana law in the continental United States.

Buried deep within a bill that contains harsh penalties for hard drug use and sale is a pot provision that will soon allow Ohioans to possess up to nearly four ounces (or exactly 100 grams) of weed, five grams of hash or a gram of hash oil without being subjected to incarceration or a criminal record.

Such an offense is to be classified as a minor misdemeanor. Maximum penalty is a \$100 fine. An arrest or conviction under this provision will not give rise to a criminal record, and it need not be reported by the arrested or convicted person in response to any inquiries about his or her criminal record. The penalty is a "civil" fine similar to one imposed for such offenses as carrying excess persons on a bicycle or jay-walking.

Getting busted with a stash of more than the aforementioned amounts but less than a "bulk amount" (200 grams pot, 10 grams hash, 2 grams hash oil), will constitute a misdemeanor of the fourth degree. The maximum for such is imprisonment and a \$250 fine.

This remarkably permissive pot law (considering Ohio politics) is slightly less restrictive than Oregon's (which allows a smaller amount of grass in one's possession). The only state more lenient than Ohio is Alaska, which has legalized the private possession of pot by Judicial Decree.



**LCOP -- A Short History**  
**See Page 2**



# Letters to the Editor

GUISE?

ACCOUNTABILITY



To the Editor:

As a new member of the Admissions Committee and, more importantly, as a concerned member of the law school community, I feel that I must respond to Professor Samuel Sonenfield's recent request to discontinue assignment of LCOP students to his first-year property class.

The first question that comes to mind is how Professor Sonenfield knows which students in his classes are in the LCOP program. Having spent more than two years at the law school, I have yet to ascertain just who is in LCOP. Of course, I don't sit in class pondering whether or not a certain individual is in LCOP. Moreover, I don't have access to school records. Concedely, I don't correct examinations, but I don't believe that students participating in LCOP have identifiable social security numbers. There is no way that a professor can identify an LCOP student unless he either checks records before or after examinations or has preconceived notions concerning the capability of black students (who in fact do not constitute the whole LCOP program).

The charge of racism is sometimes made unjustifiably. By the same token, the manifestation of racial prejudice is often cloaked under the guise of concern for standards, academic integrity and objectivity. Whether a statement made is based on racial hatred or genuine concern for a problem, real or imagined, the result is often the same. The damage done is irreparable.

To take away a man's job is a serious measure which should not be taken lightly. On the other hand, to dismiss this episode as an unfortunate incident, as the administration has done, is totally unacceptable. I would suggest that Dean Cohen relieve Professor Sonenfield of his teaching duties and if possible find a place for him where his "philosophy" is less harmful to the law school.

In the meantime, someone should inform Professor Sonenfield that this law school also has standards of performance which a professor must meet. If he is incapable of meeting these standards, he is quite free to find a law school which permits its professors to select those students they wish to teach. In that event, I will be the first to wish him luck.

Jeffery P. Reinhard

To the Editors:

Last Friday I tried to attend a faculty meeting. I had heard that students were allowed, and I wanted to observe how the faculty was going to treat the many petitions presented by students, including myself, concerning the teaching and grading system of Professor Engdahl in his Constitutional Law class of last spring. Those who had Mr. Engdahl are aware of the problems that might have arisen from his attitude toward the course.

At any rate, I entered the room early and picked a seat in a corner where I would not be in anyone's way. I did not wish to be heard or present my case; I was merely concerned about my grade which affects my present and future as it does every students, and don't let anyone tell you otherwise. The meeting had not begun when I was asked to leave on orders from the dean. I received no explanation, but I unceremoniously left.

The next school day I was told, upon inquiry, that one needed a good reason and the dean's permission to attend a meeting. When I approached the dean to ask permission to come to the next meeting, he told me that it was a faculty decision whether or not a visitor may sit in on a meeting. The next question, of course, is how does one petition the faculty for a vote to grant permission to attend a meeting when one is ejected before the meeting begins; but alas, this is not the point of this article.

We as students are attending this school with the hope of improving our lot in life or for whatever reasons we individually have. Grades are probably the most frequently looked-at standard for evaluating a graduate's ability. Hence, it is an underlying assumption by everyone that an instructor is rating his or her students by some criterion that is at least remotely related to the student's effort and performance. When a particular instructor seems derelict in this, it is not only the faculty's concern but more so is it the students'.

(See Page 4)

Fighting Words

I knashed my teeth

In Cleveland Heights

Got a pain in my head

They put me

In the Workhouse

I felt half-dead

Like a timed-release

Aspirin

Bayer got me out

Took away my pain

Put my enemies to rout

Yes, he won my case, Mama

Now it's time to shout

With a wise, crack lawyer

And money from Dad

Justice in America

Ain't half-bad

Daniel Thompson

(The author works for Pre-Trial and for the Community Bail Fund. He also conducts a weekly poetry workshop at the Warrensville Workhouse, which he once called home.)

## LCOP -- How Valid Are Normal Predictors Of Success?

By Mike Evans

*"In recognition of one of our crucial missions--to provide quality legal education to the community we serve--the faculty of the Cleveland State University College of Law voted in 1971 to establish a special recruitment and admission program for minority students and students disadvantaged educationally because of racial, economic, or other factors."*

So reads a paragraph in a pamphlet published and distributed by Cleveland-Marshall describing the Legal Career Opportunities Program (LCOP). But what has been the effect of the Program?

One hundred seventy-eight people have been admitted to Cleveland-Marshall through the LCOP since its inception in 1971. Of those, 145 were black, 19 were white, 10 were of Spanish descent and four were Oriental; 116 were male and 62 were female.

Nineteen LCOP admittants have graduated and the only one who has taken the bar exam and received the results passed. Fourteen have voluntarily withdrawn at some stage of their legal study; 14 more withdrew during the 10-week summer program conducted for LCOP students prior to the actual commencement of classes; 22 have been academically dismissed; and 10 have been readmitted.

With this brief, not to say hasty, overview, a background of the LCOP is in order. It was conceived, as the early figures reflect, to provide greater access to a legal education for racial minorities, although the Program now seeks to approach racial parity. A program of this type was necessary, as Dean Hyman Cohen recently told the Gavel, because "traditional admissions criteria are unreliable predictors."

(See Page 3)



**THE  
GAVEL**

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THE GAVEL, College of Law, Cleveland State University, Cleveland, Ohio 44115. 687-2340.



# Sonenfield Denies Racist Motive In Memo

(The following interview with Professor Sam Sonenfield had been in planning stages prior to the recent demand for his resignation, but was conducted on October 8th partly in response to that demand. His interviewer was Mike Salling, a 1975 C-M graduate and a friend of Sonenfield.)

*Question: Your now widely publicised memorandum was stated in the form of a request. What were you requesting?*

*Response: It is no secret that I opposed the LCOP program at its start and the reason for my opposition was that I feel it is reverse discrimination which is as obnoxious to me as discrimination. I feel that it is morally wrong to admit one percentage of the student body based solely upon their grade performance and their performance on the LSAT, and to admit another percentage however large or small upon so-called special considerations. I have, however, to the best of my knowledge, done nothing which was an attempt or could be construed as an attempt to sabotage that program. I reserve the right as part of my freedom of speech to oppose the program and attempt to persuade a majority of the faculty that it should be reconsidered. But it is my duty as long as it is in existence to respect it. My point is we should either examine the criteria by which we admit 80% and find out whether it works, or change it. My experience has been in freshman classes that many of the LCOP students find my standards much too rigorous. To the charge of racism, I plead unqualifiedly not guilty. To the charge of elitism if you wish, or high standards, I plead guilty. To a charge of intellectual arrogance or snobbishness, I plead *nolo contendere*.*

*Q: How do you respond to BALSA's charge that your memo is an instance of racism which threatens the LCOP program? They call it a direct and immediate threat.*

*R: It has been insisted from the beginning that the program is not racially motivated. I accept that. As a matter of fact, I am assured that this year it would contain an approximately equal number of majority and minority students. Therefore, by the faculty's own terms, and I suppose BALSA's terms, the program is not racially motivated or balanced and I reject the charge that this is a racist attack. It is not. It is an attack upon a program which puts students admittedly less well prepared up against students who are admittedly better prepared to meet the rigors of law school. I have not refused to teach anyone.*

*Q: What percentage of the faculty has encountered problems similar to yours in teaching LCOP students?*

*R: I have never counted the number. I have had faculty members express to me substantially the same doubts... I do not profess to know the answer to this. I only point out that we may be doing a disservice to the LCOP students when we throw them into competition with those that are better prepared. I have heard expressions from other faculty members of the same unhappiness of having to give a poor grade in an important course to a student who came in here under this handicap. We do not like to fail a student. When I fail a student I have a feeling that in some way I too have failed. Now I have to fail non-LCOP students also. Oftentimes it is an inability to comprehend the legal issues involved. Often it is inability to express himself, or he ex-*

*presses himself so poorly that one is compelled to say that if he ever gets in front of an appellate judge with a brief written like his examination, he will be cut to ribbons.*

*Q: Now jumping back, you've made a reference to your hope that this controversy will soon be over.*

*R: I hope that the persons who made the charge will take the time in a lawyer-like fashion to read the memorandum and I most earnestly say to them that upon careful reading they will find that it has no tinge of racism, and except to the extent that they wish to read it so,*

*(See Page 6)*

## ...LCOP History (from page 2)

Professor Robert Willey, Chairman of the Admissions Committee, agreed, saying, "The basic premise behind the Program is that we don't trust the LSAT. We know it contains a cultural bias; Educational Testing Service admits that."

In 1971, 16 students were admitted under the LCOP, 15 of whom were black. The Program continued to admit almost exclusively minority students in 1972, 1973 and 1974 (104 minority students compared to one non-minority student). This was due in part to the operation of another special interview program in 1973 and 1974 designed to provide access for applicants with scores lower than average but who showed the ability to do well in law school, regardless of their racial status. The two programs were combined in 1975 and now operate under the same set of standards, and last year 40 minority and 17 non-minority students were accepted under the LCOP.

### THE ADMISSION PROCESS

LCOP applicants are treated differently than regular applicants, in that they are required to submit much more detailed applications containing all relevant information about themselves, including an explanation as to why the traditional numerical criteria may be inaccurate predictors of their success in law school. Many applicants are "weeded out" at this stage but those who are considered to have demonstrated the ability to do well in law school are invited for an interview. Last year, all applicants were interviewed by the Admissions Committee, which is comprised of the Assistant Dean in charge of admissions, five other faculty members and two students. The Committee also received some able assistance from student volunteers last year.

"We try to key in on motivation because the highly motivated students are the ones that do well in school," Willey said of the interviewing process. "Some applicants can point to pretty objective evidence to illustrate their motivation," he added. He cited work experience, job goals and community and political involvement as examples of such objective evidence. The ability of the interviewee to articulate is also very important, Willey said. We also try to determine if the applicants' scores are valid. If they are, he probably won't be accepted," he added.

An apparent irony exists in the LCOP admission process. A predicted first year average (PFYA) is computed for each LCOP applicant, as it is for every applicant. This figure is formulated by using the applicant's undergraduate Grade Point Average and his LSAT and writing ability scores, the distrust of which indicators precipitated the establishment of the LCOP in the first place. If an applicant's PFYA is below a 2.00, he is automatically rejected. Only those with a PFYA above a 2.00 but below the PFYA established for regular admits (usually around 2.50, Willey said) are considered for the LCOP.

### IS THE LCOP SUCCESSFUL?

In the first four years of the LCOP, the school's goal was to admit roughly 10% of the entering class under the Program, and this goal was substantially achieved (6% in 1971, 9% in 1972 and 1973 and 11% in 1974). In the past year, however, 85 positions (approximately 22%) were available to LCOP applicants while only 57 students were admitted under the Program. But this should not be construed to show a lack of effort on the part of the Admissions Committee to meet the 22% goal.

"Until it was too late, we thought we'd have no problem filling the positions," Willey said. At the time mail registration began, he said 73 people were to be admitted through the LCOP. However, many regular admits failed to register causing the PFYA for administrative admissions to drop. Consequently, those in the LCOP with the highest PFYA's were considered regular admits and no longer part of the Program.

In 1971 and 1972, the attrition rate of LCOP admits was higher than that of regular admits (37.5% in 1971 compared at 29.1%; 33.3% in 1972 compared to 21.7%). However, in 1973 the attrition rate of LCOP admits was 8.8% compared to 19.3% for regular admits and 15.2% for those admitted under the special interview program. Statistics for 1974 are not yet available.

Median grade point averages of LCOP students compared to the total class have been consistently lower. Grouping students by the number of hours completed as of the end of Spring Quarter 1975, the figures are: Second year day--all college, 2.69, LCOP, 2.27; Second year evening--all college, 2.64, LCOP, 2.25; Third year day--all college, 2.76, LCOP, 2.19; Third year evening--all college, 2.69, LCOP, 2.46; Fourth year evening--all college, 2.74, LCOP, 2.26.

The foregoing is the bare bones of a statistical outline. It only begins to ask some basic questions concerning law school admissions, not the least of which: Regardless of statistics, what are the social conditions and purposes that generated the LCOP?



# Hemorrhoid and Revolt -- A Comparative Analysis

By Stuart Garson

## FIRST YEAR

Frantic (to himself): That mother better not call on me. I was prepared every day last week and that creep did not even once get over to this side of the room. Oh crap, he's going alphabetically. I don't have a chance. Oh my God, what are the operative facts, he's going to reach me.

Psss. Hey Schmaltz, what are the operative facts?

Schmaltz: What do I care, I'm cool for the week.

Frantic: Gargoyle, let me see your brief.

Gargoyle: You won't be able to read it.

Frantic: Try me. I've always been very good at reading typewritten print.

(to himself): O.K., get a hold of yourself, be calm, stay rational. When he calls your name simply say not prepared. I'm sure it's been done before. I've heard somewhere it was once done. I'll do it. I know I can do it.

Prof: Mr. Frantic, will you please give us the issue.

Frantic: I'm not prepared because yesterday I was at my allergist and I normally would be prepared but I got home late because I helped serve at the law review mixer and besides I read my property.

(to himself): What the hell is everyone looking at? I suppose I'm the first person who was ever unprepared. They're all hypocrites, I'm the only one honest enough to say so. Well, screw 'em all. At least I have my self-respect. I'll show them. I'll be on Moot Court.

Prof: Mr. Gargoyle, what is the issue?

Gargoyle: Whether or not a five year old child who has beaten his baby-sitter senselessly with day-old cupcakes is capable of comprehending his actions so that said child's parents who were at Chautauqua on a weekend swing would be liable in tort.

Frantic (to himself): I could've done that.

## THIRD YEAR

Prof: Mr. Frantic, do you have the next case?

Frantic: Nah.

Prof: Why?

Frantic (scratching himself in a compromising place): It's rather personal.

Prof: Mr. Frantic, do you realize that you have not been prepared once this quarter?

Frantic (picking his teeth): Is that a fact?

Prof: Mr. Frantic....

Frantic (interrupting): Call me Roc.

Prof: Mr. Frantic, are you aware that the academic regulations permit a professor to dismiss any student for lack of classroom participation?

Frantic: Touchy, Touchy.

Prof (somewhat exasperated): I'm afraid unless you can adequately explain your unpreparedness, I am going to bring this matter before the Academic Standards Committee.

Frantic (almost alert): Do you realize that you are causing me great pain and embarrassment in front of my peers and that if you persist with this Mickey Mouse third degree I'm going to bring you before the Discipline Standards and Ethics Committee pursuant to Academic Reg. 14-306 Sec. 6(A)(1)(e)(f)(g)?

Prof (almost wide awake): Mr. Frantic, are you threatening me?

Frantic (to class): Hey, all I know is that I come to this place every day, mind my own business, help pay this cracker's salary, and all I ask is to be left alone.

Prof (wide awake): Mr. Frantic, the practice of law does not permit the practitioner to isolate himself from the world. On the contrary, it demands people who every day are willing to embrace challenge, remain informed, and at all times are prepared.

Frantic (wistfully): My fourth grade teacher was a little like that. . . The reason I'm never prepared (Frantic sneezes into his left hand) is because this year I didn't buy any case books. (Frantic wipes his left hand on his left thigh). I'm tired of reading cases that I somehow get the feeling I've read somewhere before. Change the

names, change the facts, it's all the same. B-O-R-I-N-G.

Class (Chorus): Give 'em hell, Frantic  
What a student  
I never realized ...  
Frantic for S.B.A.

Frantic (standing on his chair): For two years I let you people play with my head. For two years I wanted to believe that your way was right. But your way is mildew. I have been memorandumized and resolutionized to infinity. You don't have any answers, just pretentious questions.

(leaving the classroom) Go ahead, flunk me. What do I care. I'm protected by the guidelines. Besides, I got a job with my old man.

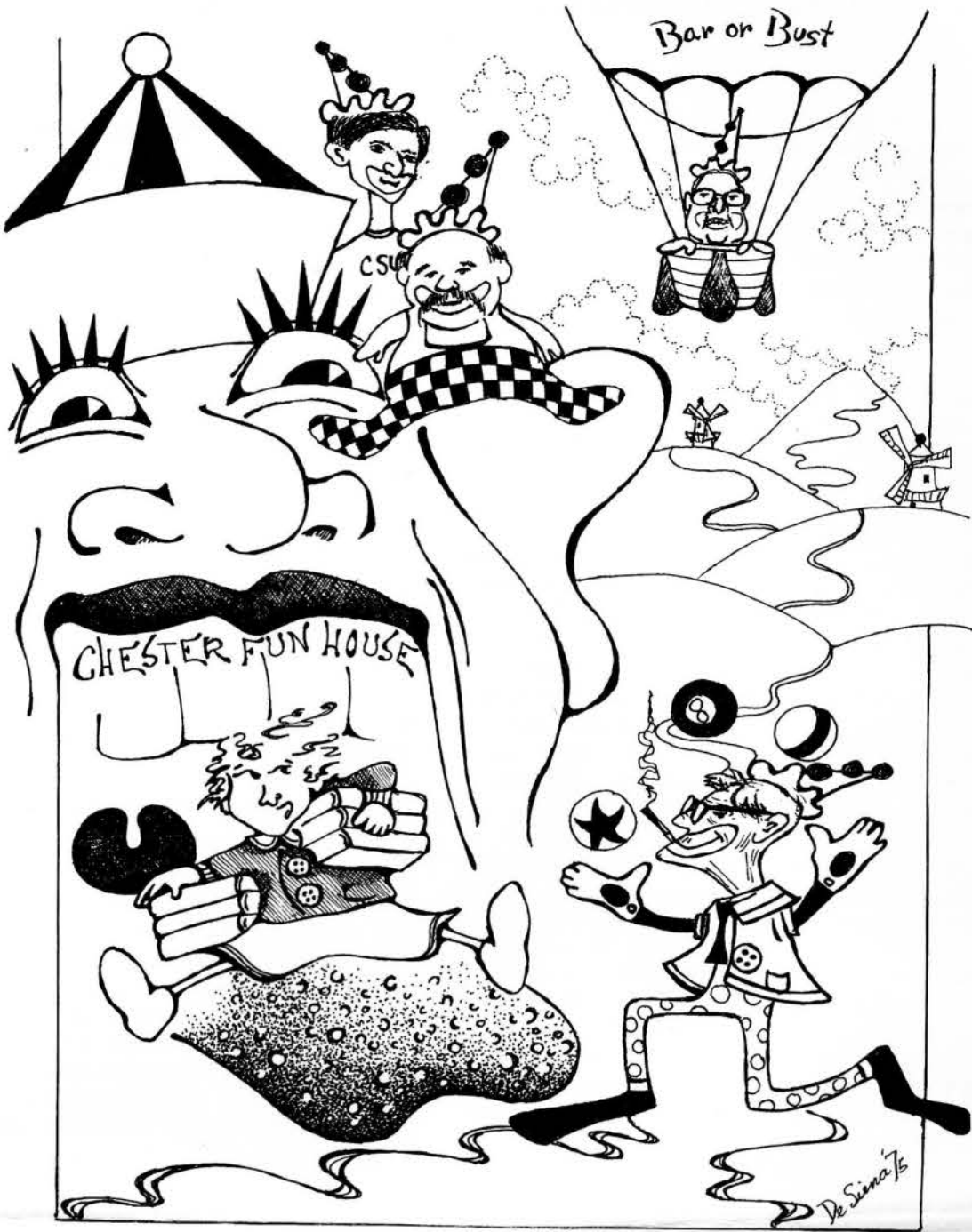
Frantic (in the hallway): Hey, you got change for a quarter?

Class (Chorus): What a student.  
What a tribute to the  
guidelines.  
All I got is four nickels.

## ...Letter (from page 2)

The two students who were present at last Friday's meeting were asked to leave when the discussion of Prof. Engdahl's grading began. No student was able to hear what kind of discussion of the topic was done or how seriously the petitions were taken. It seems to me that students, who are certainly more affected by the decisions of the faculty concerning the academic quality of an instructor's grading or teaching policies, should at least be allowed to witness the decisions being made. Instead of the secret sessions, an instructor should be accountable for his actions not only to the administration and faculty but to the students as well.

Kenneth Hoffman





# On Academic Freedom As Whitewash

BY WARREN ENDERS

Welcome, or welcome back to the law school community. Now that we are all engulfed in the flow of classes and study, it won't be long before that inevitable backwash, the grading system, rises to the surface. It's only when that final letter hits the bulletin board that most of us will consider what and how we are being taught. Of course, by this time, the A's and B's have lapsed into a smug silence, and the C's and D's (or unmentionable) will be considered sour mash if they should gripe.

This past summer, I've had time to ponder the whimsical way in which some courses are presented, and I've come to the following conclusions.

First, the teacher and the taught must realize where they are going before they get (or don't get) there. For the Con. Law professor, that doesn't cover the commerce clause or the Evidence instructor who neglects to discuss heresay, even the best of intentions can't make up for what that class has missed - and consequently must learn on its own or later be surprised.

Second - the mysterious mandate of "substantial attendance" on the part of the student. To cut or not to cut has been debated, I'm sure, ever since some Greek kid left his/her tutor in the lurch on the steps of the temple. What concerns me is the fact that in one class a student may be involuntarily withdrawn from a course for missing every fifth class, while in another course, that student's instructor may not be heard of for a week or two and yet make-up classes are at his/her option and convenience.

Finally - what recourse has the conscientious student who early in the quarter realizes that much of what was mentioned in the course description will never be presented. Unfortunately, there is little that can be done. In the past, the Academic Standards committee, a well-meaning body composed of faculty and students, has given irate individuals a forum in which to voice their grievances. However, even in the instances



when the committee found less than adequate performance by an instructor, their recommendations were voted down by the full faculty. One example - a professor who became involved in a trial last spring told his class he could no longer make the scheduled 3 pm session. Instead, he volunteered to meet at 8 am or to record some words of wisdom to be played back, whenever. A petition to be graded pass-fail was signed by a majority of the class, but after the Committee's approval, the full faculty voted down this alternative. Their reason - even this inadequate remedy would unduly restrict a professor's academic freedom!

In closing, I make one suggestion. Rather than the present ad hoc procedure for handling student-faculty conflicts, there should be a regularized, semi-formal appellate procedure, with the opportunity for a hearing and the presentation of testimony by all concerned. Also, resolved disagreements should be recorded for possible future use as precedents. After all, this is a school of law. Until the time such a procedure is available, the concerned student can make his/her feelings known to a student bar representative, who hopefully can at least present a friendly shoulder on which to cry.

## First Year Forum

To provide some answers to first-year Angst ("a gloomy, often neurotic feeling of generalized anxiety and depression"), the SBA is sponsoring a series of five convocations in a series entitled First Year Forum.

Each week a faculty member will address a different aspect of the first-year experience, in the Kiva, room two, on the ground floor of the University Center. A question period will follow. Two presentations on each topic will be conducted weekly, on Tuesday at 2:00 p.m. and Wednesday at 8:00 p.m., beginning this week. The programs and speakers will be:

- I. The In-Class Experience:
  - Class Preparation and The Paper Chase Syndrome
    - Oct. 21 Daniel Migliore
    - Oct. 22 Earl Curry, Jr.
- II. Out-of-Class Techniques:
  - Educational Gamesmanship & Learning How to Learn
    - Oct. 28 Stephen Lazarus
    - Oct. 29 Gale Messerman
- III. Resume-Building: The All-Important Extra-Curriculars
  - Nov. 4 James Flaherty
  - Nov. 5 Elizabeth Moody
- IV. The Objectives of Legal Education: The Law and What It Isn't (A One-Person Debate)
  - Nov. 11 Arthur Landever (Tentative)
  - Nov. 12 Samuel Sonenfield
- V. Quantifying Excellence: Exams, Grades and Grading Guidelines
  - Nov. 25 Stephen Werber
  - Nov. 26 Hyman Cohen

## White Liberal Is Antique -- Stokes

By Pat Anderson

Carl Stokes, former mayor of Cleveland, visited the City of Cleveland recently, but his approach to the subject-matter in each of his appearances, to say the least, were different. In fact, if one were inclined to do so, one could say that Carl Stokes brought two hats to Cleveland and they were indeed, the topic of varied conversation.

Wearing one of his 'hats' as he spoke before the City Club of Cleveland, Stokes was reminiscent of a construction worker, as he blasted away at both mayoral candidate Arnold Pinkney and City Council President, George Forbes. Pinkney was lambasted for his position on school busing to achieve racial integration and Forbes received his lumps for his apparent lack of finesse.

The other 'hat' made its appearance at C.S.U. where the roaring lion of the City Club became a meek lamb, as he participated in a memorial service for John C. Little. Stokes could be heard singing such songs as 'Blowing in the Wind' and 'I'd Like to Teach the World to Sing'. At the conclusion of that memorial service, this interview was conducted.

When asked what his present thoughts were concerning the white liberal, a political integer which figured significantly into his



support while mayor, Stokes said: "I haven't been able to find him around lately. I think the white liberal is almost like the 1938 Buick, he's gone and I'm not sure when he'll return. Frankly, it is a sorrowful commentary on the times--it's a fact."

Stokes, who is a graduate of this law school, assured this interviewer that he is not interested in practicing law nor is he interested in being a politician again. After five years in politics, he has had all that he wants of it. As a television reporter in New York, he enjoys his work, he says, although he admits that it took him the better part of a year to learn the techniques of quality reporting. The transition to reportorial skills was difficult, primarily because he had always been on the other end of the microphone, answering the questions, not asking them.

When asked whether he agreed with allegations that news is generally sensationalized, the response was, "Sure, because who would want to write or read a drab, uninteresting

(See Page 6)

**FINANCIAL AID NOTICE.** All overdue emergency loans from the Cleveland-Marshall Educational Foundation and the William H. Thomas Foundation of Delta Theta Phi Law Fraternity must be repaid by the end of Fall Quarter in order to be eligible to register for Winter Quarter. Students may make repayment arrangements by contacting Ms. Barabra Sper, room 1037, phone 687-2317, or Assistant Dean Curry, room 1052, phone 687-2305.

## ... 'Memo' (from page 1)

students in Professor Sonenfield's courses lack confidence and trust in Professor Sonenfield so as to make it impossible for them to continue any longer in the course."

In an interview with *The Gavel*, Cohen expressed his continued support for the LCOP program, and his belief that the program is legitimate "because the traditional admissions criteria are unreliable predictors." He declined, however, to take a position on LCOP transfers from courses should the same issue arise in the future.



no threat to the LCOP program at all, no demand on my part that I not be given any particular students to teach, but a hope that I and they may be, to the extent possible, spared the rigorous discipline which I impose upon first-year students in property.... I think and some other members of the faculty that might also be much more sympathetic to LCOP than I am feel that these young people in their haste and anger behaved in a very unlaywer-like manner. They fired their weapons before they were aimed; they tried their case before they knew what the facts were.

Q: What if every professor felt as you do? Where would that leave LCOP?

R: Well honestly, I believe they don't and I don't quarrel with their decision. But I have to live with mine. You are asking me to change my attitude towards what a student must learn in law school, to tailor it as it were to meet the needs of students, and I believe the teaching of the law should not be tailored to meet the needs of every student who aspires to it. It should be tailored to meet the requirements of those who will have to serve the public. I might make this suggestion, if this problem is as critical as you suggest it is, that LCOP students be told that of the four professors who teach sections of property, I am perhaps the most demanding and they might if they wish be given the option to take some other professor. Maybe that is a reasonable solution. If all of them say "No, I'll risk the old bastard" well and good. I have had good success for the most part with LCOP students in their second and third year when they elected to take an elective course taught by me. My relationships then have been very good and I hope I have warm friends among them.

...Stokes (from page 5)

story?" Asked if that were the case with the Glenville incident during his tenure as mayor of Cleveland, Stokes replied that "three policemen had been killed and five civilians had been shot and killed. The damage was not in the reporting of the incidents, but rather in the events themselves."

As to censorship, Stokes said that news stations are sensitive to offending certain groups, which they think may harm their ratings, and, consequently, items which affect the interest of the station are routinely censored.

The ex-mayor's advice to the job-seeking law graduate ran like this:

"The law student has great opportunity these days. Lawyers are no longer restricted to the dusty, dingy law offices. Government is available to them, where they can not only earn a decent income but make a social contribution. Lawyers shall be socially useful, while making their talents available to help people redress problems, whether civil or criminal.

"For the young student today who is graduating, it is hoped that they can find a job consistent with their own vocational needs to contribute some of what they have learned to others. Go into the inner-city areas and volunteer your time to help people who do not have the money to get divorces, to pursue civil actions and where appropriate, to see to it that any person accused of a crime is given an adequate defense."

Q: Your suggestion would be just as validly applied to some other professors, especially those who are not only demanding but also rightfully enjoy reputations for being acrimonious and ascerbic, which you are not.

R: I try not to be, I attempt to make it clear to students that I will not laugh at their mistakes. I may chide them, and I have often said to a class- to a student upon whom I called, "Go ahead and give the answer, if the class laughs I'll turn on them."

Q: You can see the problem that would exist if only LCOP students were given such an option to choose profs?

R: Perhaps it should broader.

Q: So there are problems any way we go?

R: There are. And I confess that maybe I did not explore as deeply as I might have the implications of my request. I would say this, if I may. This was a confidential communication; that does not mean that I stand any less upon it. I regret the fact that it somehow got out of Dean Messerman's office... and I regret also the fact that Balsa saw fit to make use of it in the manner they did. As lawyers they must

learn to respect confidential communications. And finally, if I may gently chide them in one respect, Balsa is open only to students of black ancestry. If that is not racism I do not what is.

Q: I'm afraid I'll have to correct you on that....

R: Is the organization open to whites? If they found a white student of impeccably Caucasian ancestry who said "I do want to join the organization," would he or she be allowed in?

Q: I'll pose the question to them. I alluded to this next question before, now I want to ask you if you have considered resigning from the faculty because of this affair?

R: I have considered it and my answer is an unequivocal "no." As you know, Mike, I have long because of my age considered retiring, which is not resigning and I might close this, unless you have further questions...

Q: I have more.

R: ...with a remark of one of the professors. One of his remarks was "perhaps their punishment, if any is due, will be that that old son-of-a-bitch will stay around for three more years."

Notes

&

Briefs

MOVIES

CSU Film Society

2001: A Space Odyssey	Oct. 24, 25
Village of the Damned & Freaks	Oct. 31, Nov. 1
And Now For Something Completely Different	Nov. 7
Deliverance	Nov. 14, 15

Call 687-3800 for further information.

CWRU Film Society

Alice Doesn't Live Here Anymore	Oct. 25
I Never Sang for My Father	Oct. 28
Harry and Tonto	Nov. 1
Variety Lights	Nov. 4
A Woman Under the Influence	Nov. 8
The Rain People	Nov. 11
Hearts and Minds	Nov. 15

CWRU IMAGES OF WOMEN SERIES

Gigi	Oct. 25
Bus Stop	Nov. 2
Suddenly, Last Summer	Nov. 9
My Fair Lady	Nov. 16

Call 368-2463 at CWRU for entertainment information.



Fred Harris, presidential candidate, spoke here recently, sounding like McGovern, alluding to Truman, and promising to make America work again.

SPECIAL EVENTS

Martha Griffiths, M.C. Aud., noon Oct. 24  
Brass Quintet, M.C. Aud., 7:30 p.m. Oct. 26  
The Co-Respondents  
U.C. Aud., 8:00 p.m. Oct. 27  
Erich Eichhorn, M.C. Aud., 7:30 p.m. Nov. 9

THE GREATER CLEVELAND CONGRESS will present several International Womens' Year workshops on Oct. 25th, 26th and 27th, at the Cleveland Convention Center.

These workshops will be of special interest to law students:

Saturday, October 25

10:30 a.m.	Women and the Law: Questions and Answers About Your Life and the Law, with Prof. Moody
1:40 p.m.	Abortion: Political, Mental and Moral Issues
1:40 p.m.	The Politics of Rape
1:40 p.m.	Women in Government
1:40 p.m.	Women in Unions
1:40 p.m.	The Female Consumer: Consulted or Exploited?
3:30 p.m.	Achieving Equal Employment Opportunity for Women, with Prof. Picker
3:30 p.m.	A Woman's Place is in The House...and Senate

Sunday, October 26

1:00 p.m.	Women at the Capital: Lobbying and the League
2:00 p.m.	The Joy of Sexism: Discrimination in Your School System
2:00 p.m.	Politics of the Prevention of Rape.
3:00 p.m.	Women, Credit and the Law

Monday, October 27

9:00 a.m.	Equal Rights Amendment
9:00 a.m.	Legalizing Prostitution
11:00 a.m.	Housing and Women: Tenant? Landlord? The Law Is Made For You.
1:30 p.m.	Housing and Women: Mismatch-Discrimination and the Law

Admission to the workshops is free.