

## S.B.A. Presidentials Present Platforms



John C. Kolojeski



Stephen F. Carley



Stephen F. Sonnett



William Jarblum

### THE CANDIDATES

On April 14, the student body will determine the heirs to the controversial, but generally successful, S.B.A. Administration of President Don Stern. At presstime there were four announced candidates for activist Stern's position.

The quartet, all second year day students, listed in the order in which they filed are: John C. Kolojeski, William Jarblum, Steve Sonnett and Stephen F. Carley.

Kolojeski, a native of Grosse Pointe Farms, Mich., received his diploma from the Sorbonne (Paris) in 1965 and followed it with a B.A., cum laude, from Spring Hill College the next year. Kolojeski remained at Spring Hill from 1966-67 as an instructor in French. Presently clerking for the law firm of Morgan, Lewis and Bockius, Kolojeski was a 1965 Rhodes Scholar finalist; leader and speaker at the John F. Kennedy Memorial March in Paris (1965); Student Co-ordinator for Robert F. Kennedy's D.C. primary race (1968) and presently a member of the G.U. International Law Society.

Jarblum, a graduate of the C.W. Post College of Long Island U., is currently serving as President of the GULC Young Democrats. During the past Presidential election, Jarblum, a resident of New York, filled the position of Assistant Regional Director for the Western States, Citizens for Humphrey-Muskie, after working on special projects for the New York Citizens for Humphrey prior to and through the Democratic National Convention. He is research assistant for Prof. Peter P. Weidenbruch.

Sonnett, current Treasurer of the S.B.A., graduated from the University of Virginia in 1965 followed by two years of Naval duty. In addition to serving as S.B.A. delegate in his first year at GULC, Sonnett is currently student representative to Georgetown Alumni Association task force set up to study the feasibility of a separate law school section to that organization. In conjunction with his latter position, Sonnett represented the student body at the Alumni Board of Governors meeting in Philadelphia last semester.

The fourth candidate to file for the Presidency is Stephen F. Carley. Carley, presently a member of the Legal Aid Society's Neighborhood Legal Service Program, was director of and Commission Member of the 1968 Arthur S. Flemming Awards which honored the ten outstanding young men in the federal government. Carley is also a member of the Board of Directors of the D.C. Junior Chamber of Commerce. In 1967 he founded and organized a Juvenile Assistance Program at the Receiving Home for Children which he continues to direct. In 1965, he established a similar, still flourishing program in Atlanta, Georgia.

In seeking the office of S.B.A. President, I offer the following qualifications, recommendations and ideas.

Before entering the Law school, and after graduation from the University of Virginia in 1965, I served two years in the Naval Reserve on the USS Uvalde (AKA-88) as Gunnery Officer and Administrative Assistant.

My first year at Georgetown I became involved in student activities as a delegate to the S.B.A.; this year I am serving as Treasurer. I was the student representative to the Alumni Board of Governors in Philadelphia last November and am now on a task force set up by Georgetown University's Alumni Association to study the proposal for a separate "Law section" of that association. I am presently concluding a report on that proposal for the task force to be presented to the Alumni Board of Governors at its next meeting.

My report will recommend that a non-profit, non-members corporation be organized—to be controlled by the law school with separate finances. It is time for the Alumni Association to recognize that a professional school must provide services for its graduates in order to build up a loyalty, as the typical law student feels no loyalty toward the University as do the undergraduates.

I am also a member of the Law School Budget Committee and the Student-Faculty Committee on the Curriculum.

No area of concern in the Law Center is more important or complex than the curriculum. To evaluate current courses, I have, through the Curriculum Committee, asked that all professors outline their courses. These reports should be grouped together into branches of the Law studied and presented to the Curriculum Committee for future discussions on proposals for revisions.

Being a member of those committees has afforded me an inside view of the Law school. My first conclusion formed is that the general student body is not informed of what's going on by student leaders.

I have attempted to inform students by articles in the Law Weekly. The Alumni and Curriculum committees work has been reported; the budget report will be issued before the end of the school year. As S.B.A. President, I would urge a joint news-

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Due to the disruption caused by the recent Easter break, the Law Weekly was unable to obtain a copy of Mr. Jarblum's platform, in lieu of which he offered the following statement:

The main thrust of my platform is for greater student participation. This includes a strong student voice on the curriculum committee and on the faculty tenure committee. The students should lead a fight to have the law center break all of its fiscal ties to the main university. This program includes asking all law alumni to make contributions expressly for the law center's use.

Over the last five years, all attempts to improve the library have been brushed aside because we are moving into a new building. The students who are here now are suffering from a badly lit and poorly equipped facility. We must make temporary improvements on this building while we plan for the new library. This must be done even at the expense of other projects at the law school.

I also would seek to abolish the grading system as it now exists. As a first step, class ranking should be stopped immediately. I also favor the school giving a greater number of research grants to the various professors, both as an added inducement for scholarly research and as a much needed means of giving student employment.

In summary, the law center is at a threshold. We have a new dean and we are getting a new building. It is imperative at this time to have creative student leadership to set a standard for future classes to follow.

### I. LAW STUDENTS AND DECISION MAKING

The point was well taken at our recent "Dialogue Day" that student power for the sake of power alone should not be the goal of the student body. However, I take the firm stand that student insight and first hand experience are both invaluable and basic to the success and future implementation of all policy decisions directly affecting the student body. I am not demanding a veto power within the sacred faculty committee structure; I simply feel that the future well being of the Law Center demands a student voting status equal to that of any faculty member in these vital areas of student concern.

### II. TOP PRIORITIES OF THIS STUDENT GOVERNMENT

1. **The Existing Grading and Ranking System**—I support and will follow up the mandate of the **First Year Class** to effect an immediate revision of the existing grading structure. The merits of the modified pass-fail system have been discussed in detail and adopted recently at several of the nation's top law schools. It is certainly within the power of this Administration to take the steps necessary to revamp the present grading and ranking system before the end of this semester. I will do everything in my power to expedite this process.

2. **G.U.L.C. Scholarship Policy**—It is the view of this candidate that a member of the student body should sit on the present committee for scholarships. Furthermore, and of greater significance, it is felt that the underlying scholarship policy at G.U.L.C. is in need of a thorough re-evaluation in light of such factors as: an individual student's contribution to the law school rather than simply his grade average, the element of financial need, and finally the need for recruiting quality minority students.

3. **"Action Courses" for Credit**—In the area of curriculum, initially, I propose making permanent the temporary subcommittee on curriculum reform. Secondly, since a large segment of the student body remains in D.C. to practice after graduation, for their benefit I call for the initiation of more specialized courses in the fields of administrative law and government contracts. I also fully support the expansion of the criminal law pro-

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**INSIDE  
CANDIDATE CRITIQUE  
TUITION VOTE  
GRADE REFORM**

**S.B.A.  
ELECTIONS**

**Monday  
April 14**

**Remember . . .  
Vote**

**Your Future Is At Stake**

# id est . . .

A CRITIQUE  
by Michael D. Gragert

Monday, April 14, will determine whether GULC student government will continue its controversial, disruptive but progressive association with the spirit of contemporary student activism or turn back to the "don't rock the boat," industrious pursuit of the pedestrian characteristic of the placid 1950's.

The choice is clearly set forth in the platforms and personalities of the two frontrunning SBA Presidential candidates. John C. Kolojeski represents the liberal, progressive faction of the student body intent on bringing into fruition some of the goals set forth by the outgoing Stern Administration as well as conceiving new programs for student and law center community involvement. "In the other corner," we have the champion of the student moderates, Steve Sonnett, present SBA Treasurer and popular student figure. Sonnett, as is the wont of moderates, likes to work within well established channels involved more with the familiar, albeit rather mundane, details and mechanics of law center life than with larger, more controversial, and perhaps more crucial, concepts and goals.

It is the opinion of this writer that the traits of the personable Mr. Sonnett, e.g. honesty, dependability and realistic, although somewhat colorless, thinking lend themselves to capable performance of SBA Treasurer (which position Sonnett handled commendably during the past year) but there is some doubt whether such qualities are sufficient for the Presidency of an apathy ridden student body which, in view of its reputation and geographical location should be in the forefront of responsible student activism within this nation's centers of legal education. The situation demands leadership possessing a certain degree of social sensitivity, charisma and flexible, creative thinking capable of keeping the SBA within the context of today's involvement generation.

The latter qualities are certainly possessed by Mr. Kolojeski whose student idealism is sufficiently tempered with common sense gained in part through his own experiences as a faculty instructor and whose qualities of leadership are more than ample to enlist the participation of large cross-sections of the student body in the implementation of the platform he now proposes. Kolojeski is not a neo-Mark Rudd confrontist but rather is a serious, concerned but level-headed student progressive advocating a philosophy of student and law community involvement not only in the conventional areas of student government concern but also in new and growing areas of student assertion, e.g. scholarship and admission policies, inner city legal assistance, curricula reform, faculty tenure and committee membership, etc.

## KOLOJESKI

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gram which has placed G.U.L.C. in a pre-eminent position in that area among the nation's law schools.

Finally, it is time that the numerous "action programs," e.g., Legal Aid, Students-In-Court Program, Shaw Teaching Project and the Summer L.S.C.R.R.C. program among others, be studied and supervised by a **single student-faculty committee** so that classroom credit may be awarded to the many earnest participants in these worthwhile legal "action courses."

4. **The Use of Student Critiques as an Indispensable Element in the Faculty Tenure Procedure**—A much discussed area where little or no action has been taken is the role of the student critique (student evaluation of individual faculty members) in the determination of faculty tenure. The first hand experience of a student who has studied under a professor for one or two years simply cannot be ignored in this crucial decision-making process. The only way to make the student critiques more meaningful to the Law Center is to make certain that there is at least one student member on the Tenure Committee who will conscientiously analyze and evaluate

all of the student critiques before casting his final vote. Full student participation in the process will be aimed at promoting excellence in the Law Center Faculty.

III. **STUDENTS AND THE DRAFT** G.U.L.C., like all institutions of higher learning composed in part of draft eligibles, requires the expert assistance of a draft counselor. Preferably, such an individual would also teach a credit course that includes the area of selective service and military law.

Secondly, it is my personal feeling that the student who refuses the draft should have the same right of admission or readmission as the student who interrupts his studies to serve in the armed forces. This is both a humanitarian and a rational course of action. If such a policy is in conflict with present A.B.A. standards, then I feel that Georgetown should take the lead in effectuating a change.

IV. **EXTRA-CURRICULAR ACTIVITIES**

1. I advocate continued expansion and support for the **Free University**, using it as a testing ground in some instances for annually updating the curriculum. It is my personal opinion that the future of the **Free University** can best be furthered by linking it with the law community.

## FIRST YEAR GRADE PROPOSAL . . .

# CHANGE

By Mary McReynolds, Kinnard Howland '71

Encouraged by the discussions of Dialogue Day, a group of first year students formed an **ad hoc** committee to mobilize support for changes in the system presently used to evaluate the first year student. This committee, supported by a majority of those in the first year, feels there are two areas that are most deleterious to the first year student: the examination system and the grading/ranking system.

The exams as they now stand measure one's ability to quickly recognize and superficially analyze issues. They also literally measure the speed with which one can legibly write or type. They do not measure how well he writes, the extent of his scholarship, nor his ability to exhaustively analyze, all of which are far more common legal functions after law school. Moreover, as a teaching tool the present exam system is limited. It compels the student to study but fails to teach him how to take the only exam that counts. The final grades, received months later, tell him only whether he performed in the manner expected by the professor.

In order to maximize the educational utility of exams, the committee would propose the following changes: take home exams which place less premium on the time element and where appropriate, open book exams. These methods are employed in the second and third years; they should also be extended to the first year. In addition, the students need several practice exams in each course which include either personal or group critiques.

To minimize the ill-effects inherent in any examination system, the present grading/ranking system should be revised. The grades now provide a basis for determining the membership for law review, admission to seminars, and rank in class. However, they do not necessarily reflect requisite skills for the law journal. They bear a tenuous relationship to what a student can contribute to a seminar. They furnish

so many fine distinctions that the ranking over-emphasizes insignificant differences in averages and exaggerates the precision of numerical grading.

The majority of first year students support the institution of a three-category grouping system. The highest category would distinguish those students who excelled on their exams. The middle category would comprise those students who have met the prescribed standards for the course, and the third category indicates those who have not. The system as a whole would eliminate many of the artificial distinctions resulting from the present numerical ranking.

Selection for membership on the law journal should be based primarily on demonstrated writing and research ability. Any method depending exclusively upon grades tends to produce a questionable representation from the first year sections. For example, in the day division, section two has contributed a scant few to the journal in recent years, whereas sections one and three have dominated. It seems more reasonable to attribute this proportion to varying grading standards rather than to a remarkably poorer ability in those students whose last names begin with a particular letter.

Admission to seminars on the basis of grades is invidious. Because they provide the most ideal learning situation they should not be inaccessible to the majority of students, who could best benefit from them. It is proposed that any senior be guaranteed a place in the seminar of his choice. Those few seminars with too large an enrollment could be split to include all the seniors; any spaces left could be filled by juniors.

Were the proposed grading system implemented this year, the membership of law journal would be drawn from the students in the highest category, whereas in future years, selection may be based upon different criteria, i.e. writing competi-

tion. If the policy of admission to seminars remains unchanged, this same high category would furnish the bulk of seminar members, with the students in the middle category contributing to the few spaces reserved for those with "demonstrable interest."

The present system penalizes the student who fails in the first year to "psych out" the system, or who devotes a large amount of time to co-curricular activities such as legal aid, oral argument, etc. The proposed scheme would minimize the inimical effects inherent in any objective evaluation system. It would place no emphasis on fine differentiation among students and give a more realistic appraisal of their abilities. Those who excel on the exams would be distinguished and those with the skills needed for law journal would be recognized; such groups are not necessarily mutually inclusive. By allowing open participation in seminars, it enhances the development of legal talent in those who would otherwise be largely ignored.

The overall effect of the proposed system would be a wider distribution of incentives. This in turn would provide for many students an outlet from the syndrome of mediocrity now imposed by first year grades. The net result: an increase in the number of highly competent graduates.

The following persons have filed for S.B.A. executive positions other than President as of press time:  
Day Vice-President—Howard A. Mandell; Dennis R. Santoli.  
Evening Vice-President—Peter Andrew McLoed.  
Treasurer—Jeff Moss.  
Secretary—Joseph P. Griffin.

## Referendum on Minority Scholarship

by Brian O'Dwyer

A proposal of the Student Bar Association to establish a fund to provide scholarships and loans to members of minority groups, will be voted on by the student body on Monday, April 14th. In order to

2. With the approval of Ralph Nader, why not establish a year round investigative corps that will make G.U.L.C. students the bulk of "Nader's Raiders." Serious consideration should be given to the idea of giving classroom credit to such a supervised "action program."
3. With sufficient student interest, there is no reason why we could not seriously attempt to establish a working program with the **Congress of the United States** whereby law students could work part time for Congressional Subcommittees doing investigation and research on pending legislation. This could be a paying position, or be sanctioned as a credit course in legislation.
4. Finally, my sympathies and full support go out to those students devoted to the **Shaw Teaching Project** and the new **Tutorial Program**, designed to aid First Year Students.

pass, one half of the student body must vote for the proposal.

If approved, five dollars a semester would be set aside from each student's tuition and put in a fund earmarked for minority student scholarships. Tuition would be raised to finance the contributions.

There are presently between twenty and thirty Black Students at the Law Center according to Thomas Fischer, Director of Admissions. Last year thirteen Black Students were admitted under an existing program. Recruitment was hampered by lack of money which kept the Law Center Admissions Staff from speaking at Colleges around the country. Other potential students could not be admitted due to a lack of scholarship funds. According to Don Stern, President of the S.B.A., and the initiator of the proposal, Georgetown's recruitment program would be greatly enhanced by the increased funds provided by the proposal.

Opposition to the S.B.A. proposal has been led by S.B.A. Treasurer, Stephen Sonnet, who objected to what he calls the compulsory nature of the fund. Sonnet feels that many of those who will vote in the referendum will not have to pay the increase in tuition. He objects to the

fact that 3rd year students and students whose parents and/or wives pay their tuition will be given the same vote as those who finance tuition from their own pockets.

## SONNETT

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letter from the S.B.A. and the Dean's office—to be published by the Law Weekly as developments occur.

As to the S.B.A. itself . . . several years ago it was awarded as the best in the nation. What's happened since? In my opinion, the effectiveness of the S.B.A. has been weakened by a lack of planning and delegation of authority, and a lack of responsibility in regulating and guiding related S.B.A. activities. Furthermore in order to re-establish needed communication, I would call a meeting of all co-curricular activity heads to discuss mutual problems and create cooperation.

I believe that the student is a vital and moving force in the Law Center and that his views must be presented to the Administration and Faculty. Meaningful communication and advancement will come from continued pressure on the Law Centers Administration.