

University of Hawaii at Manoa

1975/1976 SCHOOL OF LAW



1975/1976
School of Law
University of Hawaii
at Manoa

From the Dean of the Law School . . .

The University of Hawaii School of Law admitted its third entering class on September 2, 1975. In turn, its first entering class will graduate in May, 1976.

Major activities during the preceding twelve months were first and second-year instruction, and planning and staffing the third-year program. Beyond this, however, it was a year of continued growth for faculty, students, and administration. The enthusiasm and energy which all of us brought to this new and important educational venture has matured into a fuller understanding of the special potential the School represents to the State of Hawaii and also of the process of institutional development.

We extend a special welcome to our new faculty and student colleagues in confidence that they will make an important and substantial contribution to the spirit and success of the School.

DAVID R. HOOD
Dean and Professor of Law

**UNIVERSITY OF HAWAII AT MANOA
LAW SCHOOL CALENDAR 1975-76**

Fall Semester 1975

Registration	August 20-22 August 27-28
Instruction begins	September 2
Last day to withdraw from courses	September 11
Last day to register	September 15
Holiday: Discoverers' Day	October 13
Holiday: Veterans' Day	October 27
Last day for Records Office to receive "I" removal grades from instructors	November 26
Holiday: Thanksgiving Day	November 27
Last day of instruction	December 10
Study period	December 11-16
Final examinations	December 17-22
Semester break begins	December 23

Spring Semester 1976

Registration	January 7-9 January 14-15
Instruction begins	January 19
Last day to withdraw	January 28
Last day to register	January 30
Holiday: Presidents' Day	February 16
Holiday: Kuhio Day	March 26
Last day for Records Office to receive "I" removal grades from instructors	April 9
Spring recess	April 12-17
Holiday: Good Friday	April 16
Last day of instruction	April 30
Study period	May 3-6
Final examinations	May 7-13
Commencement: Graduation of First Law School Class	May 16

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University Administration

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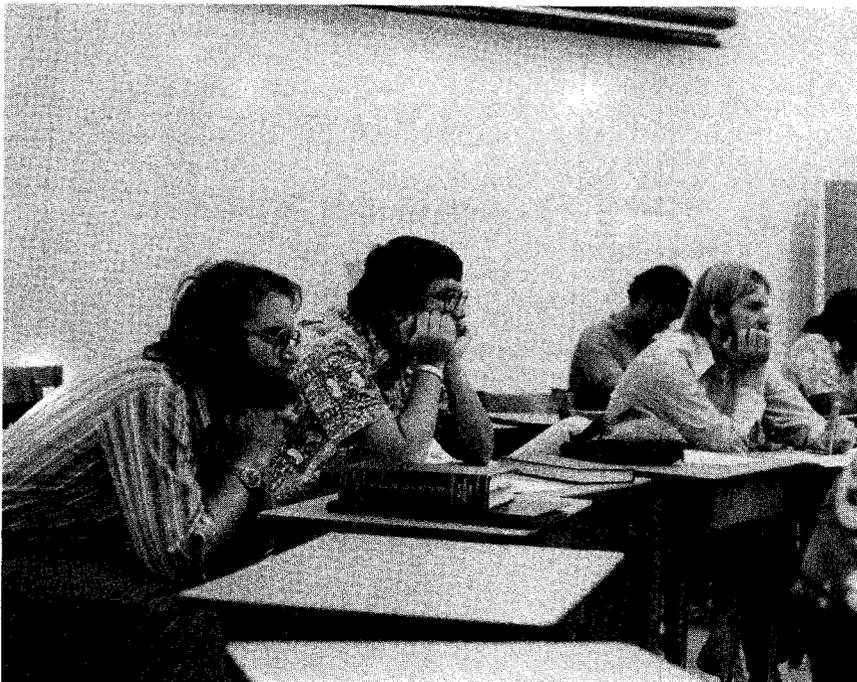
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School of Law Administrative Officers, Faculty, Staff and Librarians

ADMINISTRATIVE OFFICERS

DAVID R. HOOD

*Dean, Professor of Law, and Director of
Legal Education for the State of Hawaii*

*B.A., magna cum laude,
Gonzaga University, 1960
LL.B., Harvard University, 1963*

Dean Hood practiced law with a Seattle firm for seven years following his graduation from law school, emphasizing trial work and constitutional litigation. He then taught civil procedure and conducted research in law-related population issues at Wayne State University. He also administered and taught in the clinical program. He has been a member of the Washington State Advisory Committee to the United States Commission on Civil Rights, the Board of the Fund for Equal Justice, and has served as chairman of the Clinical Legal Education Committee of the American Bar Association.

CARL M. SELINGER

Associate Dean and Professor of Law

*A.B., University of California, Berkeley, 1955
J.D., cum laude, Harvard University, 1958*

Following practice in the state of California, Associate Dean Carl Selinger served as a teaching fellow at the Harvard Law School. Prior to joining the Hawaii faculty he was on the faculty at the University of New Mexico Law School, and then academic dean at Bard College in New York State. Dean Selinger has published numerous articles on legal education and the legal profession, as well as other topics. He is currently the director of a project supported by the National Endowment for the Humanities on communicating the ethical dimensions of legal issues and other public policy issues through the information media.

LEIGH-WAI DOO

*Assistant Dean and Assistant Director of
Legal Education for the State of Hawaii*

*A.B., Columbia University, 1968
J.D., Harvard University, 1971*

Leigh-Wai Doo has served as attorney for the Committee on the Judiciary of the Hawaii House of Representatives, law clerk to Hawaii Supreme Court Justice Masaji Marumoto, and principal attorney to the Statewide Police Training Program on the Revised Hawaii Penal Code. He initiated the University of Hawaii's Legal Paraprofessional Program and is especially interested in new modes of delivering legal services in Hawaii.

CAROL M. KARIMOTO

*Assistant to the Dean
for Business Affairs*

B.A., University of Hawaii, 1968

Before joining the Law School, Carol Karimoto served in the Budget Office of the University of Hawaii, central administration, and in the Budget Office of the University of Hawaii at Manoa.

JUDITH M. KIRKENDALL

Admissions Officer and Registrar

B.A., University of Utah, 1953

Judith Kirkendall has served as an instructor and administrator in numerous educational programs, among them the U.S. Information Agency's Bi-National Center in Jakarta, Indonesia, and the Peace Corps' Division of the University Relations and Training. Most recently, she was director of the International Institute of Oahu.

FACULTY

SIMEON R. ACOBA, JR.

Visiting Assistant Professor of Law
Fall Semester 1975

B.A., University of Hawaii, 1966
J.D., Northwestern University School of Law, 1969

Following his graduation from the Northwestern University School of Law, Professor Acoba was appointed law clerk to Chief Justice William Shaw Richardson of the Supreme Court of Hawaii, and then a special staff assistant to the President of the University of Hawaii. Before entering private practice in Honolulu, he served as a Deputy State Attorney General.

BARBARA ALLEN BABCOCK

Visiting Professor of Law
Spring Semester 1976

A.B., University of Pennsylvania, 1960
LL.B., Yale Law School, 1963

Professor Babcock is a member of the Stanford law faculty. Following graduation from Yale Law School, where she was a member of the Board of Editors of the Yale Law Journal, Professor Babcock clerked for Judge Henry W. Edgerton of the United States Court of Appeals for the District of Columbia. She then entered the private practice of law with the law firm of Edward Bennett Williams. Subsequently she served as an attorney-member of the Public Defender Service of the District of Columbia and as the Director of the agency from 1968-72. She is the author of a number of journal articles and a co-author of *Sex Discrimination and the Law: Causes and Remedies*, published by Little, Brown & Co. in 1974. She is presently at work on a new Civil Procedure casebook (a subject she teaches at Stanford Law School) which will be co-authored with Professor Paul Carrington of the University of Michigan and published by Little, Brown & Co. in 1976.

THEODORE L. BECKER

Visiting Professor of Law
Fall Semester 1975

B.A., Rutgers University, 1954
LL.B., Rutgers University, 1956
Ph.D., Northwestern University, 1964

Professor Becker has been a member of the Political Science faculty at the University of Hawaii since 1964. During this period he has been a visiting professor at several mainland universities, and in 1972-73 was Meyer Professor of Law at New York University. He has authored numerous articles and books, including *Comparative Judicial Politics* (Rand McNally 1970), *Political Trials* (Bobbs-Merrill 1971), and *Your Country, 'Tis of Thee: The Making of a Constitutional Revolution* (to be published by Allyn and Bacon in 1975).

THOMAS E. BLACKWELL

Visiting Colleague

Ph.B., University of Chicago
M.Sc., Washington University
J.D., Washington University, 1938

The author of many books and articles on the legal and business aspects of college and university administration, and currently the Editor of the *College Law Digest*, Dr. Blackwell retired in 1956 as vice chancellor and secretary of the governing board of Washington University. He has been elected an honorary member of the National Association of College and University Attorneys.

ADDISON M. BOWMAN

Professor of Law

A.B., Dartmouth College, 1957
LL.B., Dickinson School of Law, 1963
LL.M., Georgetown University Law Center, 1964

Professor Bowman practiced law with the Legal Aid Agency (now Public Defender Service) for the District of Columbia following his graduation from law school. He taught at Georgetown University Law Center from 1967 until 1975, and there directed the E. Barrett Prettyman Program in Criminal Trial Advocacy and founded the Georgetown Criminal Justice Clinic. Professor Bowman has substantial criminal trial experience, and is a consultant in the matter of public defender and clinical programs for the training of criminal trial advocates.

ELLIOTT M. BRILLIANT

Visiting Professor of Law
Fall Semester 1975

B.S., B.A., Washington University, 1960
J.D., Yale Law School, 1963

Professor Brilliant is the partner in charge of taxes in the Honolulu office of a national accounting firm. In addition to his degrees in law and in economics, he is a Certified Public Accountant. Professor Brilliant has served on the faculties of Yale University, Washington University Law School and the University of Hawaii. He is the co-author of *Taxes in Hawaii*, a standard reference work.

NAOMI S. CAMPBELL

Visiting Professor of Law
Fall Semester 1975

B.S., Upsala College, 1947
J.D., University of Chicago Law School, 1950

Professor Campbell heads the Family Support Division of the Department of Corporation Counsel for the City and County of Honolulu. She has wide experience in domestic relations work and in the Family Court of the State of Hawaii. Professor Campbell was a revisor for the *Family Court Handbook* in 1967 and served as a referee for the Court for four years. She was the Chairperson of the Legislative Committee of the State Commission on Children and Youth and has been active as a member of the Hawaii Family Court Judges Association and the Family Law Section of the American Bar Association.

JAMES P. CONAHAN

Visiting Associate Professor of Law
Fall Semester 1975

B.A., Pennsylvania State University, 1965
J.D., cum laude, Harvard Law School, 1968

Professor Conahan is a member of the bar of the State of Hawaii and of the bar of American Samoa. He has been active in problems of land law in the State of Hawaii and has taught and written extensively in the real estate field, including Hawaii's Land Reform Act. He will teach the course in Land Finance.

KATHLEEN KAM OI KAU CONAHAN

Visiting Associate Professor of Law
Academic year 1975-76

B.Ed., cum laude, University of Hawaii, 1967
J.D., Harvard Law School, 1968

Following her graduation from Harvard Law School Professor Conahan served as law clerk to Chief Justice William Shaw Richardson of the Supreme Court of the State of Hawaii. She then served as a deputy in the office of the Corporation Counsel for the City and County of Honolulu and as Executive Director of the Ethics Commission of the State of Hawaii. She has also served as a member of the Hawaii Bar Association Commission on Unauthorized Practice of Law. Professor Conahan is now in private practice in Honolulu.

KAREN CZAPANSKIY

Assistant Professor of Law

B.A., cum laude, University of California, Berkeley, 1969
J.D., Georgetown University Law Center, 1973

Professor Czapanskiy was the Case and Notes Editor of the Georgetown Law Journal. Following a judicial clerkship she entered law teaching at Washington College of Law where she was the Deputy Director and Defense Supervisor of the Maryland Criminal Litigation Clinic. Professor Czapanskiy has authored journal articles in both the civil and criminal areas and is the co-author of a report on the reform of undergraduate education on the Berkeley campus.

A. JEROME DUPONT

Assistant Professor of Law and
Librarian

B.A., Capuchin Seminary of St. Mary, 1961
J.D., University of Michigan, 1967
A.M.L.S., University of Michigan, 1971

Professor Dupont has filled numerous posts at the University of Michigan Law Library—most recently, Assistant Director and Acting Director. He is active in both the American and International Association of Law Libraries. He is especially interested in new methods of legal information collection, storage, and retrieval.

FACULTY

WILLIAM E. EADS

*Visiting Assistant Professor
Fall Semester 1975*

*A.B., University of Missouri, Columbia, 1967
LL.B., Stanford University, 1971*

Professor Eads was a member of the Board of Editors of the Stanford Law Review. Following law school, he practiced law with a Chicago firm and then joined the San Francisco office of a national land planning firm. More recently, he has been associated with the firm's Honolulu office, where he worked on the legal aspects of land use control and environmental protection techniques. He was a staff attorney for Hawaii's second five-year state-wide land use districting review; his work in this connection was focused primarily on the land use planning process. He was a principal contributor to the book, *The Quiet Revolution in Land Use Control* (Council on Environmental Quality, 1972).

KOICHIRO FUJIKURA

*Visiting Professor of Law
Fall Semester 1975*

*LL.B., Doshisha University, 1957
B.A., cum laude, Amherst College, 1961
LL.M., Northwestern University Law School, 1962
LL.M., Harvard Law School, 1963*

Professor Fujikura is a member of the law faculty of Doshisha University in Kyoto, Japan. He has written and lectured widely on the subjects of International and Comparative Law. Professor Fujikura has visited the faculties of Emory Law School and Yale Law School. His work at Yale was supported by a Fellowship of the American Council of Learned Societies. While in Hawaii Professor Fujikura will collaborate with members of the Harvard and Hawaii law faculties on an international environmental law and law of the sea project which is funded by the Ford Foundation and the Environmental Law Institute.

FRANK L. GNIFFKE

*Visiting Associate Professor of Law
Spring Semester 1976*

*B.A., cum laude, Carlton College, 1963
M.A., University of Hawaii, 1966
J.D., Harvard Law School, 1969*

Professor Gniffke is a partner in a Honolulu law firm. Following law school he was associated for over two years with an international firm in Tokyo. Since his return to Hawaii Professor Gniffke has maintained his interest and professional involvement in international law. Professor Gniffke has been an East-West Center grantee and has studied at the Mandarin Training Center in Taiwan. He enjoys membership in a number of professional organizations, including the Japanese-American Society for Legal Studies.

JULIAN GRESSER

Associate Professor of Law

*A.B., Harvard University, 1965
M.A., Harvard University, 1967
J.D., University of California, Berkeley, 1971*

Professor Gresser's graduate work at Harvard was in the field of Asian studies. He has worked at a Japanese law office, in Tokyo, and has practiced law in California. During 1973-74 he was a Visiting Professor of Environmental Law at Doshisha University, Kyoto, Japan. During the summer of 1974 he attended the Third United Nations Conference on the Law of the Sea in Caracas, Venezuela, as an observer for Friends of the Earth. He has served as consultant to the Earl Warren Legal Institute and the Institute for International Studies, both at the University of California, Berkeley. His main interests are environmental law, ocean law, Japanese law and international law generally.

JERROLD K. GUBEN

Assistant Professor of Law

*B.S., University of Southern California, 1963
A.M., University of Michigan, 1964
J.D., Harvard Law School, 1967*

Following private practice, where he specialized in corporate and tax work, Professor Guben undertook post-graduate study at Yale Law School as a Russell Sage Fellow in Law and Social Science. In 1972 he joined the Yale law faculty, where he served until coming to Hawaii. At Yale, in addition to his teaching responsibilities, he directed the Law and Development Program and served as Executive Secretary of the Law, Science and Medicine Program.

FACULTY

RUTH HOOD

*Visiting Associate Professor of Law
Fall Semester 1975*

*B.A., UCLA, 1950
J.D., University of Southern California,
Gould School of Law, 1970*

Professor Hood began her legal education at the Hastings College of Law, where she was selected for membership on the Hastings Law Journal. Following her graduation from the University of Southern California, she was appointed a deputy corporation counsel for the City and County of Honolulu, and assigned to the Department of Civil Service as counsel for collective bargaining and personnel matters. In addition to her experience in public employee labor relations, Professor Hood has worked extensively on Family Court matters.

JOHN A. HUMBACH

*Visiting Professor of Law
Spring Semester 1976*

*B.A., Miami University, (Ohio), 1963
J.D., Ohio State University, 1966*

Professor Humbach was a member of the Board of Editors of the Ohio State Law Journal. Following graduation he was associated with a large New York firm specializing in commercial and land practice. He entered law teaching at Brooklyn Law School and has been a member of the Fordham law faculty since 1972. His areas of teaching interest and experience include Real Property Law, Corporation Law and Credit Transactions.

GEORGE L. T. KERR

*Visiting Professor of Law
Fall Semester 1975*

*B.A., Hamilton College, 1955
LL.B., Syracuse University College of Law, 1958*

Professor Kerr is a partner in a Honolulu law firm, where he has worked extensively on corporate and securities problems. He has served on committees reviewing securities regulations and the Hawaii Corporation Law, and participated in a Practicing Law Institute panel in this area. Professor Kerr will teach Securities Regulation in the Fall Semester.

DAVID C. LARSEN

*Visiting Lecturer in Law
Spring Semester 1976*

*B.A., cum laude, University of Virginia, 1965
M.A., University of Virginia, 1966
J.D., University of California, 1974*

Mr. Larsen was the Editor-in-Chief of the UCLA-Alaska Law Review. He is presently associated in the practice of law with a Honolulu law firm where he specializes in estate work.

KENNETH K. LAU

Professor of Law

*B.A., University of Hawaii, 1938
J.D., University of Michigan, 1941, with distinction
LL.M. Harvard Law School, 1951*

Professor Lau practiced law in Honolulu prior to joining the University of Hawaii in 1956. He is a former Director of the Legislative Reference Bureau and has served as a department chairman in the School of Business Administration. He has also served as Assistant to the President of the University, as the Acting Vice President for Business Affairs and, most recently, as Secretary of the University. Professor Lau holds a joint appointment with the School of Law and the School of Business Administration during the 1975-76 academic year.

BERNARD H. LEVINSON

*Visiting Professor of Law
Fall Semester 1975*

*B.A., magna cum laude, University of Cincinnati, 1929
J.D., Harvard Law School, 1932*

Professor Levinson, retired associate justice of the Supreme Court of the State of Hawaii, is in private practice in Honolulu. He has combined a varied public career with over twenty years of private practice. Professor Levinson has served as an attorney in the Department of Justice, as counsel in the Department of Interior, as a deputy attorney general of the State of Hawaii, as a judge of the 1st Circuit Court of Honolulu and as a member of the Supreme Court of the State. In addition he has been active in a variety of professional and community organizations, including service as Chairperson of the Hawaii Advisory Committee to the United States Commission on Civil Rights.

FACULTY

JOHN H. McCORD

*Visiting Professor of Law
Spring Semester 1976*

*A.B., first honors, Fordham University, 1957
LL.B., magna cum laude, St. John's University, 1960
LL.M., University of Illinois, 1965*

Professor McCord served as a member of the Tax Division of the United States Department of Justice following his graduation from law school. He has been a faculty member of the University of Illinois College of Law since 1964. He has published and lectured widely on the subject of taxation, including for the Continuing Legal Education Program of the Hawaii Bar Association. A 1975 book on Federal Income Taxation will be followed by a similar work on Estate and Gift taxation, subjects Professor McCord will teach in the Spring semester. Professor McCord is a member of the bars of the states of Illinois and New York, and of the Supreme Court of the United States.

MELVIN M.M. MASUDA

*Visiting Assistant Professor of Law
Fall Semester 1975*

*A.B., cum laude, Princeton University, 1965
J.D., Yale Law School, 1968
M.P.A., Harvard University, 1973*

Professor Masuda served as a member of the Board of Editors of the Yale Law Journal. Following law school he clerked for Chief Justice William Shaw Richardson of the Supreme Court of the State of Hawaii. After a period of private practice Professor Masuda served as a White House Fellow and as an assistant to the Under Secretary of the Treasury. While pursuing graduate study in public administration at the John F. Kennedy School of Government, Professor Masuda authored a feasibility study regarding the establishment of a new law school in the University of Massachusetts system. Professor Masuda has practiced with an international law firm in Tokyo and is presently associated in the private practice of law with a Honolulu firm.

RICHARD S. MILLER

Professor of Law

*B.S., B.A., Boston University, 1951
LL.B., magna cum laude, Boston University, 1956
LL.M., Yale University, 1959*

Professor Miller was Editor-in-Chief of the Boston University Law Review. He practiced law in Boston before beginning graduate law study at Yale. A law teacher since 1959, he comes to Hawaii from Ohio State University College of Law, where he was Director of Clinical and Interdisciplinary Programs. His special interests are interdisciplinary teaching, clinical legal education, tort law, civil procedure, and undergraduate legal education. In addition to publishing numerous articles, he has prepared materials for the teaching of law to pre-college students and has served as co-producer/moderator of a monthly television program on the law.

CHOON-HO PARK,

*Visiting Professorial Lecturer
Spring Semester 1976*

*B.A., Seoul National University, Korea, 1959
Ph.D., Edinburgh University, 1969*

A Research Fellow at the Center for East Asian Studies at the Harvard Law School, Dr. Park has undertaken extensive research and written widely on the international regulation of fisheries and other sea resources. He has also recently completed a study of the energy policies of the People's Republic of China.

COREY YAU SUN PARK

Assistant Professor of Law

*B.A., University of Hawaii, 1968
J.D., University of Michigan, 1971*

Professor Park has interned with the Washington Research Project of the Southern Center for Studies in Public Policy, served as a litigator for the Legal Aid Research office in Detroit, Michigan and managed antidiscrimination litigation for the Employment Law Center in San Francisco. Most recently, he served as Director of Statewide Activities for the Legal Aid Society of Hawaii. In addition to his other teaching responsibilities he will direct the Pre-Admission to Law School Program during the 1975-76 academic year.

FACULTY

WAYNE M. PITLUCK

*Visiting Associate Professor of Law
Spring Semester 1976*

*A.B., Stanford University, 1961
J.D., Hastings College of Law, 1964*

Professor Pitluck has been active in trade regulation and antitrust work. Following law school he served as a member of the Los Angeles field office of the Federal Trade Commission. He then entered the private practice of law where he has specialized in antitrust litigation. He has managed major litigation in many parts of the country, including Hawaii. Professor Pitluck has lectured in trade regulation and antitrust law at both the undergraduate and graduate levels and served as a resource for continuing legal education programs in those fields.

CLIFFORD J. SPRADLIN

*Visiting Associate Professor of Law
Fall Semester 1975*

*A.B., Baylor University, 1961
A.M., University of Chicago, 1962
J.D., magna cum laude, Harvard Law School, 1969*

Since his graduation from Harvard Law School Professor Spradlin has practiced in Honolulu, primarily in tax work. He has lectured often on the subject of taxation and directed the 1975 Spring Tax Institute of the Hawaii Bar Association. He will teach the course in Corporate Taxation.

HERBERT R. TAKAHASHI

*Visiting Assistant Professor of Law
Spring Semester 1976*

*B.A., University of Wisconsin, 1967
J.D., Harvard Law School, 1970*

Since his return to Hawaii following graduation from law school, Professor Takahashi has been associated with a Honolulu firm in the private practice of law. He has been actively engaged in labor law work on behalf of a number of unions and individuals. He will teach Labor Law in the Spring Semester.

Staff

*Judy Horio, Administrative Typist
Yvonne Kobashigawa, Secretary to the Dean
Cheryl Mokuau, Secretary to the Assistant Dean
Helen Shikina, Faculty Secretary
Jane Takata, Faculty Secretary*

Librarians

*Bonnie Melton, Assistant Law Librarian
Karen Middleton, Assistant Law Librarian*

General Information

THE UNIVERSITY OF HAWAII

The University of Hawaii was founded as a land-grant college in 1907 and designated a university in 1920. Its largest campus, which includes the Law School, is located in Manoa Valley near central Honolulu on the island of Oahu. There is a second four-year campus in Hilo on the island of Hawaii. The University also maintains research facilities—particularly for agriculture, upper-space physics and astronomy, geophysics, oceanography and marine biology—on several islands of the State: Oahu, Hawaii, Kauai, Maui and Molokai. A system of two-year community colleges supplements University instruction.

A special feature of the Manoa campus is the East-West Center, an international educational institution established by the U.S. Congress to bring together men and women from Asia, the Pacific area and the United States in a variety of cooperative programs of study, professional development and research. Center institutes are devoted to communications, culture-learning, food, population, and technology and development.

HISTORY OF THE LAW SCHOOL

The University of Hawaii School of Law admitted its first class on September 4, 1973. Ambitions for a law school at the University had been held by some for many years. Formal study of the subject began with a report by then University President Thomas H. Hamilton, "The Feasibility of Establishing a Law School at the University of Hawaii," issued in January 1968 and co-authored by Ms. Mildred Kosaki. A second study came a year later under the authorship of William Clements Warren, Dean Emeritus of Columbia University School of Law, and Edward A. Mearns, Jr., Dean of the University of Cincinnati College of Law. Their report, "The School of Law, University of Hawaii: Its Feasibility and Social Importance," was published in March, 1969.

A third report, "Programs in Law at the University of Hawaii," was issued in December 1970 by co-authors Bayless Manning, then Dean of Stanford Law School, and Thomas Ehrlich, then Professor and now Dean of Stanford Law School. The Manning-Ehrlich report was reprinted in the *Journal of Legal Education* (Vol. 24, No. 1; 1971) and widely discussed among law teachers. At about the same time Professor Norman Meller of the University of Hawaii Department of Political Science was preparing a "cost benefit" analysis of the establishment of a law school in Hawaii. Professor Meller's report, "Hawaii Law School Study," was issued by the Legislative Reference Bureau of Hawaii in early 1971.

A fifth and final formal study appeared in January 1972 in the form of a report from University President Harlan Cleveland to the Honorable John A. Burns, Governor of the State of Hawaii. The report, "Programs in Legal Education at the University of Hawaii," reflected the research and consultation of Professor Ira Michael Heyman of the School of Law, University of California, Berkeley.

During this time both the bar and legislature exhibited continuing and lively interest in the proposal for a new law school. Legislative hearings were held, members of bench and bar testified, planning became more formalized, and State fund-

ing was increased. Finally, on May 28, 1971, the legislature of the State of Hawaii adopted Act 146 declaring that "There shall be a school of law at the University of Hawaii" and directing the completion of the research and development phase of the school by September, 1973.

The State Executive similarly demonstrated continuing interest in the establishment of a law school. Governor John A. Burns gave both essential support and his signature to a series of research and development proposals and legislation. He spoke often of the need for increasing professional educational opportunity for the people of Hawaii and acted accordingly throughout the planning years.

Special mention is due the Chief Justice of the Hawaii Supreme Court, William S. Richardson. His patient counsel and unwavering commitment to the establishment of the School served as an example to all those who had a role in its history.

PHYSICAL FACILITIES OF THE LAW SCHOOL

The Law School occupies a cluster of one-story structures on the Manoa Campus of the University of Hawaii. These buildings contain offices for administration and faculty, seminar rooms, large classrooms, and a core library of 50,000 heavily used items. (The remainder of the Law Library collection is housed in the University's Hamilton Library. See LIBRARIES, below.)

LIBRARIES

Main University libraries are the Gregg M. Sinclair Library and the Thomas Hale Hamilton Library. The bulk of the Law Library's heavily used material is housed in the Law School's classroom/office complex. The remainder of the collection is housed in Hamilton.

It is anticipated that by 1976 the Law Library's total collection will exceed 90,000 volumes of the most frequently used legal materials.

PROFILE OF THE LAW SCHOOL STUDENT BODY

Most students were either born in Hawaii or have other strong ties to the state. The student body reflects the ethnic diversity of Hawaii and includes individuals of Chinese, Japanese, Korean, Filipino, Portuguese, Hawaiian and Caucasian descent. All the major Hawaiian islands are represented. More than one-third of the students are women.

ACCREDITATION OF THE LAW SCHOOL

The accreditation process of the American Bar Association is designed to ensure that approved law schools have adequate facilities and adhere to sound educational policies. Approval by the Association, which was provisionally granted to the Law School on February 4, 1974, enables its graduates to present a Juris Doctor degree acceptable to the bar examiners of every state.

For important additional information concerning related matters, see **ADMISSION TO PRACTICE LAW**.

TUITION AND APPLICATION FEES

Applications for admission must be accompanied by a payment of \$10 which amount is not refundable and will not be applied toward the payment of any other fee.

In September of 1975, tuition for residents of Hawaii is \$312.50 and for non-residents \$780.00 per semester. The Board of Regents is expected to act to increase tuition in the future.

Each student's residence status is determined by the University's residence specialist prior to registration. Once classified as a non-resident, a student continues to be so classified until he or she presents satisfactory evidence of a change in residence to the residence specialist. For further information, contact the residence specialist at the University Admissions Office.

REFUNDS

In the event of complete withdrawal from the University, or change to part-time status before the fifth week of instruction, tuition may be refunded as indicated below:

1. 100% refund (less \$12.50 general fee) for complete withdrawal only if made on or before the following dates:
 - August 29, 1975, for the fall semester
 - January 16, 1976, for the spring semester
 - September 3, 1976, for the fall semester
 - January 21, 1977, for the spring semester
2. 80% refund if complete withdrawal or change to part-time status is made within the first two weeks of instruction.
3. 40% refund if complete withdrawal or change to part-time status is made during the third and fourth weeks of instruction.
4. If complete withdrawal or change to part-time status is precipitated by an action on the part of the University, refunds in addition to the above may be arranged.

Application for refund should be made at the treasury office.

FINANCIAL AID AND PART-TIME EMPLOYMENT

Tuition waivers are available to a small number of students through the Financial Aids Office of the University.

The University of Hawaii participates in several federally-sponsored Loan Programs. Applications and information may be obtained from the Director of Financial Aids. Applications should be submitted by March 1 for the following school year. No action will be taken on applications for financial assistance until the student has been officially admitted to the University.

The University maintains information about jobs in the community and on campus to assist students who seek part-time employment. Students are cautioned, however, about depending on part-time employment to meet all or part of their expenses, because of Hawaii's high cost of living and also because of the very heavy demands of law school work. Any student planning to work outside the Law School must so advise the Dean's Office. Applications for employment must be filed in person at the Office of Financial Aids.

The Office of Financial Aids assists veterans and/or their dependents under the

various veterans bills. Students covered by any of these programs should present appropriate certification to the Veterans Adviser at the time of registration in order to receive benefits. Inquiries regarding all veterans' affairs should be directed to the Veterans Adviser.

The American Bar Association has allocated limited funds provided by the Bank of America for loans to University of Hawaii law students during academic year 1975-1976. Small emergency loans may also be arranged from an emergency loan fund for law students contributed by Ned Good, Esq. of Los Angeles, California.

STUDENT HEALTH SERVICE

The Student Health Service seeks to maintain and safeguard the student's health, both mental and physical, by periodic checkups, limited treatment services, and instruction in good habits of personal hygiene.

Before admission to the University, every student must arrange for a physical examination at his or her expense. The University provides a form for reporting the examination to the Service. Tuberculin tests or chest X-ray examinations are required of all students annually or more often in certain cases.

Student Health Service facilities include both an out-patient clinic and an infirmary. A nurse is available during off-duty hours for emergency services.

Medical care beyond the scope of the medical services provided by the University Student Health Service must be paid for by the student. Supplemental insurance coverage to provide for serious illness is essential. The ASUH Students' Accident and Sickness Medical Plan is recommended.

HOUSING

The University has limited housing facilities for graduate students. Information may be obtained by writing the Director of Student Housing. The Off-Campus Housing Office is available for help in locating accommodations near the campus.

PLACEMENT SERVICES

The Student Placement Office has been established for the purposes of informing law students and interested graduates of the various career opportunities open to persons with a legal education, and of assisting private and public interest law firms, government officials and agencies, industrial concerns, and other prospective employers in Hawaii and on the mainland in their efforts to identify and interview students and graduates. In its operations, the Office insists upon strict adherence to the principle of equal employment opportunity, without regard to sex, race, religion, or national origin.

The University of Hawaii School of Law will graduate its first class in May, 1976, and consequently has as yet no employment statistics on its graduates. However, in the past two years nearly all first and second year law students who sought clerkships and other forms of law-related employment received suitable offers.

Placement opportunities for persons with a legal education are as numerous as the broad range of activities that involve studying, shaping, administering and using the law. However, continuous changes in legal doctrines and institutions, and recent increases in the numbers of law graduates have made it difficult to assess

GENERAL INFORMATION

the current demand for specific kinds of legal employment. In 1970, of the 324,800 lawyers in the United States, 857 were practicing in Hawaii—making Hawaii the fiftieth state in the number of lawyers per capita, with 1 lawyer for every 898 persons. In 1974, there were over 1,300 lawyers practicing in Hawaii, with a lawyer per capita ratio of 1/652—a ratio still below the national average in 1970.

Equally difficult to assess is the extent to which the public and the legal profession will be responsive in the future to the need to make readily available additional legal services—services necessitated by increasing urbanization, more complex governmental regulations, new right to counsel rulings of the Supreme Court, and a heightened awareness on the part of the poor and middle class of their legal problems. Many new methods of delivering legal services—publicly funded legal services programs, group legal services, legal clinics, etc.—are still in their developmental stages. If and when they are more fully implemented, they will offer significantly expanded employment opportunities for lawyers. In its curriculum, the University of Hawaii School of Law emphasizes the preparation of students to take advantage of these new professional opportunities.

ADMISSION TO PRACTICE LAW

Successful completion of law study at an approved law school does *not* assure admission to the bar of the various states. Among other things, most states require applicants to take and pass a written bar examination. Other requirements, as well as the examinations themselves, differ considerably from state to state. In particular, some states—among them California, Connecticut, Florida, Illinois, Maryland, Ohio, Pennsylvania, and Texas—require registration as a candidate for admission to the bar at or before the commencement of law study.

Information about admission requirements and bar examinations should be requested from the Board of Bar Examiners in each state of interest prior to the beginning of law study.

LIAISON WITH THE HAWAII BAR

A Hawaii Bar Association/Law School Liaison Committee was formed during 1974 to provide a continuing means for communicating information about the school to the bar and for obtaining suggestions and support from the bar. It is composed of three members appointed by the President of the Bar Association and three appointed by the Dean of the Law School. The current chairman of the Committee is David L. Fairbanks of the Hawaii Bar.

Academic Information

JURIS DOCTOR PROGRAM

Objectives, Methods, and Rationale

The purpose of the Juris Doctor program is to provide degree candidates with the opportunity to equip themselves for active, effective, and creative participation in private and public decision-making of virtually every kind—whether the context is courtroom or legislative hall, attorney's office or multinational corporate board room, community center or international conference table. Students are encouraged to study lawyering and legal institutions as an integral part of larger social, political-economic, and ecological systems. For example, the treatment of contractual disputes by courts and legislatures is studied as part of the process of trade or exchange. Similarly, the procedural rules of courts, legislatures, and administrative agencies are studied as part of the overall pattern of decision-making practices in the contemporary world.

This emphasis on context necessitates the use of theories and findings from other disciplines such as psychology, economics, political science, and marine sciences—to name only a few. Moreover, on the premise that we can learn from the lawmaking efforts of others, historical and comparative legal materials are utilized. Because virtually every “domestic” matter has its “foreign” or “international” counterpart and ramification, transnational perspectives and precedents are also introduced. A major concern throughout is to *evaluate* as well as describe, explain and predict the *operational* meaning of the law.

Special attention is given to instruction in lawyering skills including, among many others, the analysis of statutes and judicial opinions, policy analysis, brief-writing, oral advocacy, interviewing, negotiating, ethical sensitivity, self-understanding, and small-group functioning.

Techniques of instruction include the traditional “socratic method” whereby an instructor rigorously questions individual students in a large group setting, the problem method, informal small-group discussions, individually supervised field and library research projects, films, and “laboratory learning” experience. “Clinical” components in the form of hypothetical lawyering problems, field trips, etc., pervade the program. Small-group work, in particular, is organized entirely around client problems, actual as well as simulated. To the extent feasible, second and third year small-group clinical offerings are tailored to student preferences.

The School is committed to pedagogic flexibility and variety. It is also committed to the view that learning is an enterprise in which members of the faculty function more as facilitating participants than as the primary source of initiative and knowledge. Accordingly, students are expected to clarify and develop their own objectives, methods, and values. This emphasis on student initiative and self-responsibility is, in part, an acknowledgement that today's law students will confront problems in the twenty-first century. Preparation for that task, and successful performance, depend heavily on the inclination and ability to learn continuously. Therefore, beyond all else, the School seeks to provide assistance in “learning how to learn.”

Implicit if not explicit in the foregoing, as well as in the program descriptions which follow, are certain premises about legal education:

1. Legal education should be pervasively “clinical” whether this means representation of a flesh and blood client in court or hypothetical problem-solving in

the classroom—or something in between, such as simulation or role-playing with video-tape playback. In short, programs of legal education should consist of numerous and varied exercises in social problem-solving, enriched by extensive reference to appropriate bodies of theory and data, and supervised in varying degrees.

2. Good lawyering, and hence good legal education, must be pervasively multi-disciplinary—i.e., it must effectively utilize theories and data from all fields of enquiry relevant to the problem at hand.

3. Efficient and creative social problem-solvers learn from the experiences of other people. Thus law students should be habituated and enabled to utilize historical and comparative materials.

4. A great many contemporary disputes and problems have international components or ramifications. Their integrated treatment should be the rule and not the exception.

5. Not less but more effort is needed to familiarize students with contemporary law, especially in the operational as distinguished from the verbal sense, and to equip them with lawyering skills.

6. Lawyers work primarily with people, and mostly at close range. Thus a good lawyer has a wide range of interpersonal skills, including a thorough knowledge of him or herself. This suggests the utility in legal education of drawing upon modern applied behavioral science and related theories and techniques.

7. The backgrounds, interests, and strengths of today's law students vary widely. These differences should be reflected in a program which combines breadth with an opportunity to pursue individual interests, particularly in the third year.

8. There is now and probably always has been a need for more inclination and ability among lawyers to undertake well-reasoned professional decision-making in the moral sphere—i.e., to perceive and deal effectively with ethical considerations.

9. Law teachers and law students should regularly examine and evaluate what they do.

10. Last but not least, intellectual, ethical, and personal development and creativity are intimately related. They are also very much affected by physical and social health and vitality. This means that the law school's program should provide time and encouragement for recreational and cultural activities. It also means that motivation should be sought largely through positive inducement and reinforcement, only partly of the School's manufacture.

First-Year Curriculum

The purposes of the first-year curriculum are to:

1. introduce students to the experience of lawyering—its various contexts, objectives, methods, and difficulties;
2. develop minimal competence in the analysis of client-problems, in certain forms of oral and written communication, in dealing with people, and in resolving questions of personal or professional ethics;
3. instill the habit of approaching legal problems with full reference to the context in which they arise;
4. develop the propensity and ability to utilize the output of other disciplines;
5. develop a working knowledge of the verbal content and operational meaning of several important areas of law;
6. help students understand and constructively influence the process of legal education in which they are involved; and
7. by virtue of all the above, prepare students for their second and third years at law school.

In each semester of the first year, every student must take a seminar and other designated courses, as follows:

Fall Semester of the First Year

Credit-Hours

Contracts	4
Criminal Justice	4
Factual Inquiry in the Constitutional Process	3
Legal Education and the Profession	1
Legal Research	1
Legal Method Seminar	3
	<hr/>
	16

Spring Semester of the First Year

Civil Procedure	4
Real Property Law	4
Legal Process	3
Legal Education and the Profession	1
Legal Method Seminar	3
	<hr/>
	15

The core of the first-year curriculum is the Legal Method Seminar. It engages students *from the outset* in the *utilization* of their knowledge, skills, and perceptive powers in the service of real or simulated clients. Thus the subject-matter of the Seminar is *lawyering* and its pedagogical method is *learning by doing*. In addition to its separate educational functions, the Seminar provides an experiential supplement to course work. For each semester's Seminar client-problems are drawn from subject-matter areas treated by that semester's courses, and are prepared in cooperation with the teachers of those courses. Course work, in turn, increases the knowledge base available to students for utilization in handling Seminar client-problems.

Individual course descriptions follow.

Contracts (4) I*

Lau

A critical examination of judicial and legislative intervention in "contractual" disputes—those in which one party seeks to transfer the economic costs of unrealized expectations to another party whose "promissory" behavior contributed to such expectations. Primary emphasis is upon the determination of what promises are enforceable in court and what remedies are available to aggrieved parties. This necessarily requires some attention to the political-economic contexts or "market places" in which contracts are made and broken, as well as to judicial opinions and statutes (e.g. Article 2 of the Uniform Commercial Code). The central goal of the course is to acquaint students with the principles of contract law which have been developed by American courts and legislatures, and with the basic policy questions involved.

Criminal Justice (4) I

Bowman

An examination of substantive rules, enforcement procedures, and rationales of the criminal law in the United States. The course begins by raising and exploring jurisprudential questions about the appropriateness of judicially imposed sanctions as a means of controll-

*Semester offered

ing deviant behavior, and about the efficacy of selected criminal prohibitions. A survey of criminal procedure from arrest through sentencing follows, with special attention given to constitutional constraints on the crime investigation process and the theory and operation of the exclusionary rule. The second half of the course focuses on the substantive criminal law, beginning with purposes of punishment and criteria for judgments of culpability. The study of crimes includes exposure to selected provisions of the Hawaii Penal Code and comparative samplings from the common law and the Model Penal Code. Pervasive attention is given to the operation of the criminal process and the functions of police, prosecutors, defense counsel, judges and probation officers.

Factual Inquiry in the Constitutional Process (3) I

Guben

An interdisciplinary course on the use of empirical data and social science methodology in judicial decision-making and policy formulation. The introductory section includes an analysis of the role and function of social science and empirical data in the American legal tradition. This historical discussion will provide a framework for analyzing the tension between legal principles and policies in the constitutional process. The interrelationship between law and fact will be developed in a series of case studies designed to illustrate how social science and empirical data contribute to legal decision-making. The problems areas to be discussed include: the "Brandeis Brief" and the Wage and Hour Cases; the *Brown* decision and school desegregation; *Shelley v. Kramer* and residential integration; the University of Chicago jury project; and the crisis of the Sixth Amendment. The two final areas of investigation include a step-by-step analysis of the criminal justice system and the issues of distributive justice and individual liberty in constitutional law. Each of the problem areas will be examined through an investigation of the controlling constitutional principles and the relevant empirical and social science data. Throughout the course the discussion will focus on the tension between the legal principles and factual policies inherent in the constitutional process.

Legal Education and the Profession (1-1) Yr.

D. R. Hood, Selinger

This course confronts the following questions:

1. What are the educational objectives, methods, and problems of the first year of law school, and how can first-year students best respond to them?
2. What will and what should lawyers be doing ten to twenty years from now, in what contexts, subject to what constraints, for what compensation, provided by whom?
3. What personal characteristics, intellectual equipment, and ethical norms should tomorrow's lawyers have?

From time to time guest speakers—including but not limited to members of the Law School faculty—are invited to meet with the class concerning one or more of these questions.

Legal Research (1) I

Dupont

The objective of the course is to familiarize students with the bibliographic tools necessary for access to the primary sources of legislative, administrative, and judicial decisional output, and to the literature of other disciplines. Problems and exercises are introduced which involve auxiliary aids and commercially published research tools having special pertinence to particular subject areas. Library research is approached both as an aid in clarifying particular legal questions and also as a means of long-term self-education.

Legal Method Seminar (3-3) Yr.

Acoba, Bowman, K. Conahan, Czapanskiy, Gresser, Guben, Humbach, Masuda, Miller, Selinger

A carefully sequenced and closely supervised introduction to the experience of lawyering, this Seminar is intended to develop lawyering skills, to foster a contextual and multidisciplinary approach to client problem-solving, to promote ethical sensitivity, to provide psychological support, and to add an experiential component to course work. Each Seminar group (consisting of one instructor and approximately twelve students) functions like a small law firm, with the instructor as "senior partner". Seminar groups operate on a full-time basis during the initial weeks of the fall semester; each one (hypothetically) undertakes to advise a different participant in a live local legal problem, interviews its "client,"

conducts factual research, selects objectives to be pursued, analyzes some portion of the relevant legal doctrine, explores policy considerations, and develops recommendations or serves as advocate for its client (e.g., in a mock legislative committee hearing). This intensive "introductory block" provides students with some sense of what the lawyering process entails and, even more so, with many unanswered questions. It also provides an opportunity for students to acquire the propensity and the ability to work closely with each other and with their Seminar instructors. After the introductory block, Seminar groups meet twice each week. Instructors also meet their students individually on a regular basis and are available for additional "ad hoc" conferences.

Seminar placement is by lot. At the commencement of the second semester the seminars will be recomposed by lot, subject to the qualification that no student will have the same seminar instructor in both semesters.

Civil Procedure (4) II

Babcock

A Study of civil pre-trial, trial and appellate procedures in the federal and Hawaii courts. Subjects considered include jurisdiction and venue, actions in state and federal courts and the relationship between such courts, the relationship between procedural and substantive law, pleading and joinder, discovery, jury trial and the role of the judge, verdicts and motions after verdict, judgments and their enforcement and appellate review.

Real Property Law (4) II

Humbach

This course deals with 3 fundamental topics: the nature and formation of interests in land; the landlord and tenant relationship; and the regulation of land resource use. An historical perspective is developed through the use of material relating to the history of English and Hawaiian land law. Students are expected to take away from the course the basic information, perceptions, and analytic abilities necessary to deal with current problems in the allocation and use of land and resources associated with land, such as water and air.

Legal process (3) II

Miller

The inner workings of three important types of institutions are examined and compared—courts, legislatures, and administrative departments or agencies, with some attention given to large private organizations (such as business corporations or labor unions). In each case, an effort is made to identify the persons and modes associated with the performance of various decision-making activities or functions: informing, recommending, prescribing, invoking, applying, appraising, and terminating. To concretize and unify the analysis, each institution is studied as it operates in connection with one basic legal-policy problem—accidents and the allocation of accident costs. Thus the broad question throughout is: with respect to the legal-policy problem of accidents and accident cost allocation, who, according to what procedures, utilizing what resources, provided by whom, performs which decision-making functions?

Second-Year Curriculum

The purposes of the second-year curriculum are to:

1. expose students to a wide range of important legal problems not treated in the first year, to clarify the fundamental issues and arguments involved in such problems, and to give some acquaintance with the relevant decisions of legislatures, courts, and other institutions;
2. significantly increase students' competence to analyze the law's effects on people, using theories and data from all relevant fields of knowledge;
3. strengthen knowledge, methodology, and skills acquired during the first year; and, by virtue of all the above;
4. prepare students for their third year of law school.

All second year students are required to take Constitutional Law. In addition, each student must elect *one* of four policy practicums. To be eligible to enroll in a particular practicum, the corresponding substantive course must be taken as a co-requisite. The balance of the second year courses may be elected from the General Electives described below.

Second-year course work provides breadth of coverage. Depth is provided by the policy practicums, which enable every student to devote a total of seven credit-hours (three in the practicum plus four in the course with which the practicum is associated) in each semester to one subject-matter area.

The coverage provided by course work in the second year is mainly coverage of *generic problems*. The major objective in each course is to clarify basic issues and to identify some of the better-known arguments advanced for alternative solutions. Another important objective is to acquaint students with solutions embodied in the decisions of legislatures, courts, and other decision-makers.

Individual course descriptions follow.

Constitutional Law (4) I **Levinson**
 An introduction to the basic concepts of constitutional doctrine. Topics included are: judicial review (of legislative, executive, and administrative actions); separation of powers, federal/state relations, and other questions affecting the distribution of governmental power. The substantive rights and liberties guaranteed to individual citizens will be studied, including due process and equal protection of the law, freedom of speech and freedom of religion.

Constitutional Law Practicum (3) I **Becker**
 A supplement to the traditional areas of law covered in Constitutional Law both in substance, method, and student work-product. The course is designed to give the student a broader look into other areas of law supposed to guide governmental behavior and to introduce the student to the uses of social scientific techniques in representing clients in these areas. Each student in the practicum will be required to choose from one of the several constitutional problem areas and to: (a) study the ideological and legal fundamentals; (b) study the realities of the way the system operates in practice; (c) learn relevant uses of social scientific theories and methods to further client interests and to pioneer new legal possibilities; and (d) participate in an individual or group effort to write a law note of publishable quality. The Constitutional Law course is a co-requisite.

Torts Practicum (3) I **Miller**
 Study and research into one or more contemporary problems in the tort area, such as medical malpractice or the operation of an automobile no-fault system. Research will lead students into relevant studies from other disciplines as well as into legal material. To the extent feasible, a problem of current interest to the State of Hawaii will provide the focus for work in the practicum. Each student will produce a paper of publishable quality exploring one of the selected problems in detail, including the underlying policy considerations and possible alternative approaches. The Torts course is a co-requisite.

Tax Practicum (3) II **Guben**
 Advanced study and research in the policy and theory of the American tax system. The basic premise of the practicum is the proposition that a system of taxation has two basic objectives: (1) to raise revenues and (2) to redistribute wealth. The practicum will examine the history and policies supporting these two fundamental goals of the American tax system. A major emphasis will be placed on the social and economic theories supporting a redistributive objective. Among the topics to be examined are the "theory of the progressive tax," the regressive tax, the "wealth tax," the comprehensive income tax, and distributive justice as an objective in the tax system. A paper of publishable quality will be required of each student. The Federal Income Taxation course is a co-requisite.

Transnational Law Practicum (3) II **Gniffke**
 The purpose of this course is to introduce the student to the public policy ramifications of a number of transnational legal problems of concern to Hawaii and Pacific Basin countries. Topics covered will include questions of control of foreign investment in Hawaii and elsewhere, the development of financial institutions to support U.S. and foreign investment in developing Pacific Basin countries, and the design of an effective method of encouraging and controlling industries which exploit the mineral and living resources of the Pacific Ocean, such as manganese nodule mining and fishing. The course will discuss these and other problems from the perspective of the legal practitioner, businessman, and the government official. The Transnational Law course is a co-requisite.

GENERAL ELECTIVES

Fall Semester

	Credit-Hours
*Business Organizations	4
*Evidence	4
*Torts	4
Administrative Law	3
Corporate Tax	3
Domestic Relations	3
Environmental Law	3
Interviewing & Counseling	3
Land Use & Planning	3
Poverty Law	3
Securities Regulation	3
Real Estate Development & Financing	3
Delivery of Legal Service Seminar	2
Legal Accounting	2

Spring Semester

*Commercial Transactions	4
Federal Courts	4
Federal Income Taxation	4
Transnational Law	4
Antitrust	3
Debtor's & Creditor's Rights	3
Estate & Gift Tax	3
Labor Law	3
*Wills & Trusts	3
Sex Discrimination	3
Ocean Law Seminar	2

*Subject currently included on the Hawaii Bar Examination.

Business Organizations **Guben**
 An introductory course examining the business organization in the legal process. Basic legal concepts relating to business organizations will be studied. The course will begin with an historical analysis of the legal and social impact of American business enterprise. One focus of the course will be on the policy development supporting the laws regulating corporate action as they have emerged in the nineteenth and twentieth centuries. Among the topics to be discussed are the role, function and legal impact of the entrepreneur, the decline of the entrepreneur and the rise of the manager, theories of managerial decision-

making, and the control of corporate activity by public regulatory bodies, stockholders, and statutory enactments. The final section of the course will include a series of case studies on the legal, social, and economic problems of contemporary business organizations.

The course will integrate data from the social and behavioral sciences with legal materials in order to provide a comprehensive analysis of the modern business organization.

Evidence

A comprehensive examination of problems of proof and the rules of evidence in an epistemological context. Initial focus is on the trial of a lawsuit, the functions of judge, counsel and jury, the burden of proof and the professional responsibility of the trial lawyer. Special attention is given to the concept of relevance, the law of hearsay, problems of testimonial proof, and the theory and operation of privileges. The course seeks to question the efficacy of evidence rules as a means of enabling triers of fact to reconstruct past events, and at the same time to provide a good working knowledge of evidence law. Problem solving exercises will include comparative examination and evaluation of the Federal Rules of Evidence, the Uniform Rules of Evidence, and Hawaii evidence law. Problems of scientific evidence will be explored. Although offered as an elective, the evidence course is strongly recommended for every student who intends to practice law, bearing in mind that no lawyering task can be effectively discharged without some appreciation of the litigation contingency.

Bowman**Torts**

An examination of the issues involved in determining whether, under what circumstances, and to what extent the law should require compensation for harms intentionally or unintentionally caused. Traditional areas of tort law will be studied, as will emerging concepts and their policies. To the extent feasible, the social, economic and political implications of various tort law approaches and their alternatives will be explored.

Miller**Administrative Law**

The course treats the procedure and remedies for resolving controversies between citizens and the exercise of administrative power by government officials, state and federal. The institutions through which such power is exercised are examined and attention is given to methods of delimiting the areas of law and discretion in a variety of administrative contexts. The doctrine of exhaustion of administrative remedies is closely examined, as is the Hawaii Administrative Procedure Act.

R. Hood**Corporate Tax**

The course will examine tax aspects of the formation, operation, reorganization, and liquidation of corporations. Attention will be given to corporate distributions and adjustments under subchapter C of the Internal Revenue Code as well as to tax problems that arise between shareholders and their closely-held corporation.

Spradlin**Domestic Relations**

A study of the legal forms of—and responses to—the formation, maintenance and dissolution of the family. Topics will include marriage, annulment, divorce, alimony, separation agreements, child custody and adoption. Attention will also be given to proceedings to determine parentage.

Campbell**Environmental Law**

The course will introduce students to the basic policy questions and problems for the practitioner in environmental law. After a basic review of the federal structure, with particular reference to the National Environmental Policy Act, the course will focus on the environmental problems of Hawaii. State legislation already proposed or enacted will be reviewed and recommendations for further action made. The course will benefit this year from the participation of Professor Koichiro Fujikura, a leading environmental law expert from Doshisha University, Kyoto, Japan, who will discuss Japan's treatment of environmental problems similar to those under discussion.

Gresser**Interviewing and Counseling**

The course seeks to develop skills useful in client contact situations, including methods of encouraging the client to tell the lawyer all the facts he or she knows, how to tell when a client is lying and some methods for handling the problem, how to open options for clients and how to guide a client through the process of making a choice among the available courses of action. The course will also examine the process of communicating with other actors in the legal system and contrast methods of communication required in these differing contexts. Emphasis will be placed upon the ability of the lawyer to understand his or her own personality as it is perceived by others and there will be a focus upon the identification and development of those strengths in each student's personality which will assist him or her in working both with clients and with other people in the legal system. Students will be expected to participate in simulated exercises which will be videotaped and critiqued by the class. They will also be expected to keep a journal of their reflections on the coursework and related experiences and to do theoretical readings on interviewing and counseling. Because the purpose of the course is to sensitize students to their own personalities relative to their various roles in the legal system, the grade will be based on class participation and the thoughtful work reflected in the journal. There will be no final examination.

Czapanskiy**Land Use and Planning**

The course will include a survey of basic approaches to public sector land use controls and, to a lesser extent, zoning as such. Some attention will be devoted to the unique aspects of Hawaii land law as these affect planning. Areas of planning law not directly related to land—such as housing, urban renewal, revenue sharing, new communities, regional planning coordination mechanisms, etc.—also will be touched upon. A substantial part of the course will be devoted to analyzing the private sector's role in land planning, including an examination of possible methods for arriving at more effective linkages and coordination. Infrastructural planning, subdivision-PUD planning, and major resort development will be stressed as three key linkages between public and private land development planning. The need for explicit processes designed to assure land conservation, environmental preservation and community accountability will be noted wherever appropriate.

Eads

Students will have a choice of preparing a paper or taking a final examination.

Poverty Law

A survey of the legal problems encountered by poor people and the tools utilized by poverty lawyers to overcome these problems. The first portion of the course will examine the legal and social issues involved in poor peoples' relations with the state, such as in the area of welfare and income maintenance, and health services, as well as their relations in the private sector, such as in consumer transactions, landlord-tenant relations and employment. The remainder of the course will examine some of the common problems confronting poverty attorneys in the representation of the poor. This will include the developing and obtaining of remedies to overcome problems of the poor, bringing together issues of jurisdiction and procedure in the context of poverty law.

Corey Park**Securities Regulation**

A study of the securities laws, state and federal, and the forms of enterprise they govern. The primary emphasis is on regulation of the issuance and sale of securities, and on the disclosure requirements generated by the registration, reporting, proxy and fraud provisions. Modes of real estate investment which fall within securities laws are also examined. Other topics include insider trading and the various exemptions from registration, including private placements.

Kerr**Real Estate Development and Finance**

The course will include an examination and analysis of various federal and state laws the attorney will have to understand and apply in the practice of real estate development and financing law. (Emphasis will be placed on the condominium, securities, subdivision, consumer protection and mortgage areas.) The course will stress both practice and theory and students will be expected both to study and draft leases, condominium documents, sales

J. Conahan

contracts and mortgages. The increasingly important role of the attorney in the ever-expanding complexities of the development process will be examined and the expanded liabilities and ethical obligations imposed on the attorney by his role will be discussed and analyzed in depth.

Delivery of Legal Services

Doo

An analytical overview of the function, delivery, and future of legal services in American society, with heavy emphasis on the Hawaii context. Topics include: 1) the identification of groups which are presently not being served by the delivery system and the factors which influenced service; 2) the economics of operating a law firm and its effects on the delivery of services—the efficiency and costs of solo to large firm practice, fee schedules, and the effect of new technology; 3) the majority of class sessions cover the development and problems of new modes of delivering legal services—use of legal paraprofessionals, the “systems” approach, specialization—law clinics, and prepaid legal services. Special attention will be focused on the status of implementation of each of the above in Hawaii, noting recent court cases and legislative action.

Legal Accounting

Brilliant

The course examines accounting concepts and methods which are of special interest to the lawyer. Topics include valuation of assets, treatment of long-term indebtedness and contingent liability, methods of depreciation and auditors liability.

Commercial Transactions

Lau

A study of the law of negotiable instrument, sales and secured transactions under the Uniform Commercial Code. Attention will be given to the seller's responsibility for quality, risk of loss and attendant remedies of the buyer. Priorities among creditors will also be examined.

Federal Courts and the Federal System

Selinger

A detailed study of the organization, staffing, and jurisdiction of federal trial and appellate courts, including their interaction with state courts. Topics include constitutional and statutory bases and requirements for federal question and diversity jurisdiction, review of state court decisions, application of state civil law in diversity cases, appellate procedures, and conflicts of law (situations in which the laws of two or more governments appear to be applicable to the same set of facts).

Federal Income Taxation

McCord

An introduction to some of the more important problems created by the federal tax on the income of individuals, corporations, partnerships, and fiduciaries. The tax consequences of a variety of common transactions will be explored—e.g., home ownership, charitable contributions, medical payments, and divorce. Special tax problems of wage earners, investors, and business persons will be examined. Considerable attention throughout will be given to the usefulness of the income tax as a means of encouraging or discouraging particular activities, and to the questions raised by rate progression. Students will be expected to develop proficiency in the use of the Internal Revenue Code and Treasury Regulations.

Transnational Legal Process

Gresser

An introduction to a number of transnational legal problems—the treatment of foreign investment in the United States (with emphasis on Japanese investment in Hawaii), the application of international law in domestic courts, the transnational reach of national legal systems, the role of transnational litigation, and the present law of the sea controversy. A major concern throughout is transnational decision-making process, with particular emphasis on the role of governments (especially the United States and Japan), multinational corporations, other non-governmental organizations, and individuals. A major purpose of the course is to begin preparing students to function effectively when confronted with disputes and decision-making involving persons of different nationalities.

Antitrust Law

Pitluck

The course will examine the various modes of regulating and influencing business competition. The economic practices, competitive implications and legality of various forms of business enterprise will be studied. The design and application of the Sherman and Clayton Acts will be emphasized. Attention will be given to both planning and litigation strategies and past and present antitrust disputes will be analyzed from both a legal and economic perspective.

Debtor's and Creditor's Rights

Staff

Study of the remedies and protections available to the individual debtor or creditor including enforcement of judgment execution, attachment and garnishment. Collective remedies, including general assignments, compositions and bankruptcy proceedings will also be studied.

Estate and Gift Taxation

McCord

A study of various tax problems encountered in the distribution of wealth by inter vivos and testamentary disposition, including an examination of federal estate and gift taxes, the Hawaii inheritance tax, problems in the assignment of income, and federal income taxes upon estates and trusts.

Labor Law

Takahashi

The course focuses on the regulation of union-management relations under state and federal law. Topics covered will include: historical development of labor law; problems relating to union organization, recognition and the duty to bargain collectively; the legality of strikes, picketing and boycotts; employer interference with concerted activities; and the relations between unions and their members.

Wills and Trusts

Larsen

The course deals primarily with the disposition of family wealth. Topics will include: the making of wills; the creation, enforcement, administration and termination of trusts; interstate succession, including probate. Attention will be focused on Hawaii practice and procedure.

Sex Discrimination and the Law: Causes and Remedies

Babcock

This course will focus on the status of women in the United States and on the legal revolution of the past decade which is changing that status. Emphasis will be on Constitutional law, employment discrimination, the law governing family relationships, and the criminal law as an example of society's attitude toward women.

Ocean Law Seminar

C. H. Park

This year the seminar examines the role and impact of developing marine technology on ocean law and institutions. Floating cities, aquaculture, oil and manganese nodule exploitation, and submarine warfare will all be examined. The seminar will focus special attention on the implication of technological developments in these areas for East Asia and the Pacific, and will seek to develop an outline for needed institutional and legal responses. The course which is part of the Law School's developing Ocean and East Asian Law Programs will be under the direction of Dr. Choon Ho Park, world renowned expert on the law of the sea, from Harvard University, and will benefit from the participation of Professor Jerome A. Cohen, Director of East Asian legal studies, Harvard University, Dr. John Craven, Dean of Marine Programs, University of Hawaii, Mr. Dick Frank, public interest lawyer, Center for Law and Social Policy, Washington, D.C. and Professor Julian Gresser, University of Hawaii School of Law.

Seminar open to interested graduate students.

Third-Year Curriculum

The purpose of the third-year curriculum is to provide:

1. intensive first-hand experience in complex client problem-solving, with emphasis on methodology and skills, so as to prepare students insofar as possible for the difficult and unforeseeable lawyering problems they will face in a rapidly changing, interdependent world;
2. opportunities for advanced-level study of problem or doctrinal areas of interest to students; and
3. supervised transition from academic to non-academic work settings.

Before the beginning of his/her third year, each student will ordinarily select one of several Clinical Workshops and Seminars offered in the *spring* semester. During the *fall* semester, every student who has elected a Clinical Workshop or Seminar will be given an opportunity to enroll in related courses which are prerequisites or recommended for it. Residual credit-hours in each semester may be utilized for courses from among the General Electives listed above, on the basis of student preference.

In addition, third-year students may apply to have academic credit awarded for Special Projects: externships, directed research or independent research.

Third-Year Workshops, Seminars, and Projects

An important underlying premise of the third-year program is that heavy concentration in one subject-matter area not only can provide knowledge and skills that are transferable to other areas but also is necessary for the development of advanced lawyering competence. Another premise is that students should be able to begin functioning effectively as lawyers immediately upon graduation—or following a short period of apprenticeship—and thereafter to grow in competence with little supervision. To this end, third-year students are encouraged to accept more responsibility and exercise more initiative and discretion than in their second year. Clinical work involving client representation or counselling, however, is closely supervised by qualified practitioners—usually faculty.

Workshops are designed to provide intensive first-hand experience in complex client problem-solving—experience which obligates the student to perform a wide range of lawyering tasks in depth and at a high level of competence, in an actual or realistically simulated lawyering situation. Each Workshop is supervised by a member of the faculty, assisted in some instances by other faculty members and/or qualified persons from outside the Law School. The workshops are weighted six credit hours. The Trial Practice Seminar will meet once a week and is weighted two credit hours.

A few students may be permitted to serve a one-semester “externship” with a law firm, government agency, or research organization. Others may undertake directed or independent research.

Criminal Justice Workshop**Czapanskiy with Bowman**

This clinical workshop endeavors to provide advanced training in criminal trial advocacy, criminal law and procedure, trial evidence, and professional responsibility aspects of the practice of criminal law and to “bridge the gap” between the classroom and the practice of criminal law by prosecution and defense counsel.

The academic component of the clinic will consist of seminars, meeting for two or four hours per week, and examining in depth various aspects of the criminal justice system and the criminal trial practice. Students will be placed in simulated trial settings, and will perform the functions of prosecution and defense counsel in client and witness interviews, motions practice, and trial situations including direct and cross-examination of witnesses, opening statement and final summation to the jury. Student performance will be videotaped and critiqued.

The clinic fieldwork component will include some or all of the following programs:

1. *Student misdemeanor practice.* Student practice rules will permit the limited practice of law by qualified third-year students in the state and federal trial courts in Hawaii under appropriate supervision. The clinic thus becomes directly involved in the delivery of legal services to indigent accused.
2. *Student prosecution.* Efforts will be made to place students in the state and federal prosecutors' offices to prosecute misdemeanor cases under supervision.
3. *Prison legal assistance program.* The Hawaii Bar Association is developing a prison program which could involve prison legal assistance by third-year law students. Such assistance may take the form of prisoner counselling, representation of prisoners before the parole board and the prison disciplinary boards, and assistance to private attorneys representing prisoners on a volunteer basis.
4. *Externships in the public defender and prosecutor offices.* Students could be assigned to attorneys engaged in the trial of felony cases.

The course in evidence is a prerequisite. The interviewing and counselling course is highly recommended.

Civil Law Workshop**Corey Park**

This clinical course is designed to provide students with some of the basic skills involved in civil litigation by representing people who would otherwise go unrepresented. While the program will mainly involve a poverty practice, probably in conjunction with the Legal Aid Society, the skills involved transcend the poverty area and are basic to a general civil practice.

A portion of the workshop will place students in an area of the law, such as landlord-tenant relations, welfare or mental health, that has a high turnover of clients. This will allow students to have frequent client contact and to represent these clients in court and administrative hearings. A second portion of the workshop will have students working on law reform or impact litigation. This will give students a greater opportunity to assist in ongoing discovery processes, research and memo writing, and trials. Finally, there will be an academic component consisting of weekly meetings to discuss the cases being handled and the problems, strategies and theoretical principles which they have in common. The course in poverty law is a prerequisite. The evidence and the interviewing and counselling courses are highly recommended.

Environmental and Land Use Law Workshop**Gresser**

The purpose of this workshop is to provide the student with a varied clinical experience in environmental law. Although the focus of the course will be on domestic environmental and land use problems, transnational cases of an environmental concern to Hawaii will also be considered. Under the workshop instructor's direction, students will assist local lawyers in current environmental and land use litigation, prepare draft legislation for interested State legislators, and seek to develop with local businessmen environmental and energy conservation measures which are also economically profitable.

Commercial Practice Workshop**Staff**

Intended for the student who plans to enter a commercial or corporate law practice, this workshop will present a series of business law problems of substantial complexity which will expose students to various aspects of interviewing, factual investigation, legal research and analysis, drafting, business planning, client counselling, negotiations, and the like. The emphasis will be on the experience of office practice, but continuing attention will be given to the impact of potential litigation upon business planning. The course in business organizations is a prerequisite. Recommended courses include corporate tax, securities regulations and legal accounting.

Trial Practice Seminar**Staff**

Members of the faculty will join with members of the trial bar to examine, in a problem setting, sequential stages of pre-trial and trial practice. Topics will include investigation, pleadings, motions, discovery, voir dire examination, opening statements, direct and cross examination, closing argument, selected evidentiary problems, post-trial motions and appellate practice. The course in evidence is a prerequisite.

Special Projects**Staff**

Third year students may apply to have academic credit awarded in either semester for an externship, or in either or both semesters for directed research or independent research. Such proposals will ordinarily be limited to six credit-hours per semester. They may be for less or—in rare instances—more. Approval will be given if the faculty determines that the proposal is sufficiently specific, that it is likely to be completed according to its terms, and that it offers significant academic benefit which is proportionate to the credit sought.

Among the factors which will influence the faculty in approving or disapproving written proposals for third-year academic work which is not contained in the regular curriculum are:

1. The number, nature and complexity of the lawyering tasks to be performed;
2. The mode and degree of supervision to be provided;
3. The qualifications of the person(s) proposed to supervise the applicant's work;
4. Indications of the supervisor's(s') commitment to supervise the applicant's work and to provide feedback;
5. The validity and strength of the justification put forth by the applicant for undertaking the project instead of a clinical workshop;
6. Indications of the manner in which the applicant's work will be supervised and critiqued;
7. Agreement to submit significant samples of applicant's work to the law faculty for appraisal;
8. Degree of detail included in the outline of the proposal and the inclusion of a preliminary bibliography, if applicable; and
9. Other indications that the proposal is a serious one likely to enhance relevant skills and capabilities of the applicant.

COURSES ELSEWHERE IN THE UNIVERSITY

Second and third year students who desire to enroll for credit in a course related to Law School work offered by another school or department at the University of Hawaii may receive faculty approval for such credit.

PRE-ADMISSION TO LAW SCHOOL PROGRAM

The Pre-Admission to Law School Program is designed to provide students from disadvantaged population groups underrepresented in the Hawaii Bar with an opportunity to improve and to demonstrate their ability to do law school work. The students, who are selected from among each year's Law School applicants who are not admitted, have records of prior achievement which, while not strong enough to justify admission, indicate potential for successful completion of law study and significant contribution as lawyers.

Students in the Pre-Admission to Law School Program enroll each semester in one regular first year law course and one special law seminar for Pre-Admission students. In addition, the students are encouraged to take one additional course in another department of the University on the basis of individual needs and interests. Completion of all law courses with a year-end cumulative grade point average of 2.0 assures the student of entrance into the succeeding year's class as a full time law student. Credits received in the regular law courses count toward the requirements for a J.D. degree.

Financial assistance may be available to qualified Pre-Admission students.

OTHER LAW SCHOOL PROGRAMS

The faculty is prepared to assist students in exploring with other departments of the University the possibility of arranging joint degree programs whereby, for example, a law student could integrate his or her law school work with graduate work in political science, sociology, economics, public health, or a marine science and, at the end of approximately four years, receive both the Juris Doctor and the Master of Arts or Science degrees.

Because of Hawaii's location, population, culture, and economic relationships, the Law School faculty is in the process of developing a strong program in Asian legal studies. Such a program will have the two-fold purpose of conducting significant new research and enriching the Juris Doctor curriculum. In the latter connection, the intention is not only to offer special courses in Asian law and legal problems but also to include an Asian comparative law dimension in many other courses. Certain countries or areas may be chosen for special emphasis—for example Japan, China or Southeast Asia. In addition, certain problems common to many countries in the region may be singled out for special attention; possibilities here include foreign trade and investment, monetary arrangements, population planning, local government, and legal services to the poor. As the program evolves, every effort will be made to collaborate with other branches of the University, the East-West Center, and appropriate groups outside the University.

For similar reasons, and especially because of the University's unusually extensive programs in different types of marine research, the faculty is developing a program of research and teaching in ocean law and policy.

COMMUNITY LEGAL EDUCATION PROGRAMS

The Dean of the School of Law is also Director of Legal Education for the State of Hawaii. It is his responsibility to promote and oversee a variety of community legal education programs. This responsibility, shared by the Assistant Director of Legal Education and the law faculty, includes the initiation and support of continuing legal education for the bar; supervision of the University of Hawaii's legal paraprofessional program; the establishment of legal education programs at the primary, secondary and undergraduate levels; and the furtherance of efforts to inform the general public about the functioning of a legal system in a democratic society.

THE LEGAL PARAPROFESSIONAL PROGRAM

As of the spring semester of 1975, paraprofessional training in law is available at Kapiolani Community College, a part of the University of Hawaii system. The Law School has promoted and provided technical assistance for this program from its inception.

The program is one of six national demonstration projects whose purpose is to develop model curricula and teaching methods for the training of legal paraprofessionals. These projects receive financial and technical assistance from the American Association of Community and Junior Colleges, pursuant to a contract between the Association and the United States Office of Education.

The Kapiolani program has four major components—required core courses, elective specialty courses, supervised fieldwork, and selected general education courses offered by other College departments. Core courses are Legal Research and Writing, Law Office Management, and the Role of the Legal Paraprofessional. Specialty courses will be in areas such as probate, family law, general business practice, and litigation.

The Director of the Legal Paraprofessional Program at Kapiolani Community College is Robert J. LeClair, A.B., with highest honors, Washington State University, 1968, and J.D., cum laude, Harvard University, 1971. He practiced law for three years with the Legal Aid Society of Hawaii, and has served on the Hawaii Special Committee on Legal Paraprofessionals.

Further information about the program may be obtained from the Legal Paraprofessional Program, Kapiolani Community College, 620 Pensacola Street, Honolulu, Hawaii 96814—telephone (808) 531-4654, Extension 172.

GRADES

Grades are assigned by the faculty to all students for all academic work carried for credit. They are recorded in the Dean's office, and are limited to the following:

Excellent	4
Good	3
Satisfactory	2
Low Pass	1
No Credit	0
Incomplete	1

Examinations in courses (as distinguished from seminars, practicums, and workshops) are graded anonymously.

Grades for work done in the first semester of the first year will not under any circumstances be disclosed by the Dean's office to anyone other than the student involved and employees of the Law School acting in an official capacity.

Transcripts of grades received for work done after the first semester of the first year may be disclosed to persons other than employees of the Law School only with the express consent of the student (or former student) involved. Such transcripts will not contain a computation of either cumulative average or class standing. If a student so desires, the grades on such a transcript may be limited to "Credit" and "No Credit," the former indicating a grade of "Low Pass" or better.

DEGREE REQUIREMENTS

Subject to rules and regulations of the University of Hawaii, the Juris Doctor degree will be awarded upon satisfactory completion of six semesters of full-time study at the Law School—including the attainment of "Low Pass" or better for 84 credit-hours of study, a cumulative weighted grade-point average of 2.0 or better in 69 credit hours of work after the first semester of the first year, and attainment of "Low Pass" or better in all first-year and other required courses—within a period not exceeding five years from the date of first registration. Full-time study shall mean registration for a minimum of 12 credit-hours of study per semester, plus regular and punctual attendance at scheduled class meetings. The latter requirement is based on the premise that the instructional program can only realize its full potential with active participation by all members of the Law School community.

Subject to limitations imposed by accrediting institutions or the University of Hawaii, the faculty may permit exceptions to certain of the above requirements in individual cases for reason of illness, family emergency, and the like.

Upon due notice and a fair hearing consistent with law and University regulations, the faculty may dismiss from Law School any student who engages in conduct which violates applicable rules of law or University regulations, including those of the Law School.

GOVERNANCE OF THE LAW SCHOOL

Policies, regulations, and procedures for the governance of the Law School are established and administered by the Dean and the Faculty in consultation, as appropriate, with the University Administration, students, and others. In particular, it is the policy of the Dean and the Faculty to encourage and respond to student suggestions regarding any aspect of the School's functioning. Academic and other regulations, policies, and procedures which have been reduced to writing are available in the Dean's Office to all interested persons.

ADMISSION REQUIREMENTS AND PROCEDURES

Admission is based on the applicant's academic achievement, aptitude for the study of law, and professional promise. All applications for admission must be submitted on forms supplied by the Law School Office of Admissions, University of Hawaii, 1400 Lower Campus Road, Honolulu, Hawaii 96822. A check or money order in the amount of \$10.00 made payable to the University of Hawaii must accompany the application forms. Do not send cash. This application fee is not refundable and may not be applied toward the payment of any other fee.

Persons seeking admission to the School must satisfy the following requirements:

- A. Each applicant must have earned a baccalaureate degree from an accredited United States institution of higher learning or, in the case of a foreign applicant, a baccalaureate or like degree which is fully equivalent.

B. Each applicant must submit transcripts of his or her college record to the Law School Data Assembly Service for processing. (Register for the LSDAS on the form provided with the Law School Admission Test information bulletin.) Do *not* send transcripts to the School of Law.

C. Applicants may obtain letters of recommendation, which should be sent by the writers directly to the School of Law, Attention: Ms. Judith M. Kirken-dall, Admissions Officer. However, such letters are not required. The Admissions Committee will consider recommendation letters to the extent, but only to the extent, that the writers actually know and can speak to the applicant's academic potential and relevant personal qualities and circumstances.

Pursuant to recent federal law, a student admitted to the Law School is entitled to inspect letters of recommendation in his or her file, unless the student has signed a waiver of this right of access. However, the School of Law may not require a waiver as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from the School. Applicants submitting letters of recommendation, therefore, are free to determine whether or not they wish to waive their potential right to examine such letters. Two copies of an appropriate form for requesting a letter of recommendation will be furnished to the applicant along with the application forms. This recommendation form should be submitted by the applicant to any person from whom a letter of recommendation is sought, and should be returned to the School with the recommendation letter. Letters received without this form signed by either the applicant or the writer will be sent back to the writer without being considered.

D. Each applicant must take the Law School Admission Test and have the official report of the score sent directly to the School of Law by the Educational Testing Service. An information bulletin concerning registration for the LSAT may be obtained by writing to:

Law School Admission Test
Educational Testing Service
Box 944-R
Princeton, New Jersey 08540

Applicants in Hawaii may obtain the bulletin from the University of Hawaii School of Law. Samples of LSAT questions may be found in the bulletin, and in a description of the LSAT that ETS will send to all registrants.

Applications to take the LSAT must be made directly to ETS, and must be received in Princeton, New Jersey well before the scheduled test dates. It is not necessary that an application for admission be on file with the Law School before taking the test.

For fall 1976 applicants all requirements stated above should be completed by March 1, 1976. The December 1975 LSAT administration is the latest that will meet this deadline. Applicants will be notified by April 1, 1976 regarding the status of their applications.

Personal interviews are not considered part of the application procedure. However, applicants are invited to speak with the Admissions Officer at the School of Law concerning specific questions or problems.

Applicants who intend to apply for financial aid should do so at the time the Law School application is submitted.

Information and application forms can be obtained from:

Financial Aids Office
University of Hawaii at Manoa
1627-A Bachman Place
Honolulu, Hawaii 96822

Applications for admission with advanced standing by persons who have done work at another law school will be considered—but infrequently granted, because of the sequential features of the School's program.

The University of Hawaii School of Law does not discriminate in admissions on the basis of sex, race, religion or national origin.

PRE-LAW EDUCATION

The Law School has no fixed requirements with respect to the content of pre-law education. Programs of study in any of the established disciplines (for example, the physical and social sciences, mathematics, and philosophy) provide good preparation for law study. Reading, reasoning, and communication skills are, of course, critically important; beyond this, both specialized and general knowledge are useful. Openness, liveliness, and independence of mind are essential.

Law school work, like the profession of law itself, increasingly draws upon fields such as biology, marine science, engineering, economics, and psychology—to name only a few. Accordingly, persons who are interested in a law career should not hesitate to do undergraduate work in such fields.

RECENT GIFTS TO THE LAW SCHOOL

The Law School acknowledges with gratitude the following grants and gifts of funds for the purposes designated:

\$77,293 from the State Law Enforcement Assistance Administration, for library materials on the criminal justice system;
\$1,500 from Beneficial Management Corporation of Morristown, New Jersey, for library materials on consumer credit;
\$509 from Bouslog and Symonds, Attorneys, Honolulu, for materials from the Meiklejohn Library on Civil Liberties;
\$10,000 from the American Bar Association (using funds provided by the Bank of America) for law student loans during 1974-1975; and
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\$2,000 from the Honolulu Legal Auxiliary for the purchase of microfiche duplicating equipment.
\$600 from the Hawaii Bar Association to the Youth Legal Education Bibliography Project.
Three student memberships in the American Judicature Society from Harold Nichelson, Esq.
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Thanks are also extended to the following donors of books and other material to the Law Library:

The Law Library of Northwestern University
The University of California, Los Angeles, Law Library
Fordham University Law Library

ACADEMIC INFORMATION

The University of New Mexico Law Library
The Law Library of the Supreme Court of Hawaii
Kentron Corporation, Honolulu
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Harvard Law School Library
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Mr. Foster Davis, Honolulu
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The Honorable Patsy Mink, U.S. Representative, Honolulu
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