

U.H. LAW LETTER

file

VOLUME VI, No. 1

AUGUST 22, 1983

WELCOME TO LAW SCHOOL

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!

Lewis Carroll

To all of you who chose to be here, the Lawletter bids you welcome to the William S. Richardson School of Law.

A new decade dawns on the Law School. Gone are the Quarry daze of dust-bowl browns and accreditation blues. From a lowly structure of wood and grass to a mighty fortress of concrete and glass. But, how far have we come, Baby? Along with progress, comes compromises, and with transitions things fall through the cracks.

What have we lost in our trek to this glorious house on the hill? Have we buried our values in the Quarry?

Did someone remember to pack the feelings of togetherness, sharing, cooperation and fellowship?

Did we forget to bring the "sum and substance" of "aloha" and "ohana?"

In a decade this Law School has amassed a lifetime of love. The early years of struggle has ensued our survival and prosperity. We have a tradition but let us not fall from grace.

It is appropriate that we now overlook the place from whence our strength cometh. So as the Jabberwock stalks and Bandersnatch balks,
"Remember the Quarry."

Willie D

...THATS LAW SCHOOL...

FILED IN:

Lawletter

Howzit everybody! How was your summer...Eh, some nice these new buildings... we gotta break'um in...Congrats to 3Ls Sandy Nitta and Ron Ashlock, 2L Chad Taniguchi and Alum Gus Garcia('81) who became proud parents this summer ...For those of you who missed it, the "Last Blast in the Quarry" was held on July 29 by the Class of 83 after the bar exam, what a relief...A big welcome to our new Associate Dean Hugh Henson and Librarian John Pickron...

...THAT'S LAW SCHOOL...(cont. from page 1)...

...The LawLetter has named the new student organization room "Room 39" in honor of its predecessor (hopefully this one won't be condemned by the Board of Health)...How come our new student lounge doesn't look like one?...The Law School softball team, under the guidance of Neal "Billy Martin" Aoki are 5-5 in the Lawyers League...All you ETEs out there better start getting into shape, football practice will be starting soon...1Ls better start planning the party...the 2Ls and 3Ls are waiting...AND THAT'S LAW SCHOOL!...

WOMEN TOGETHER CO-CHAIRS ATTEND NATIONAL CONFERENCE

Women Together Co-Chairs Carmen Carrillo and Mary Ann Barnard, along with Angie King of Hawaii Women Lawyers, attended the 14th National Conference on Women and the Law, held April 7-11, 1983, in Washington, D.C..

The Conference theme was "Unity and Empowerment" and offered about 200 workshops, many of which were quite unusual since the conference was aimed at women who are traditionally underrepresented in society -- poor women, older women, handicapped women, lesbians, Third World women, and women of color. Women from these groups participated as panelists in many of the workshops, and Jean S. King was the one panelist from Hawaii.

Many women at the conference were extremely impressed that our Law School not only has a women students' organization but also a women's football team! The social activities offered us an opportunity to chat with women students at law schools across the nation. One thing that became apparent in the workshops is that Mainland women tend to forget about Hawaii when discussing women's issues and legislation affecting women, so it is important that we be represented at these conferences.

Mary Ann Barnard

EDITORIAL

Among the many questions that the 1Ls had during orientation, the one that seems to be foremost in most students minds are grades and what they mean in law school. The following is a reprint from a previous edition of the LawLetter (Feb. 9, 1982)
Ed.

MEANINGS OF GRADES

I want to discover how grades affect the students and the educational system. I have been grade conscious since elementary school. The system has molded me in many ways, including channeling my interests, shaping my motivation and forming my self-image.

The subject of grades raises two significant problems -- what do they mean and how do they lessen free choice? Grades are the most destructive force on individuality when they become masks. The student loses his self and becomes his grades.

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I faced this problem most severely in my second year of law school. Not only had I done well, it was public knowledge. I allowed this to trap me by giving too much meaning to grades. I identified strongly with my transcript and believed that if I did not keep up my performance that I would disappear. I felt that I was walking on a path so narrow that it was a tightrope. A misstep would mean falling off and becoming lost. By accepting grades as important, I began to think like others who highly regarded grades and I adopted their values. I needed to keep up the grades to impress the big firms and continue along the narrow definition of success that seemed to be put forth in the law school. The big firms came to seduce the students as the students scrambled to pick off the top salaries.

Grades are a limited form of identity that students often squeeze into. For good students grades are a source of fear in that students hide behind them. They are afraid of losing that mask of being a top student and allowing a more probing look. For students who are not adept at getting good grades, grades are a frustrating source of limitation. The student's true identity cannot creep out past the mask of the grade. Students allow others to say what grades mean, and then accept that definition.

The school goes along with this, too. It does not need grades to function. All that is really necessary is that students pass. A good student gets the same diploma as a student with worse grades. So why does the school go through so much trouble to differentiate between passing students? It is a great benefit to the prospective employers, but there must be more. Perhaps the best justification is motivation. The argument is similar to that against socialism. Once the incentives for gaining beyond the average are gone, a person will become lazy. The school creates competition among the students to incite them to excellence.

What are grades really inciting the students to? The school has got the students concerned about grades, and has tricked them into believing that grades reflect or become their identity. Grades create anxiety and competition. Students battle not with excellence in mind, but as grades as the goal. A grade oriented student will not usually produce excellence. In school one does not get good grades for being excellent, one gets them for jumping through the right hoops.

The school does not want to expend the energy and time to evaluate students to see if excellence is being achieved. Excellence means having an easy grasp of the subject matter and the ability to use the knowledge in a creative way. Three hour exams are not good measures of this. Since the school does not test excellence, excellence is not required for the student to do well. All that is measured is the ability to respond in an exam in a favorable manner. Test-taking skills are important. The LSAT measures only how well one can take the LSAT.

(cont. pg.4)

The motivation is not toward excellence. The students are often bored in school because they feel that all that they will ever get out of a course is a grade. To get the grade they only need to know the limited information that will appear on the exam. Much of what will determine the grade is already set, that is, the test-taking abilities of the students. Grades limit the effectiveness of the educational system.

Changing the school is beyond the ability of this paper or the present power of this student. What we get back to is free will and the meaning of grades. The student must create a more sensible meaning of grades for himself. Creation involves choice. To a large extent the meaning of grades is controlled by others. One has little will over them. The student has to find how to use the room for choice that he has.

If the student wants to move in circles where grades are important, then there is little room for individual meanings of grades. A student who wants to create his own identity, however, will usually not want to get too involved with those who value grades highly. There is choice for the student who does not want to get good grades in order to ease himself into the grade conscious world.

When you strip off the mask of grades, you come to see your own identity more clearly. Other masks of status are also unimportant to the grade liberated student. The student can see his goals better.

For many students, their main goals are security and helping others. Grades are good security blankets. But if one is willing to take risks, great things can be done. The energy of a person who refuses to be stuck behind a mask or limitation is powerful. The person who really wants to make life better for others has that opportunity regardless of his grades. Where the problems are, there is no room for playing the grade game of jumping through hoops and acquiring status. Problems of real people are solved with real work. Someone who is willing to really work will not be limited by false things like grades. Grades are a self-imposed limitation on one's identity and opportunities. The student must escape those who see only the mask.

The trouble is that smart people are easily seduced by grades. The system is not hard to beat so that good games players can get the good grades. Praise and rewards come for not much effort. It is always nice to believe the good things people say about you, so you want to stay in the world where people admire your mask. These people get addicted to easy status and security. The students who could make the world better are being strung out on false idols by the wealthy. And the good lawyers go off to the big firms to provide high quality legal services for the powerful. Grades are the first step in this seduction.

The best one can do is maintain some personal integrity by being honest with one's self. The student should see grades as a poor way to describe performance. Real strength comes from knowing who you are and what you can do. Grades have an influence in school and in certain circles. But if one does not rely on grades as identity, then one can function more freely in the world beyond school. By freeing one's self from the accepted meanings of grades, one must rely on one's own strength. In this way the best energies of the student are released.

GLENN GRAYSON
Class of 82

1Ls BEWARE!

If you have not been bombarded with conflicting words of advice on how to make it through law school, either from the members of the faculty or the 2Ls and 3Ls you will soon. Here are a few usual dose of advice you're likely to hear.

1. Read all the cases thoroughly and brief 'em.
2. Attend all your classes.
3. Join a study group.
4. Read the cases once and then resort to the use of commercial outlines, e.g., casenote legal briefs, gilberts, emanuel, sum & substance, legalines, hornbooks, nutshells, etc.,.
5. Don't waste your bloody time reading the cases; rather, read the commercial outlines.
6. Don't have to attend all your classes as long as you understand what the hell is going on.

Some of you may find the above words of advice helpful, others not. Despite your preference, it is widely held that the best word of advice may be the one that you give yourself. Afterall, you are your own man/woman and you know what is best for you.

Whatever you decide to do give it your hardest. If you decide to study, study hard; if you decide to play, play hard; and, if you decide to do da kind (don't get any wrong ideas), give it your best.

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All views expressed herein reflect those of the individual authors and are not necessarily those of the Law School administration, faculty, student body or the editorial staff. We welcome writings by the law community which will be considered for publication. Submit writings in typewritten form to the editorial staff located in Room 39. Mahalo, Wayne Sakamoto, Willie Domingo, and Oldiais Ngiraikelau.