

School of Law

UNIVERSITY OF HAWAII AT MANOA 1976/1977



1976/77 School of Law University of Hawaii at Manoa

From the Dean's Office . . .

The School of Law graduated its first class in May, 1976. These graduates are now providing legal services in a variety of roles. The School has thus completed its first steps into full maturity; the pioneer days are over. In the future the people of Hawaii, as is their right, will be expecting a record of sustained accomplishment.

The enthusiasm, energy and sacrifices of many people were required to bring the Law School to this fruitful stage. With the assistance of many outside benefactors, the initial deans, faculty, staff and students have succeeded in shaping the essential framework of a full and imaginative program of legal instruction. More recently, timely and generous action by University and State authorities permitted a major expansion and renovation of the School's temporary physical plant, thus dispelling a cloud which had hung over our continued provisional accreditation. A thorough dean search has been concluded with the appointment (effective 1/1/77) of Professor Cliff Thompson of Southern Methodist Law School. Finally, the Regents of the University have committed themselves to the task of providing permanent quarters for the School by 1980.

If all of these portents augur favorably, it can only be due to the continued *kokua* of many people—friends of the School throughout the community. Their assistance over the past three years has enabled those of us directly connected with the School to move toward a fuller understanding and realization of the special potential this institution represents to the people of the State of Hawaii. As we continue in that task we extend a special welcome to our new faculty and student colleagues and to our new graduates, now in the role of alumni. We point with some pride to the past and with much hope to the future. With the continued help of our friends and together with our new colleagues, we are confident that we can make substantial additional contributions to the spirit and success of the School.

A. JEROME DUPONT
Acting Dean
September 14, 1976

**UNIVERSITY OF HAWAII AT MANOA
LAW SCHOOL CALENDAR 1976-77**

Fall Semester 1976

Registration	August 25-26
Instruction begins	September 7
Last day to register	September 20
Last day to withdraw from courses or register for courses for credit	September 27
Holiday: Discoverers' Day	October 11
Holiday: Veterans' Day	November 11
Last day for Records Office to receive "I" removal grades from instructors	November 24
Holiday: Thanksgiving Day	November 25
Last day of instruction	December 10
Study period	December 11-16
Final examinations	December 17-23
Semester break begins	December 24

Spring Semester 1977

Registration	January 12-13
Instruction begins	January 24
Last day to register	February 4
Last day to file diploma applications	February 7
Last day to withdraw from courses or register for courses for credit	February 4
Holiday: Presidents' Day	February 21
Holiday: Kuhio Day	March 26
Last day for Records Office to receive "I" removal grades from instructors	April 1
Spring recess	April 4-9
Last day of instruction	May 6
Study period and final examinations	May 7-21
Commencement	May 22

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University Administration

BOARD OF REGENTS

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UNIVERSITY OF HAWAII SYSTEM

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 Durward Long, B.S., M.A., Ph.D., *Vice-President for Academic Affairs*
 Harold S. Masumoto, B.A., M.A., J.D., *Director of Administration*
 Kenji Sumida, B.B.A., M.B.A., *Director of Finance*

UNIVERSITY OF HAWAII AT MANOA

Douglas S. Yamamura, B.Ed., M.Ed., Ph.D., *Chancellor*
 Geoffrey C. Ashton, B.Sc., Ph.D., D.Sc., *Vice-Chancellor for Academic Affairs*
 Keith S. Snyder, B.A., *Vice-Chancellor for Administration*
 Beatrice Yamasaki, B.A., M.A., Ph.D., *Assistant Vice-Chancellor for Faculty & Academic Affairs*

School of Law Administrative Officers, Faculty, Librarians and Staff

ADMINISTRATIVE OFFICERS*

A. JEROME DUPONT

Acting Dean
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 came with the founding of the School in 1973 to set up the law library. Before that he filled a number of 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.

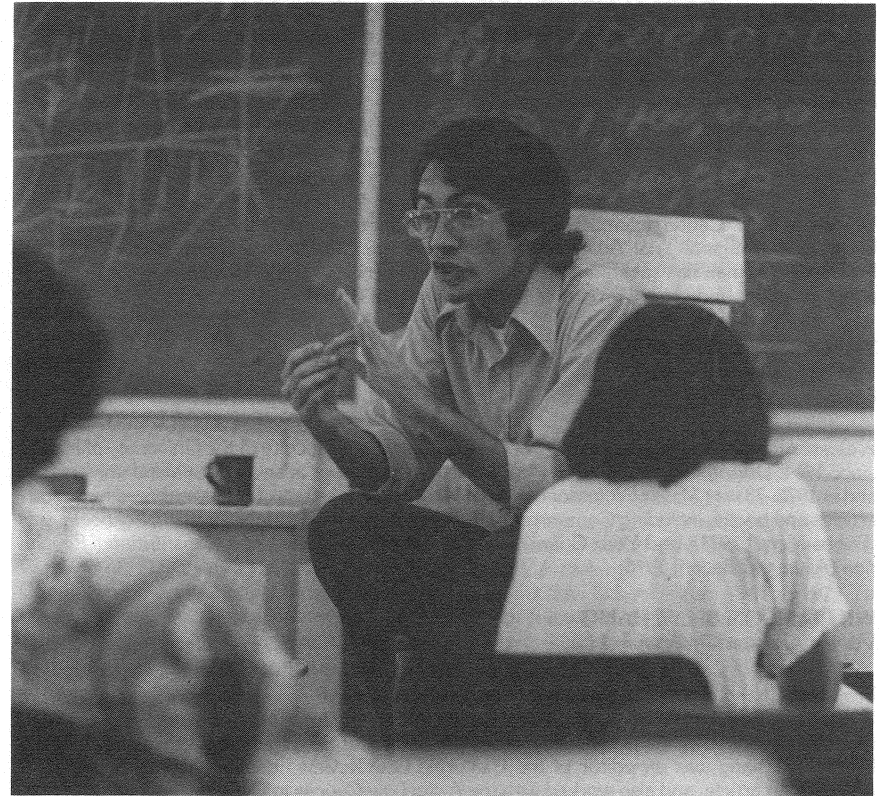
RICHARD S. MILLER

Acting Associate Dean and Professor of Law

B.S., Boston University, 1951
J.D., 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 came 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 authored 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.

*Subject, at this printing, to BOR approval in some instances.



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
M.A., University of Hawaii, 1976

Judith Kirkendall has been a faculty member at American University and Georgetown University in Washington, D.C. and Sawerigading University in Bandung, Indonesia. She has been an administrator in several international education programs, among them the U.S. Information Agency's Bi-National Center in Jakarta and the Peace Corps Division of University Relations and Training. Most recently, she was director of the International Institute of Hawaii.

PERMANENT AND VISITING FACULTY*

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.

THEODORE L. BECKERVisiting Professor of Law
Fall Semester 1976

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* (Allyn and Bacon, 1976).

WILLIAMSON B. C. CHANG

Visiting Assistant Professor of Law

A.B., Princeton University, 1972
 J.D., University of California, Berkeley, 1974

Professor Chang, a native of Hawaii who received his secondary education here, graduated from Princeton in both international affairs and Asian studies, and his law teaching interests extend to these fields as well as the fields of corporate law and securities regulation. While at Boalt Hall, Professor Chang was an editor of the California Law Review, in which he has recently co-authored an article, and also worked with the Asian Law Caucus in Oakland. Following graduation, he served as Law Clerk to Judge Dick Yin Wong, United States District Court, District of Hawaii.

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. Currently, she directs the first-year Legal Method Seminar program and is engaged in a study of the careers and lifestyles of women lawyers in Hawaii.

JULIAN GRESSER

Professor of Law

(On leave, Harvard Law School, 1976-77)

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

*Subject, at this printing, to BOR approval in some instances.

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.

WILLIAM A. KLEINVisiting Professor of Law
Fall Semester 1976

A.B., magna cum laude, Harvard University, 1952
 LL.B., magna cum laude, Harvard University, 1957

Professor Klein has been a member of the U.C.L.A. Law School faculty since 1971, specializing in tax and corporate law. Following his graduation from the Harvard Law School, where he was an editor of the Harvard Law Review, Professor Klein practiced with the Justice Department in Washington, D.C., served as Law Clerk to Judge David L. Bazelon, U.S. Court of Appeals, D.C. Circuit, and then was a Teaching Fellow at the Harvard Law School. From 1961 to 1971, he taught at the University of Wisconsin Law School. The author of numerous articles in the tax field, Professor Klein has also recently published a book on federal income tax policy.

VICTOR H. LIVisiting Professor of Law
Spring Semester 1977

B.A., Columbia University, 1961
 J.D., cum laude, Columbia Law School, 1964
 LL.M., 1965, S.J.D., 1971, Harvard Law School

Holder of the Lewis Talbot and Nadine Hearn Shelton chair in international legal studies at Stanford, Professor Li is the author of a new book on Chinese foreign trade and numerous articles on Chinese law and international business transactions. He has visited the Peoples' Republic of China on three occasions, and has arranged many exchanges for others. Professor Li's teaching career began at the University of Michigan Law School, and from 1969 to 1972, he was a member of the Columbia law faculty. He is currently Chairman of the Bay Area China Education Project, which has developed curricula on China for primary and secondary schools.

CHOON-HO PARKVisiting Professorial Lecturer
Fall 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 Y. S. 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 directs the Pre-Admission to Law School Program.

STEFAN A. RIESENFELD

Visiting Professor of Law
Fall Semester 1976

Dr. Jur., University of Breslau, 1932
Dr. Jur., University of Milan, 1934
LL.B., University of California, Berkeley, 1937
J.S.D., Harvard Law School, 1939

One of America's most distinguished legal scholars, Professor Riesenfeld is the author of law school casebooks in the fields of debtors' and creditors' rights, land security, and modern social legislation, and of numerous articles in these areas and in international and comparative law. He has been a member of the Boalt Hall law faculty at Berkeley since 1952; earlier, from 1938 to 1952, he taught at the University of Minnesota Law School. Professor Riesenfeld has served as a consultant to the California Law Revision Commission since 1970, and he has also been involved for a number of years in law revision efforts in Hawaii.

CARL M. SELINGER

Professor of Law

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

Following practice in the state of California, Professor 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. Professor Selinger has published articles on problems of the legal profession, as well as other topics. He recently served as 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.

JOHN M. STEADMAN

Visiting Professor of Law
Spring Semester 1977

B.A., Yale University, 1952
LL.B., magna cum laude, Harvard Law School, 1955

After graduation from the Harvard Law School, where he was the Treasurer of the Harvard Law Review, Professor Steadman practiced for seven years with a large San Francisco law firm. He then entered federal government service, in which he held positions as Deputy Undersecretary of the Army (International Affairs) (1964-65), Special Assistant to the Secretary of Defense (1965-68), and General Counsel, Department of the Air Force (1968-70). In 1970, Professor Steadman was appointed a Visiting Professor at the University of Pennsylvania Law School; and in 1972 he joined the Georgetown law faculty. Professor Steadman is a native of Hawaii, who completed his secondary education here.

JON VAN DYKE

Visiting Professor of Law

B.A., cum laude, Yale University, 1964
J.D., cum laude, Harvard Law School, 1967

Professor Van Dyke has been on the Hastings College of Law faculty since 1971, teaching in the areas of constitutional law, international law and administrative law. After graduation from the Harvard Law School, where he was a member of the Legal Aid Bureau, Professor Van Dyke taught at Catholic University, and then served as Law Clerk to Chief Justice Roger Traynor of the California Supreme Court. In 1970-71, he was a Visiting Fellow at the Center for the Study of Democratic Institutions. Professor Van Dyke has participated in several international conferences, and he has written two books and many articles on international and constitutional issues.

WILLIAM T. VUKOWICH

Visiting Professor of Law

A.B., Indiana University, 1965
J.D., University of California, Berkeley, 1968
J.S.D., Columbia Law School, 1976

At Indiana, Professor Vukowich was President of the student body, and at Boalt Hall, he was Note and Comment Editor of the California Law Review and a member of Coif. He began teaching in 1968 at Willamette University in Oregon; and having spent summers in public law practice in New York and California, he joined the Georgetown law faculty in 1971, where his courses have included contracts, commercial law, debtors' and creditors' rights, and consumer protection. Professor Vukowich has published articles on commercial transactions, legal education, and ethical issues in biological experimentation on human subjects.

ADJUNCT FACULTY*

- Simeon R. Acoba, Jr.** *B.A.*, University of Hawaii, 1966
J.D., Northwestern University, 1969
- Elliott M. Brilliant** *B.S.B.A.*, with final honors, Washington University, 1960
J.D., Yale Law School, 1963
- Boyce R. Brown, Jr.** *B.A.*, University of North Carolina, 1966
J.D., Harvard Law School, 1969
- David L. Callies** *B.A.*, cum laude, DePaww University, 1965
J.D., University of Michigan, 1968
LL.M., University of Nottingham, 1969
- John A. Chanin** *B.S.*, cum laude, Temple University, 1959
M.A., magna cum laude, Temple University, 1961
J.D., University of Pennsylvania, 1964
- James P. Conahan** *B.A.*, Pennsylvania State University, 1965
J.D., cum laude, Harvard Law School, 1968
- John S. Edmunds** *A.B.*, Stanford University, 1964
J.D., University of Southern California, 1967
- Gary Hagerman** *B.A.*, Colby College, 1959
LL.B., Albany Law School, 1966
- Michael C. Hare** *B.A.*, with highest honors, University of Hawaii, 1970
J.D., Georgetown University, 1973
- George E. Haupt** *A.B.*, magna cum laude, Marietta College, 1949
J.D., University of Cincinnati, 1950
- William S. Hunt** *B.A.*, Colgate University, 1968
J.D., Columbia University, 1972
- Walter H. Ikeda** *B.A.*, George Washington University, 1960
M.A., George Washington University, 1962
LL.B., Stanford University, 1968
- Wendell K. Kimura** *B.A.*, University of Michigan, 1958
LL.B., *J.D.*, Harvard Law School, 1961
- David C. Larsen** *B.A.*, cum laude, University of Virginia, 1965
M.A., University of Virginia, 1966
J.D., University of California at Los Angeles, 1974
- Carol Mon Lee** *B.A.*, Columbia University, 1969
M.A., Columbia University, 1970
J.D., Hastings College of Law, 1974
- Melvin M.M. Masuda** *A.B.*, cum laude, Princeton University, 1965
J.D., Yale Law School, 1968
M.P.A., Harvard University, 1973
- Malcolm A. Misuraca** *B.S.*, Georgetown University, 1959
LL.B., University of California at Berkeley, 1962
- Stanley Y. Mukai** *B.A.*, University of Hawaii, 1957
LL.B., *J.D.*, Harvard Law School, 1961
- Terence J. O'Toole** *B.A.*, University of Santa Clara, 1967
J.D., University of California at Berkeley, 1971
- Herbert R. Takahashi** *B.S.*, with honors, University of Wisconsin, 1967
J.D., Harvard Law School, 1970
- Robert S. Toyofuku** *B.S.*, Tufts University, 1962
LL.B., Boston University, 1965
LL.M., New York University, 1966

*Subject, at this printing, to BOR approval in some instances.

FACULTY

LIBRARIANS

BONNIE S. MELTON

Assistant Law Librarian

*B.S., Southeast Missouri State University, 1954
M.L.S., University of Hawaii, 1969*

A former elementary school teacher in Missouri and Tennessee, Ms. Melton began her second career as a librarian with the University of Hawaii Graduate Library where she served as administrative assistant to the University Librarian. While her primary duties were administrative in nature, she also found time to develop special expertise in the areas of reprography and audio-visual services. During her tenure at the Graduate Library she undertook primary responsibility for the development of the Library's audio-visual listening center and services department.

KAREN P. MIDDLETON

Assistant Law Librarian

*A.B., Stanford University, 1966
M.L.S., University of Hawaii, 1974*

A graduate in economics (with distinction) from Stanford, Ms. Middleton subsequently served as a Peace Corps volunteer in Korea, as an industrial economist with the Civil Aeronautics Board in Washington, D.C., as a research assistant with Associates for International Research, Inc. in Cambridge, Massachusetts, and as a graduate intern with the Communications Institute of the East-West Center at the University of Hawaii. Her language abilities include French, German, Spanish and Korean.

JOLYN G. TAMURA

Assistant Law Librarian

*B.A., University of Hawaii, 1968
M.L.S., University of Hawaii, 1969*

A graduate in Asian History and Politics of the University of Hawaii, Ms. Tamura served for four years in the public services department of the University Graduate Library as a social science reference librarian and for one year as a young-adult librarian with the Hawaii State Library. While working for the Graduate Library and before the Law School's founding, she served as the library system's legal reference librarian.

STAFF

Gladys Ide, Library Technician
Yvonne Kobashigawa, Secretary to the Dean
Linda Lee, Secretary to the Associate Dean
Caroline Miura, Faculty Secretary
Iris Miyamura, Administrative Typist
Cheryl Mokuau, Secretary to the Assistant Dean
Helen Shikina, Faculty Secretary
Jane Takata, Faculty Secretary

IN MEMORIAM

Dwight J. Miyauchi, 31, who would have been a member of our entering class, passed away on July 5, 1976. All the members of the Law School community join with his family in mourning his loss.

A memorial fund in his name has been established in the student loan account to help other deserving students from Hawaii to achieve the goals to which he was dedicated.

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 later 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 funding 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, clinical offices, a student lounge, and a core library of 70,000 heavily used items. (The remainder of the Law Library collection is housed in the University's Hamilton Library. See LIBRARIES.)

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 the end of 1976 the Law Library's total collection will exceed 100,000 volumes of the most frequently used legal materials.

PROFILE OF THE LAW SCHOOL STUDENT BODY

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

The School of Law does admit non-resident applicants with strong academic credentials who possess potential for contributing a special benefit to the state or the school.

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. The University of Hawaii School of Law has been provisionally approved by the American Bar Association. This approval enables its graduates to present a Juris Doctor degree acceptable to the bar examiners of every state, (but subject to additional requirements imposed by individual states. For important additional information concerning related matters, see ADMISSION TO PRACTICE LAW).

The following is a resolution of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, adopted at its June 19-20, 1976 meeting:

A law school will be granted provisional approval when it establishes that it substantially complies with the Standards for Approval of Law Schools by the American Bar Association and gives assurance that it will be in full compliance with the Standards within three years after receiving provisional approval.

A law school will be granted full approval when it establishes that it is in full compliance with the Standards and it has been provisionally approved for at least two years.

A provisionally approved school will be reinspected each year during the period of provisional approval and will be granted full approval when the Council of the Section of Legal Education and Admissions to the Bar and the House of Delegates of the American Bar Association determine that the school complies with all of the requirements of the Standards for Approval of Law Schools by the American Bar Association as they relate to full approval.

A provisionally approved school will be considered for full approval by the House of Delegates when the Council finds, after inspection, that the school meets the Standards established by the American Bar Association as interpreted by the Council on a basis that assures continued compliance with the letter and the spirit of the Standards, with particular emphasis on a steady improvement in the quality of the educational program.

The students at provisionally approved law schools and persons who graduate while a school is provisionally approved are entitled to the same recognition accorded to students and graduates of fully approved law schools.

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 1976, 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, certain fees may be refunded as indicated below:

1. Tuition and special course fees
 - a. 100% refund (less \$12.50 general fee) for complete withdrawal only if made on or before the following dates:
 - September 3, 1976, for Fall semester 1976
 - January 21, 1977, for Spring semester 1977

*Subject to change without notice.

- b. 80% refund if complete withdrawal, change to part-time status, or change from one tuition rate to another, is made within the first two weeks of instruction.
 - c. 40% refund if complete withdrawal, change to part-time status, or change from one tuition rate to another, is made during the third and fourth weeks of instruction.
2. Student activities fee and Campus Center fee
- a. 100% refund if complete withdrawal is made within two weeks after the regular registration period.
 - b. No refund is made after the second week of registration. *instruction*
3. 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, Bachman Hall 110.

FINANCIAL AID

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 Manoa Campus 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 Manoa Campus Office of Financial Aids is also a source of information about other sources of financial assistance, and assists veterans and/or their dependents under the various veterans bills. Students covered by any veterans' program 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 Manoa Campus Veterans Adviser.

Small loans may also be arranged from an emergency loan fund for law students contributed by Ned Good, Esq. of Los Angeles, California, by donors to the Dwight J. Miyauchi Memorial loan fund, and by others.

PART-TIME EMPLOYMENT

The law school curriculum has been planned to engage law students in the study of law on a *full-time* basis. Time-consuming outside employment or other activities may seriously and adversely jeopardize success in the law school program. Particularly, it is recommended that first-year students devote full-time to their legal studies.

The University maintains information about jobs in the community and on campus to assist students who seek part-time employment. The law school's Student Placement Office also provides information about part-time legal work. 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, mentioned above. Any student planning to work outside of the law school must so advise the Dean's office. Application for employment must be filed in person at the Manoa Campus Office of Financial Aids.

HOUSING

The University has limited housing facilities for professional 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.

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.

COUNSELING AND TESTING CENTER

A staff of psychologists, psychiatrists, psychometrists and interns provides educational, vocational and personal counseling to students. Various aptitude, interest and other psychological tests are used as aids in counseling. The center also administers national aptitude and achievement examinations and maintains an educational and vocational library. Services are free for students enrolled at UHM. The center is located at 2327 Dole Street.

FOOD SERVICES

Complete food service facilities, including a cafeteria, snack bar, and specially catered party and banquet facilities are available in the Campus Center. The East-West Center cafeteria also offers cafeteria, snack bar and private dining room service. The Gateway House cafeteria serves an ala carte lunch open to anyone on campus. The snack bar near Hamilton Library offers plate lunches, sandwiches and snacks. Food vending machines throughout the campus provide 24-hour service. Students living in residence halls contract for meals in the required meal plan in the cafeteria designated to serve the individual hall.

PLACEMENT SERVICES

The Student Placement Office is established for the purposes of informing law students and graduates of the career opportunities open to persons with a legal education and of assisting private and public interest law firms, government agencies, industrial concerns, and other prospective employers 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.

Placement opportunities for persons with a legal education are as numerous as the broad range of social functions that involve studying, shaping, teaching, administering, and practicing the law. However, continuous changes in legal doctrines and institutions and recent sharp increases in the number of law school graduates in the country have made it difficult to assess the current and future demand for specific kinds of legal employment. Based on a survey it conducted in March, 1976, the National Association for Law Placement reports that of the graduating Class of 1975, nationally 91% were employed, 7.4% were still seeking employment and 1.2% were not seeking employment. These and other statistics by geographic location and type of employment are available in the Placement Office.

The University of Hawaii School of Law graduated its first class in May 1976. It is too early to predict employment prospects for the 1976 graduates because employment statistics are customarily valid only after bar examination results have been announced. Compared, however, to NALP's preliminary employment report of the Class of 1976, based on data submitted in May 1976, the University of Hawaii had a significantly greater percentage of its graduating students placed than the national average. Beginning salaries ranged from \$9,000 to \$20,000. Summer and part-time employment for law students were also high. In the past three years nearly all first and second year law students who sought law-related employment received suitable offers. Students and graduates have been placed with legal employment in Asia and the U.S. mainland though the great majority elect to work in Hawaii.

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—are still in their developmental stages. If and when they are more fully implemented, they should 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.

STUDENT REGULATIONS

Change of Address

Students are responsible for keeping the University's Admissions and Records Office (Bachman Hall 120) and the Law School's records office informed of their correct mailing address.

Student Conduct

A UHM Code of Community Standards defines expected conduct for members of the University community and specifies acts subject to University sanctions. Honorable conduct is expected of all students. Misrepresentation, cheating or plagiarism, such as the offer to sell and/or use purchased writing and research to obtain academic credit, is contrary to the student conduct code and subject to sanctions including, but not limited to, expulsion from the University.

A student conduct committee with four students, four faculty members, and a nonvoting chairman, hears allegations of misconduct and exercises discipline. Complete copies of the code and the committee's procedures are in the *Student Calendar* and are available from the dean of students.

In addition, Law School regulations pertaining to law student conduct and discipline are applicable to all law students. Copies of the regulations are available in the Dean's office.

Financial Obligations

Students who have not adjusted their financial obligations (traffic fines, library fines, locker fees, lab breakage charges, transcript fees, loans, rental contracts, etc.) to the satisfaction of the treasury office may be denied registration, services connected with evidence of instruction (transcripts, diplomas, etc.), and all rights and

privileges conferred by the act of registration. Notation of the financial obligation may appear on the transcript.

Copies of the delinquent financial obligations policy and procedures are available for inspection at the office of the dean of students and the treasury office.

Parking and Traffic

Regulations and special instructions may be obtained in the registration area or from the auxiliary services traffic desk. Parking permits are sold at registration, or at the traffic desk throughout the year.

ADMISSION TO PRACTICE LAW

Successful completion of law study at an American Bar Association 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. For example, 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, and some states have specific law school course and curriculum requirements.

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.

In Hawaii, admission to practice law is regulated by the Supreme Court. Recent amendment of the Rules of the Supreme Court provides an opportunity for certain immigrant lawyers to be on the same footing as the out-of-state attorney who attended a non-ABA approved law school in the United States. Both groups are eligible for examination and admission to the bar upon fulfillment of prescribed requirements. Inquiries about the recent amendment to Hawaii Supreme Court Rule 15 may be directed to the Assistant Dean.

LIAISON WITH THE HAWAII BAR

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

Law students may become student members of the Hawaii Bar Association. A special student membership rate is available.

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 legal counseling, advocacy and decision-making of many different kinds—whether the context be courtroom or legislative hearing, attorney's office or corporate board room, state agency or federal commission, community center or international conference table. Students are encouraged to study law and legal institutions as an integral part of larger social, political-economic, and ecological systems. For example, the nationwide problem of accidents and the distribution of accident costs is used as a focus for studying the legal process. Similarly, study of the criminal law is related to the broader problem of society's ability to control social behavior.

This emphasis on context often necessitates the use of theories and findings from other disciplines such as moral philosophy, psychology, sociology, 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.

A major concern throughout is to *evaluate* the effects of law and to explore alternative approaches, as well as to describe and predict the law's *operational* meaning.

At this law school, special attention is given to instruction in the performance of lawyers' skills and tasks including, among many others, the analysis of statutes and judicial opinions, policy analysis and planning, brief-writing, trial and appellate advocacy, interviewing and counseling, legislative research and drafting, and applying ethical norms.

Techniques of instruction include the traditional "Socratic method," whereby an instructor rigorously questions individual students in a large group setting, lectures, the problem method, informal small group discussions, individually supervised field and library research projects, films and "laboratory learning" experiences. "Clinical" components in the form of real or simulated lawyers' tasks pervade the program. Small-group work, in particular, is organized around client problems, actual as well as hypothetical. Second and third year small-group seminars and clinical workshops offer sufficient variety to permit most students to elect work in areas of their preference.

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 should function as facilitating participants as well as sources of knowledge. Accordingly, students are expected to clarify and develop their own objectives, methods and values. This emphasis on student self-responsibility and initiative is, in part, an acknowledgment that today's 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 and on one's own. Therefore, a foremost concern of the school is to provide assistance in "learning how to learn."

Implicit if not explicit in the foregoing 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 under the new Student Practice rule 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 include numerous and varied exercises in problem solving and the performance of lawyers' tasks, enriched by extensive reference to appropriate bodies of theory and data, and supervised in varying degrees.

2. Effective performance by lawyers, and hence effective legal education, must draw upon theories and data from all fields of inquiry relevant to the problem at hand. The personal injury lawyer involved with complex medical issues, no less than the environmental lawyer confronting difficult problems of economics and technology, must have the capability to integrate difficult non-legal materials into the legal product.

3. Efficient and creative 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 legal 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 lawyer's 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. 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.

8. Law teachers should regularly examine and evaluate what they do.

First-Year Curriculum

The purposes of the first-year curriculum are to:

1. introduce students to the experience of performing lawyer's work—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. begin to 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 the legal profession, its problems, its needs and its future direction; and

7. by virtue of all the above, prepare students for their second and third years at law school.

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 the performance of lawyers' skills and its pedagogical method is *learning by doing*. In addition to its separate educational functions, the seminar provides an experiential supplement to course work: each semester's seminar 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.

Second-Year Curriculum

The purposes of the second-year curriculum are to:

1. expose students to a wide range of important legal subjects and problems not treated in the first year and to clarify the fundamental issues and arguments involved in such subjects and problems;
2. significantly increase students' competence to perform legal research and legal writing, using theories and data from all relevant fields of knowledge as well as more conventional legal materials;
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 second-year seminar in the spring semester. To be eligible to enroll in a particular seminar, the corresponding course must be taken as a prerequisite or co-requisite. Residual credit hours are to be utilized for courses from among the General Electives listed below.

Second-year course work provides breadth of coverage. Depth is provided by the seminars, which enable every student to devote seven or eight hours (four in the seminar plus three or four in the course with which the seminar is associated) to one subject matter area.

Third-Year Curriculum

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

1. opportunities for intensive first-hand, supervised experience in the performance of complex lawyers' tasks, so as to prepare students insofar as possible for the difficult and unforeseeable problems they will face as lawyers in a rapidly changing, independent world, and
2. advanced-level study of legal problem or doctrinal areas, with opportunities to elect courses of special interest to students.

Before the beginning of their third year, students may elect one of several Clinical Workshops offered in the fall and spring semesters.* (Some of these workshops have prerequisite courses. Such prerequisites may only be waived by the workshop instructor.) Residual credit-hours in each semester are to be utilized for courses from among the General Electives listed below and for approved Special Projects, wherein third-year students may apply to have academic credit awarded for externships, directed research or independent research. (Requirements for Special Projects are set forth on page 24.

In a few instances third-year students may be selected on the basis of merit to engage in special faculty-approved externships and clerkships.

*The faculty is currently developing additional clinical workshops. In the years following 1976-77 enrollment in one clinical workshop is likely to be required of each third-year student.

CURRICULUM AND COURSES

The first-year program is entirely prescribed. 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
Civil Procedure	4
Contracts	4
Legal Research	2
Factual Inquiry in the Constitutional Process	3
Legal Method Seminar	3
	16

Spring Semester of the First Year

Criminal Justice	4
Legal Process	3
Legal Profession	2
Property	4
Legal Method Seminar	3
	16

In the second year each student must take Constitutional Law and one seminar, plus electives, as follows:

Fall Semester of the Second Year

Constitutional Law	4
Electives*	

Spring Semester of the Second Year

Seminar:† Consumer Protection	4
Seminar:† Constitutional Law	4
Seminar:† Criminal Justice	4
Seminar:† Torts	4
Seminar:† Transnational Law	4
Electives*	

*Students must enroll for at least 12 credit-hours each semester in order to meet residence requirements. Under special circumstances permission may be granted to enroll for only ten credit-hours.

†Take one.

In 1976-77 the third year is entirely elective. In addition to general electives listed below, students may also enroll in clinical workshops, as follows:

Fall Semester of the Third Year

Workshop: Litigation	5
Workshop: Policy and Planning	5
Electives*	

Spring Semester of the Third Year

Workshop: Business Planning.....	5
Workshop: Litigation	5
Electives*	

Recommended Courses and Suggested Sequence

Post first-year courses which are of general relevance to and very important for almost all forms of law practice are *evidence*, *federal income taxation* and *torts*. All students are urged to take these courses before graduation.

A normal semester course load is fourteen to sixteen credit-hours.

Courses which are particularly appropriate for election in the second year are:

First Semester	Second Semester
Business Organizations	Administrative Law
Evidence	Commercial Transactions
Federal Income Taxation	Transnational Law
Legal Accounting	Wills and Trusts
Torts	

In electing courses for the second year, students should consider possible prerequisites or recommendations, as set forth in the course descriptions, below, for courses or workshops they plan to take in the third year.

In planning a course of study for the second and third-years, students are encouraged to seek guidance from members of the faculty.

*Students must enroll for at least 12 credit-hours each semester in order to meet residence requirements. Under special circumstances permission may be granted to enroll for only ten credit-hours.

GENERAL ELECTIVES—POST FIRST-YEAR

Fall Semester

	Credit Hours
*Business Organizations I	4
Corporate Finance	2
Corporate Taxation	3
Creditors' Remedies and Debtors' Protection	3
Criminal Procedure	3
Domestic Relations	3
*Evidence	4
Federal Income Taxation	3
Federal Tax Policy	1
Interviewing and Counseling	3
Jurisprudence	3
Legal Accounting	3
Native Hawaiian Rights	3
Ocean Law, Seminar	3
Public Law and Judicial Systems	3
*Torts	4

Spring Semester

Administrative Law	3
Business Organizations II	3
Chinese Law	3
Civil Liberties	3
*Commercial Transactions	4
Economic Regulation	3
Environmental Law	3
Estate and Gift Taxation	3
Federal Courts and the Federal System	3
Labor Law	3
Land Use and Planning	3
Real Estate Development and Financing	3
Transnational Law	3
Trial Practice	3
*Wills and Trusts	3

*Subjects currently included on the Hawaii Bar Examination.

Special Projects

Second and third-year students may apply to have academic credit awarded for special projects, including externships and independent or directed study or research. Maximum credit to be awarded for any project is five credit-hours. 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, not available in the prescribed curriculum, which is proportionate to the credit sought.

Among the factors which will influence the faculty in approving or disapproving written proposals for special projects are:

1. The number, nature and complexity of the tasks to be performed;
2. The mode and degree of supervision to be provided, and indications of the manner in which the applicant's work will be supervised and critiqued;
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;
5. The validity and strength of the justification put forth by the applicant for undertaking the project in lieu of offerings in the prescribed curriculum;
6. Agreement to submit significant samples of the applicant's work to the law faculty for appraisal;
7. Degree of detail included in the outline of the proposal and the inclusion of a preliminary bibliography, if applicable; and
8. Other indications that the proposal is a serious one likely to enhance relevant skills, knowledge and capabilities of the applicant.

In a few instances third-year students may be selected on the basis of merit to engage in special faculty-approved externships and clerkships.

Limited externship opportunities involving practice under Hawaii Supreme Court Rule 25, the student practice rule, will be developed by the faculty and will be in public law offices or public agencies.

No more than a *total* of twelve semester hours of special projects *and* courses taken outside the law school will be credited toward the requirements for the J.D. degree.

Courses Outside the School of Law

Courses and seminars offered outside the Law School by the University of Hawaii (Manoa) (or in rare cases by other colleges and universities), up to a maximum total of ten semester credit hours, may be elected for credit after the first year if the faculty determines that the courses or seminars will prove useful and relevant to the student's legal education or legal career and that their content is of a nature to justify their substitution for courses offered in the Law School.

The awarding of such credit, when coupled with the concurrent awarding of graduate credit for law school courses, may enable some student to pursue a law degree and a graduate degree concurrently. (See Other Law School Programs, page 35.)

No more than a *total* of twelve semester hours of special projects *and* courses taken outside the Law School will be credited toward the requirements of the J.D. degree.

Description of Courses, Seminars, Workshops*

Administrative Law: Law 561 (3) Spring

Ms. Czapanskiy

The course treats the procedure and remedies for resolving controversies between citizens and government officials exercising administrative power. The institutions and processes 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.

Business Organizations I: Law 566 (4) Fall

Mr. Chang

The principal emphasis is in the areas of agency and partnership and in the formation, control, management, and regulation of corporations.

Business Organizations II: Law 558 (3) Spring

Mr. Chang

This course focuses on an application of federal securities law (particularly Rule 10(b) (5)) to corporate disclosure, fraud, mismanagement, and the transfer of control. The course also examines problems dealing with the responsibility of the corporation and its management to the public and shareholders. (This course replaces the courses formerly designated Securities Regulations.) Prerequisite: Business Organizations I or consent of instructor.

Business Planning, Workshop: Law 590C (5) Spring

Mr. Haupt

Intended for the student who plans to enter a business law practice, this workshop presents a series of business problems of substantial complexity which exposes students to various aspects of interviewing, factual investigation, legal research and analysis, drafting, business planning, client counseling, negotiations, and the like. The emphasis is on the experience of office practice, but continuing attention is given to the impact of potential litigation upon business planning. Students may expect that each credit-hour of workshop will require more out-of-class work than each credit-hour in more conventional courses. Prerequisite: Business Organizations I or consent of instructor. Recommended: Corporate Taxation, Legal Accounting, Business Organizations II (Securities Regulation).

Chinese Law: Law 586 (3) Spring

Mr. Li

This course examines the questions: What norms of behavior do the Chinese leaders want the people to adopt? How are these norms articulated and communicated to the people? What means are used to get the people to follow these norms? What happens to those who refuse to follow? For all these questions, an effort is made to identify the ideological, cultural, and other factors which affect the choices made by the Chinese leaders. A portion of this course will focus on the criminal process and the control of anti-social behavior. The second part of the course will deal with the effort to implement a positive social program: the Marriage Law and its effect on the status of women. Special emphasis is placed on comparing Chinese and Western legal concepts, institutions, and practices.

Civil Liberties: Law 572 (3) Spring

Mr. Corey Park

A study of the substantive and procedural rights secured by the Constitution of the United States (in particular, by the First, Fifth and Fourteenth Amendments) and by certain federal statutes. The course focuses on defining these rights and determining how these constitutional safeguards are and should be enforced through court litigation. The role of the Supreme Court is critically examined. Topics include the freedoms of speech, press and assembly; the rights of privacy and travel; the equal protection of the laws, with particular attention to classifications based on race, sex, poverty, etc.; and the recent reappearance of "substantive due process." Prerequisite: Constitutional Law

*Inclusion of courses, seminars and workshops in the curriculum and their content are subject to change because of availability of faculty or other exigent circumstances.

Civil Procedure: Law 508 (4) Fall**Mr. Corey Park**

A study of 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.

Commercial Transactions: Law 554 (4) Spring**Dr. Vukowich**

A study of the Uniform Commercial Code's provisions which deal with secured transactions (Article 9), sales (Article 2), and commercial paper (Articles 3 & 4). The purpose of the course is to familiarize students with the Uniform Commercial Code and prepare them to deal with the major types of problems which arise under the Code. The first half of the course deals with secured transactions; topics include the formation of a security agreement, priorities as between Article 9 secured creditors, priorities as between an Article 9 secured creditor and a lien creditor, bankruptcy, and enforcement of the security agreement upon default. The next quarter of the course considers parts of Article 2 which are not covered in the course on Contracts. Topics include warranty, sellers' and buyers' remedies, and risk of loss. The last quarter of the course considers commercial paper (Articles 3 & 4). Discussions will focus on the concept of negotiability, the holder-in-due course doctrine, allocation of risk for forgery and alteration, and the legal relationship between a bank and its customer.

Constitutional Law: Law 520 (4) Fall**Mr. Van Dyke**

An introduction to the judicial function in constitutional cases, jurisdiction of the United States Supreme Court, and discretionary barriers to judicial review. A study of the division of powers between the states and the nation, powers of Congress, the commerce clause, and governmental immunities. This course will also introduce students to problems in the areas of equal protection, due process, and First Amendment freedoms that are dealt with in greater detail in the Civil Liberties course.

Constitutional Law, Seminar: Law 530D (4) Spring**Mr. Van Dyke**

A supplement to the Constitutional Law course in substance, method, and student work-product, with particular emphasis on the uses of social science data in judicial decision-making. This year's seminar focuses on problems related to the First Amendment, and students will use social science techniques to examine the practical realities of a problem area and then prepare a publishable note comparing the resulting data to the approaches taken by our courts. Among the possible topics are: (a) the perceived conflict between fair trials and a free press, (b) picketing and demonstrations and the distinction between "speech" and "conduct," (c) campaign financing laws, (d) the media: corporate control and FCC regulation, (e) the regulation of pornography, (f) the regulation of "subversive" activity and "incitements" to riot, (g) "commercial" speech, (h) personal appearance as an element of expression and privacy, and (i) state funding of religious schools. The seminar begins with a review of the principles governing these areas, after which students will concentrate on their selected topic. Prerequisite or co-requisite: Constitutional Law.

Consumer Protection, Seminar: Law 530C (4) Spring**Dr. Vukowich**

An examination of the special problems of consumers in the marketplace and the manifold legal developments of the past decade which are designed to equalize the imbalance between merchant and consumer. Special emphasis will be placed on the various ways in which laws might regulate the terms of merchants' standard form contracts which (1) disclaim or limit liability; (2) disclaim warranties; and (3) grant merchants greater rights to collect debts than would otherwise be available to them under the law. Students will be required to write a paper of publishable quality on a topic of their choice. In addition, towards the end of the semester and before the draft of the seminar paper is finalized, each student must present his or her paper at a class session; other students, along with the professor, will critically evaluate the paper. Prerequisite or co-requisite: Commercial Transactions.

Contemporary Issues in Law: Law 595 (Credits arranged)

Courses outside the law school which examine legal or legal policy aspects of contemporary issues or problems may, with the approval of the faculty, be taken for a grade, rather than credit/no credit, and treated as a law school elective.

Contracts: Law 509 (4) Fall**Dr. Vukowich**

A survey of the law relating to the formation, performance, and breach of contracts. Topics include the enforceability of promises; offer and acceptance; remedies for breach; interpretation and construction of contracts; unconscionability; performance; discharge of contract; and breach. The course examines both the common law of contracts as well as relevant portions of the Uniform Commercial Code.

Corporate Finance: Law 565 (2) Fall**Mr. Klein**

This course is designed to introduce law students to principles of financial analysis of business arrangements. Among the major topics are valuation of the enterprise, relative rights of the holders of various types of securities, dividend policy, repurchase of outstanding shares, and mergers and acquisitions. Prerequisite: Business Organizations I or consent of instructor.

Corporate Taxation: Law 550 (3) Fall**Mr. Mukai**

The course examines tax aspects of the formation, operation, reorganization, and liquidation of corporations. Attention is 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. Prerequisite: Federal Income Taxation.

Creditors' Remedies and Debtors' Protection:**Law 562 (3) Fall****Dr. Riesenfeld**

Legal problems of the enforcement of claims, dealing with the execution of judgments, exemptions, provisional and summary remedies, fraudulent conveyances, assignments for the benefit of creditors, and proceedings under the Bankruptcy Act. Proposals for reform are considered.

Criminal Justice: Law 513 (4) Spring**Mr. 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 controlling deviant behavior. A survey of criminal procedure from arrest through sentencing follows, with special attention given to constitutional constraints on the crime investigation process, the theory and operation of the exclusionary rule, and the imposition of the death penalty. The second half of the course focuses on the substantive criminal law, including criteria for culpability judgments, elements of offenses, and selected defenses. The study of crimes includes exposure to 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. The course includes a fieldwork component which presents the opportunity for students to visit the courts, the police department, and a number of correctional facilities, so that the operation of the criminal justice system here can be observed and discussed.

Criminal Justice, Seminar: Law 530I (4) Spring**Mr. Bowman**

Each student in the criminal justice seminar will be required to write a substantial paper of publishable quality about some aspect of criminal law and procedure. Seminar sessions will deal with selected aspects of the substantive criminal law or the criminal justice process. Students will submit at least two drafts of their papers, and periodic review of the work in progress will be conducted with each student. Prerequisite: Criminal Justice.

Criminal Procedure: Law 541 (3) Fall**Mr. Edmunds**

The major legal issues in the functioning of the criminal justice system will be examined. These will include, among others, legal control over police practices (arresting, searching, interrogating, electronic eavesdropping, etc.); prosecutorial discretion and its control; bail; the guilty plea process; sentencing; and double jeopardy. Students will be expected to prepare and argue a motion before a federal district judge.

Directed Individual Study or Research:**Law 555 (Credits Arranged)****Staff**

Directed individual study or research in selected legal topics or problems. Must be arranged and approved in accordance with requirements for "Special Projects," page 24.

Domestic Relations: Law 568 (3) Fall**Mr. Chanin**

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

Economic Regulation: Law 553 (3) Spring**Mr. Guben**

An introductory course in the relationship between government and private enterprise, with a major emphasis on anti-trust and anti-competitive practices. The course examines the historical and legal background of governmental regulation of private property, the development of anti-trust and other anti-monopoly legislation, the regulation of public utilities and other natural monopolies, and the concept of fair practices in the marketplace. In order to better understand contemporary state/private enterprise relations, the course attempts to develop a framework for analyzing the respective roles of governmental regulation and the market in achieving the goals of economic efficiency and social equity.

Environmental Law: Law 582 (3) Spring**Mr. Brown**

The course introduces students to the basic policy questions and problems concerning the environment. A thorough examination of Federal and Hawaiian statutes is conducted in conjunction with a review of federal and Hawaii cases which led to the enactment of the statutes or which interpreted them after their enactment. Particular attention is given to the theoretical and practical problems inherent in environmental litigation. Thereafter, the course focuses on the environmental problems of Hawaii and seeks to draw on applicable statutory and case law to develop recommendations for future action.

Evidence: Law 543 (4) Fall**Mr. Bowman**

A comprehensive examination of problems of proof and the rules of evidence. 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 with accuracy, 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.

Estate and Gift Taxation: Law 551 (3) Spring

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. Prerequisite or co-requisite: Wills and Trusts or consent of the instructor.

Factual Inquiry in the Constitutional Process:**Law 571 (3) Spring****Mr. 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 provides a framework for analyzing the tension between legal principles and policies in the constitutional process. The interrelationship between law and fact is developed in a series of case studies designed to illustrate how social science and empirical data contribute to legal decision-making.

Federal Courts and the Federal System:**Law 571 (3) Fall****Mr. Selinger**

An examination of the jurisdiction and law-making powers of the federal courts, including the appellate jurisdiction of the Supreme Court, the federal-question and diversity-of-citizenship jurisdictions of the federal district courts, the immunities from suit in the federal courts of federal and state governments, intervention by federal courts in state court proceedings, and choice of law in the federal courts. Particular emphasis is placed on current decisions of Supreme Court reflecting attitudes about the centralization or decentralization of law-making and adjudication in the United States. Prerequisite: Civil Procedure.

Federal Income Taxation: Law 567 (3) Fall**Mr. Klein**

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 are explored—e.g., home ownership, charitable contributions, medical payments, and divorce. Special tax problems of wage earners, investors, and business persons are examined. Considerable attention throughout is 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 are expected to develop proficiency in the use of the Internal Revenue Code and Treasury Regulations.

Federal Tax Policy: Law 564 (1) Fall**Mr. Klein**

This is offered as a course with reading assignments, lectures, and an examination. It is not concerned with current tax issues but rather with basic theory, principles, and tools of analysis. Federal Income Taxation is a prerequisite for enrollment, but the course will not be devoted to detailed analysis of complex tax provisions and doctrines. Prerequisite: Federal Income Taxation or consent of instructor.

Interviewing and Counseling: Law 542 (3) Fall**Ms. Czapaniski**

The course seeks to develop in students the skills necessary for client contact situations, from obtaining information from the client through exploring, developing and implementing solutions to the client's difficulties. The course also examines the process of communicating with other actors in the legal system and contrasts 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 course work and related experiences and to do theoretical readings on interviewing and counseling.

Jurisprudence: Law 573 (3) Fall**Mr. Selinger**

An introduction to the views of influential legal philosophers, past and present, with respect to a number of possible relationships between the concepts of law and morality; to be followed by a consideration from the perspectives of contemporary moral philosophers of ethical assumptions underlying legal doctrines in several problem areas, such as criminal justice, privacy, rights to life, economic regulation, and the rights of minorities.

Labor Law: Law 559 (3) Spring

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.

Land Use and Planning: Law 580 (3) Spring**Mr. Callies and Mr. Misuraca**

The objectives of this course are to explore current legal doctrine in land use, to match doctrine with land use planning as actually conducted, to discern the need for new policy in law to match developments in planning, to seek out interdisciplinary assistance in law and planning in land use, and to investigate and attempt to solve examples of current problems in land use as exemplified by the State of Hawaii. In 1976-77 the duration of this course will be limited to the first two months of the Spring semester. More weekly meetings will be scheduled, therefore, than are customary for a three credit-hour course.

Legal Accounting: Law 560 (3) Fall**Mr. Brilliant**

The course examines basic accounting concepts and methods and their reflection in financial statements. Topics include evaluation of assets, treatment of long term indebtedness and contingent liabilities, methods of depreciation and auditor's liability. Emphasis is given to topics which are of special interest to the lawyer. The course is strongly recommended for students who are likely to practice business or corporate law, but who have little or no background in accounting.

Legal Method Seminar: Law 504, 505 (3) Fall (3) Spring**Mr. Acoba, Mr. Bowman, Mr. Chang, Ms. Czapanskiy, Mr. Ikeda, Mr. Masuda, Mr. O'Toole, Mr. Selinger, Mr. Steadman, Mr. Toyofuku, Dr. Vukowich**

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 multi-disciplinary 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. Students may expect that each credit-hour of seminar will require more out-of-class work than each credit-hour in more conventional courses.

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.

Legal Process: Law 514 (3) Spring**Mr. Miller**

The inner workings of several important types of decision-making institutions are examined and compared—courts, legislatures, administrative departments or agencies, arbitration, and mediation. In each case an effort is made to identify the persons and modes associated with the

performance of various decision-making activities: informing, recommending, prescribing, invoking, applying, appraising, and terminating. To simplify 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?

Legal Profession: Law 511 (2) Spring**Mr. Selinger**

An introductory consideration of selected topics relating to the functions, structure, and responsibilities of the legal profession and its future role in society. Particular emphasis is placed on the American Bar Association's *Code of Professional Responsibility*, on the career choices open to lawyers, on the economics of providing legal services, and on the ethical and psychological dimensions of law practice.

Legal Research: Law 506 (2) Fall**Mr. 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.

Litigation, Workshop: Law 590I (5) Fall (5) Spring**Mr. Hunt**

Operating under the student practice rule (Hawaii Supreme Court Rule 25), students and supervising faculty will be involved in selected types of litigation and counseling. In addition to field work, weekly seminars and other individual and group meetings between students and instructors will be held. For 1976-77, prisoner assistance counseling and litigation in cooperation with the Hawaii Correctional Legal Services Corporation is being planned. Recommended courses include civil liberties, criminal procedure and interviewing and counseling. Students may expect that each credit-hour of workshop will require more out-of-class work than each credit-hour in more conventional courses. Prerequisite: Evidence or consent of instructor.

Native Hawaiian Rights: Law 581 (3) Fall**Mr. Hare**

The purpose of this course is to examine the status and evolution of the rights of native Hawaiians to the land and its usufructs. Areas of study include the relationship of the rights to possession and use of the land vested in the Monarchy, the chiefs, and native tenants prior to the imposition of a western legal system defining land tenure; the effect of the Great Mahele of 1848; the erosion of native land rights through adverse possession, land court registration and quiet title litigation; the Hawaiian Homes Commission Act; and the recently revived question of land reparation. Finally, the course analyzes the potential of utilizing native rights based on statute, custom and use to fashion new and expanded rights to land and its usufructs.

Ocean Law Seminar: Law 530H (2) Fall**Dr. Choon-Ho Park**

The seminar will lead off with a general background and current status of the law of the sea. 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 are examined. The seminar focuses special attention on the implications of technological developments in these areas for East Asia and the Pacific, and seeks to develop an outline for needed institutional and legal responses. This semester Dr. Park, who represented the International Law Association at the summer, 1976, U.N. Law of the Sea Conference, will incorporate new developments which occurred at that conference. The course will include two sessions to be conducted between September 19 and December 10, 1976.

Policy and Planning, Workshop: Law 590D (5) Fall **Mr. Van Dyke, Mr. Kimura**

Students will conduct research and prepare draft proposals, legislation, policy memoranda and administrative proposals in fields of public importance. The principal focus of workshop activity is legislation, policy analysis and planning, and presentations before various decision-making bodies in connection with the activities of the workshop. The selected topic may vary from year to year. For the fall semester, 1976, the subject of the workshop is the forthcoming decennial Constitutional Convention for the State of Hawaii. At the beginning of the semester, students will examine the process of writing constitutions and will study (a) the experience of states (including Hawaii) that have recently revised their state constitutions as well as (b) the experiences in Pacific communities that have undertaken the writing of a constitution within the broad framework of United States legal principles, such as Japan, the Philippines, and the islands of Micronesia. The students will then turn to the specific problems facing Hawaii and will form into groups to draft specific articles that might be adopted by Hawaii's constitutional convention. In addition to questions of government structure, students will examine unsettled questions of civil liberties, such as wiretapping, capital punishment, and labor relations with public employees, and will also study questions of land reform and conservation. The workshop is conducted by Professor Jon Van Dyke in cooperation with Mr. Wendell Kimura, Chief Senate Majority Counsel, State of Hawaii. Students may expect that each credit-hour of workshop will require more out-of-class work than each credit-hour in more conventional courses.

Pre-Admission Seminar: Law 501, 502 (3) Fall (3) Spring **Ms. Lee, Mr. Corey Park**

Special seminar for pre-admission students. (See Pre-Admission to Law School Program, page 35.) Credits in this seminar do not count toward the requirements for a J.D. degree.

Public Law and Judicial Systems: Law 570 (Political Science 660) (3) Fall**Dr. Becker**

At least one section a year (offered in the Political Science Department) surveying literature on interaction of judiciaries and political systems.

In fall, 1976, the course is offered to law students for credit in the Law School. It has been designed to explore many key interactions between the American legal and political systems. Centering on the judicial process, subjects to be treated are: the effects of politics on the judicial decision; the relationship between a judge's decision and "justice;" how the political system has diminished the value of the jury, the grand jury, and the entire criminal justice system; the politicality of "the legal establishment" and how this affects American society from the recruitment of law students to the distribution of legal services. Much emphasis will be placed on what can be done by law students, lawyers, and citizens to stop or reverse some of the dysfunctions discussed during the course. The final grade will depend upon classwork and a written report on an "action project" undertaken by each student.

Real Estate Development and Financing: Law 583 (3) Spring **Mr. Conahan**

The course includes 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 is placed on the condominium, securities, subdivision, consumer protection, and mortgage areas. The course stresses both practice and theory and students are expected both to study and draft leases, condominium documents, sales contracts, and mortgages. The increasingly important role of the attorney in the ever-expanding complexities of the development process is examined and the expanded liabilities and ethical obligations imposed on the attorney by his role are discussed and analyzed in depth.

Real Property Law: Law 512 (4) Spring **Mr. Steadman**

This course deals mainly with three 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.

Torts: Law 540 (4) Fall**Mr. Miller**

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 are studied, as are emerging concepts and their policies. To the extent feasible, the social, economic, and political implications of various tort law approaches and their alternatives are explored.

Torts, Seminar: Law 530B (4) Spring**Mr. Hagerman**

Study and research into one or more contemporary problems in the tort area, such as medical or legal malpractice or the operation of the automobile accident no-fault system. Research will lead students into relevant studies from other disciplines as well as into legal materials. To the extent feasible, a problem of current interest to the State of Hawaii will provide the focus for work in the seminar. Each student is expected to produce a paper of publishable quality exploring one of the selected problems in detail, including the underlying policy considerations and possible alternative approaches.

Prerequisite: Torts.

Transnational Law: Law 585 (3) Spring**Mr. Van Dyke**

An examination of the evolving process of formulating rules to govern the nations and peoples of the world in their attempts to solve the many problems that are now recognized as requiring global solutions. After looking at the United Nations and discussing how it works and its inability to solve many of the major disputes of recent years, students will examine a series of problems in detail to see how the world community is dealing with them: (a) the Law of the Sea negotiations, (b) the laws of war, (c) human rights, (d) economic problems, and (e) food shortages and population expansion. Students will also examine both the substantive content of the current rules and the procedures by which the rules are being developed. Finally, the enforcement mechanisms that are available and ways in which international law can be used in the courts of the United States will be studied.

Transnational Law, Seminar: Law 530E (4) Spring**Mr. Li**

This seminar deals in depth with a number of problems of current interest in international law. One cluster of issues concerns legal problems in United States-China relations, including the law of recognition, the position of unrecognized countries, nationalization and lump sum settlements, and the law of treaties. Another cluster discusses the changing concepts of sovereignty, focusing particularly on the concepts of peaceful coexistence and proletarian internationalism, and on the relationship of individuals to international law. The third area deals with the law of the sea, particularly rights with respect to fishing, the continental shelf, and seabed resources. Throughout the seminar, particular attention will be given to how non-Western nations regard and use international law. Each student is expected to write a paper of publishable quality on a topic selected in consultation with the instructor. Prerequisite or co-requisite: Transnational Law.

Trial Practice: Law 563 (3) Spring**Mr. Acoba**

With the assistance of members of the Hawaii trial bar, students will examine sequential stages of pre-trial and trial practice in a problem setting. 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. Students will engage in simulated exercises and their work will be criticized. The course will be graded on a credit, no-credit basis. Prerequisite: Evidence.

Wills and Trusts: Law 552 (3) Spring**Mr. 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; intestate succession, including probate. Attention will be focused on Hawaii practice and procedure, and particularly on practice under the Uniform Probate Code.

GRADES AND DEGREE REQUIREMENTS

Grades

With the exception of a few instances where "Credit/No Credit" is permitted, grades are assigned by the faculty to all students for 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
Incomplete1

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."

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, seminars and workshops—within a period not exceeding five years from the date of first registration. The number of hours (69) in which an average of 2.0 or better must be earned shall be reduced by the total number of credit hours, in courses or special projects taken after the first year, for which "credit" rather than a grade is awarded.

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. (See Student Regulations, page 16.)

*A new regulation, which revises the degree requirements, and which will be applicable to the entering class of 1976 and subsequent classes, is being promulgated.

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 selected first year law courses 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 business administration, political science, sociology, economics, public health, or marine science and, at the end of approximately four years, receive both the Juris Doctor and a Master's degree. In planning such programs, students may reduce the total course requirements for both degrees by receiving law school credit for approved graduate courses taken outside the law school and by arranging to receive graduate credit for law school courses. (See Courses Outside the School of Law, above.)

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.

GOVERNANCE OF THE LAW SCHOOL

Policies, regulations, and procedures for the governance of the law school are established and administered by the deans and faculty in consultation, as appropriate, with the University Administration, students, and others. Two documents set forth the principal provisions of governance: "University of Hawaii School of Law Academic Regulations" contains the regulations governing the academic work and requirements of all students in the law school. "University of Hawaii School of Law Examination Procedures and Standards of Conduct" sets forth procedures and requirements related to examinations. Both documents 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 transcript 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. Kirkendall, 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 1977 applicants all requirements stated above should be completed by March 1, 1977. The December, 1976, LSAT administration is the latest that will meet this deadline. Applicants will be notified by April 15, 1977 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. In special cases, and on a space available basis, students enrolled in other law schools may be permitted to enroll in this law school for credit to be awarded by their home institutions.

The University of Hawaii School of Law subscribes to and complies with all state and federal laws, rules and regulations and any amendments thereto, promulgated from time to time, which prohibit discrimination in its policies and practices applicable to admissions.

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.

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 ASSISTANT PROGRAM

As of the spring semester of 1975, legal assistant training is available at the 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 assistants. 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 Higher Education.

The Kapiolani Community College 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 Law 101: The Hawaii Legal System; Law 102: Legal Research; Law 201: Law Office Management; Law 202: Communication Skills; and Law 203: Legal Writing. Specialty courses are in areas such as probate, family law, general business practice, litigation, and property law.

The Director of the Legal Assistant Program 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 Assistant Program, Kapiolani Community College, 620 Pensacola Street, Honolulu, Hawaii 96814, telephone no. (808) 531-4654.

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