

## LEGAL EDUCATION GENERALLY

### **An LLB for Open Minds**

P Johnson

35 *Law Socy Gaz* (30 September 1992) p 18

The author replies to an article by Andy Unger in *The Law Society Gazette* of 9 September 1992 and defends the consultation paper on the review of the academic stage of legal education produced by the Training Committee of the Council of Legal Education. The consultation paper lists legal process, European Community Law, the law of obligations, public law, property law and statute law as fundamental principles of legal education, and describes the sort of subjects which could be taught under these principles.

### **Zen and the Art of Becoming (and Being) a Lawyer**

J Nivala

15 *Univ of Puget Sound L Rev* p 387

The article makes a careful study of Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* in order to determine what constitutes quality in both legal education and the profession. The author identifies the reasons for lack of quality, and hence enthusiasm for one's work, as being value rigidity, ego, anxiety, boredom and impatience. He then goes on to examine what quality is and contends that there are two views: the Classical and the Romantic, which correspond to two views of law. The Classical view consists of strict legal

reasoning and following precedent. The Romantic view recognises the human side of the law and how it affects the wider community. Law schools are accused of being too classical, and not practical enough. The author finally concludes that to achieve quality, a unity of classical and romantic is necessary.

### **Legal education and law reform in Czechoslovakia**

M Hlasek

2 *Crossexaminer* 2, Autumn 1993, pp 16 - 17

Briefly discusses and describes legal education in Czechoslovakia.

### **Lawyers as Social Engineers: a report by South Asian Law Students**

Legal Aid Centre, Faculty of Law, University of Colombo Report of a symposium of law students and academics from Bangladesh, India, Nepal, Pakistan and Sri Lanka. Deals with objectives of legal education, teaching methods, curriculum, and some conclusions.

## LEGAL ETHICS

### **Professional ethics diploma**

*LawTalk* 23 November 1992

New Zealand's first Diploma in Professional Ethics will be offered at the University of Auckland in 1993. The course is aimed at graduates who can study full-time for one year or part-time over two or three years. Students will undertake papers in ethical theory and in professional ethics with three

option papers from such subjects as medical, business, environmental and legal ethics (some of which will also be taught on an inter-disciplinary basis) and a research project.

### **Survey of Teaching of Professional Responsibility in New South Wales**

Centre for Legal Education, 1993

A survey of the teaching of professional responsibility in the state of New South Wales at university, practical training and continuing education levels.

### **Institute for Law, Ethics and Public Affairs**

66 *Aust L J* 12, December 1992, p 778

The article describes the new Institute which has been established at Griffith University, Queensland, to promote the application of ethical, legal and political philosophy to current legal problems. The Institute's aim will be to tackle wider social problems with a combination of ethical standards setting, legal regulation and institutional reform.

The rest of the article briefly summarises the events of the Institute's first conference which took place in Brisbane in September 1992.

### **A Moral Appraisal of Legal Education: A Plea for a Return to Forgotten Truths**

M P Ambrosio

[see Context, Criticism and Theory]