

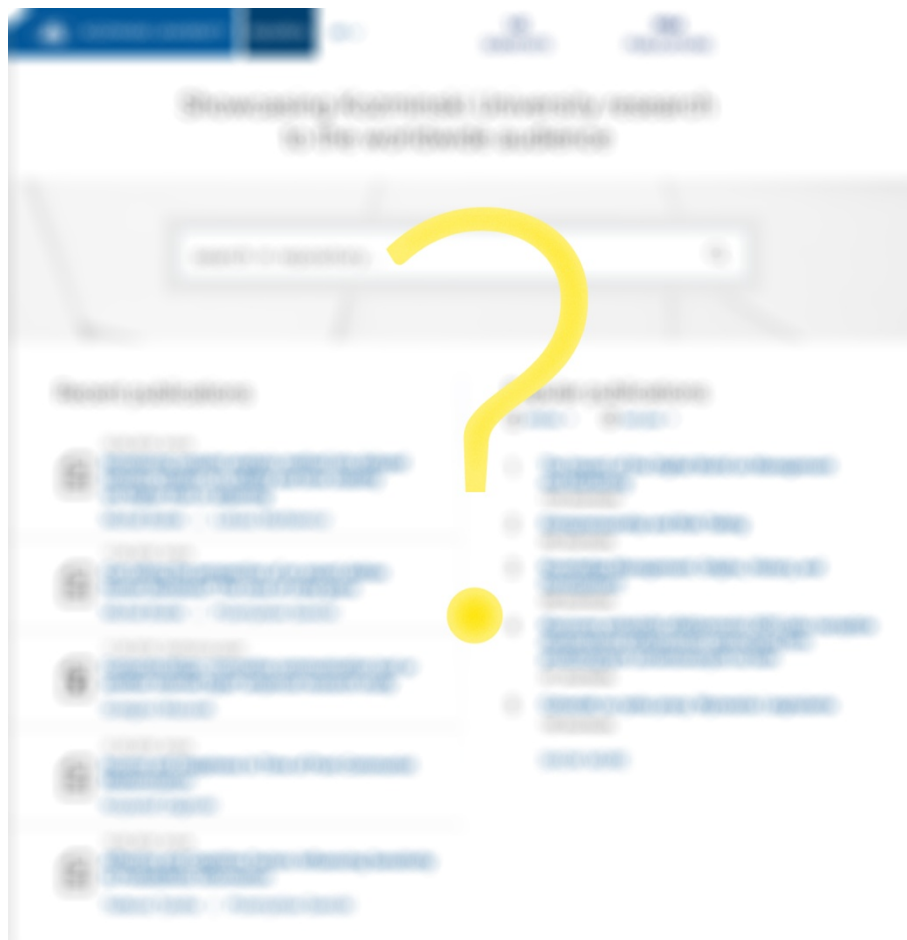
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Piotr Masalski, Kierownik Projektów Innowacyjnych



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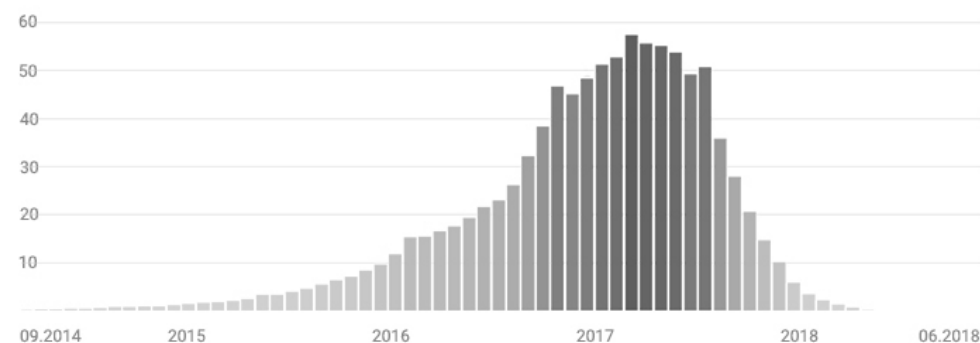
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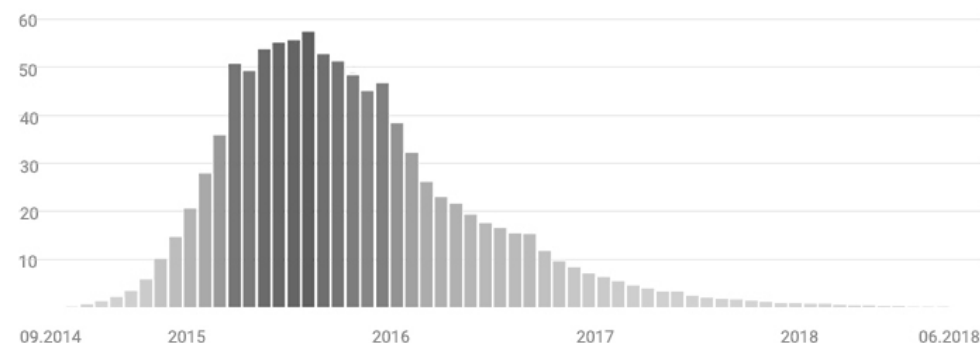
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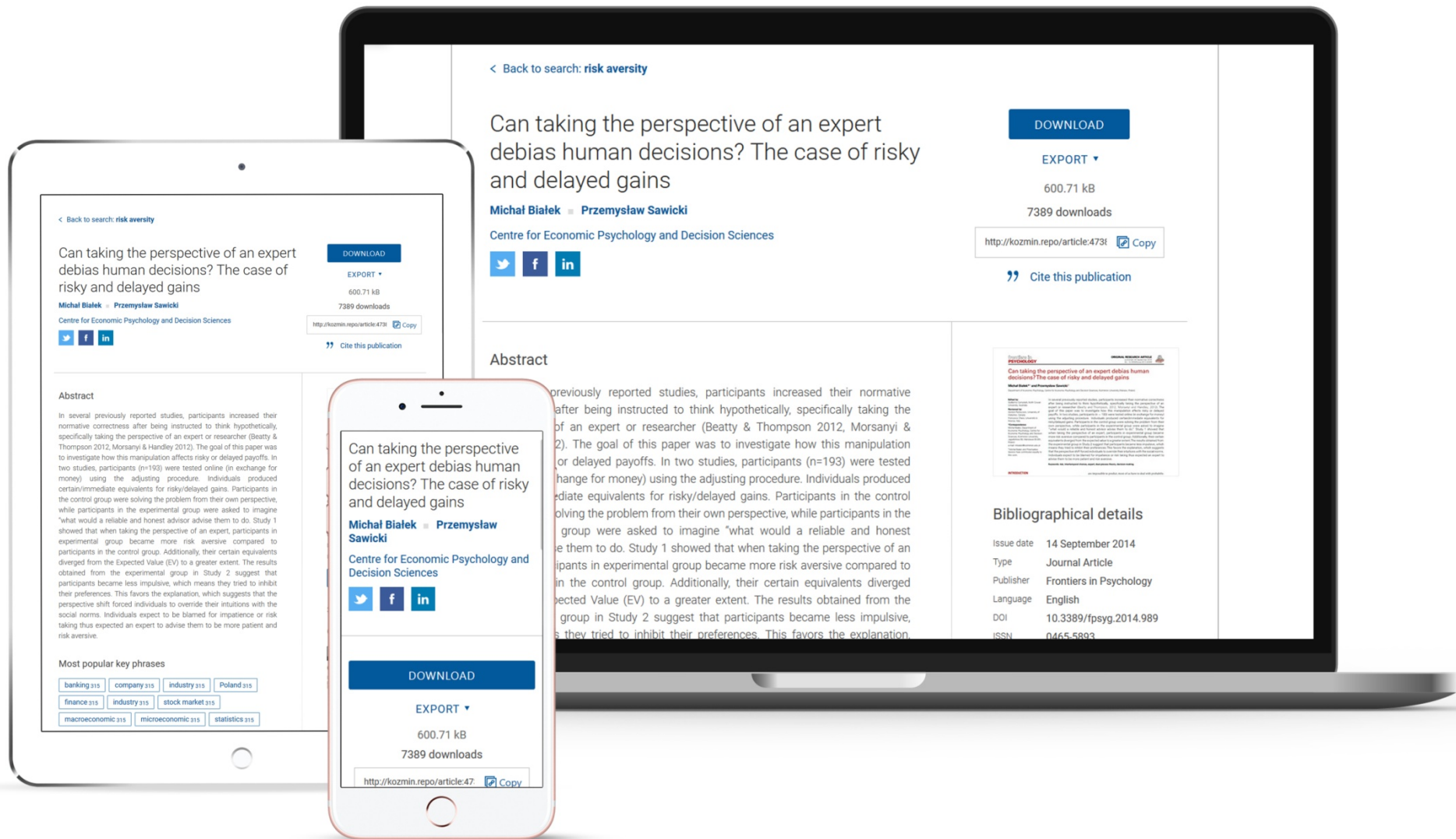
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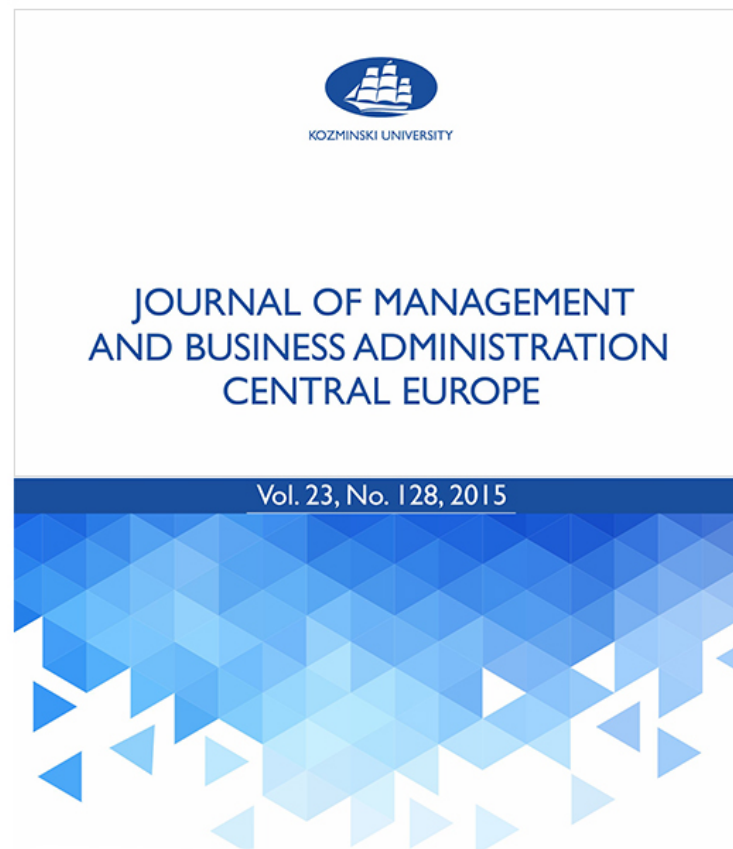
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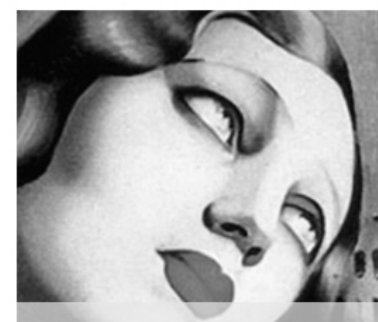
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A discussion on the law studies and the legal apprenticeship system in Poland has been offered in the article from the point of view of a question about the objectives of educating lawyers and about whether the current system of legal education is appropriate. By pointing to the system-determined role of lawyers pursuing their profession within institutionalised structures of the system of justice, the article concentrates, among others, on issues concerning the selection of the subjects to be taught. But especially on the dilemma whether legal education should produce skilled law technicians or elites co-shaping the ethical, intellectual, cultural, and economic profile of society. The views contained in the article are presented starting from an assessment of the significance of market knowledge through a determination of the utility of curricula for further professional development of lawyers both as actual lawyers and pursuing other professions and ending with a comparison of teaching broken down into traditional branches of law and newly-forming fields thereof. The article addresses also the claims for opening law to interdisciplinarity and the role of lawyer as a profession of trust in the context of a constant need to reinforce the trust in law itself.

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# The Critique of Law

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## Comments on Law Studies and Apprenticeship from the Perspective of Contemporary Market Expectations

Tomasz Braun Lazarski University

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## Abstract

A discussion on the law studies and the legal apprenticeship system in Poland has been offered in the article from the point of view of a question about the objectives of educating lawyers and about whether the current system of legal education is appropriate. By pointing to the system-determined role of lawyers pursuing their profession within institutionalised structures of the system of justice, the article concentrates, among others, on issues concerning the selection of the subjects to be taught. But especially on the dilemma whether legal education should produce skilled law technicians or elites co-shaping the ethical, intellectual, cultural, and economic profile of society.

The views contained in the article are presented starting from an assessment of the significance of market knowledge through a determination of the utility of curricula for further professional development of lawyers both as actual lawyers and pursuing other professions and ending with a comparison of teaching broken down into traditional branches of law and newly-forming fields thereof.

The article addresses also the claims for opening law to interdisciplinarity and the role of lawyer as a profession of trust in the context of a constant need to reinforce the trust in law itself.

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Comments on Law Studies  
and Apprenticeship  
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Tomasz Braun

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Abstract

Keywords

Law studies and  
apprenticeships and non-  
gowned professions

Teaching based on a division  
into traditional branches  
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fields of law

Law opening interdisciplinarity

**Lawyer – a profession of trust  
and the trust in law**

To conclude

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from the point of view of a question about the objectives of educating lawyers and about whether the current system of legal education is appropriate. By pointing to the system-determined role of lawyers pursuing their profession within institutionalised structures of the system of justice <sup>36</sup>, the article concentrates, among others, on issues concerning the selection of the subjects to be taught. But especially on the dilemma whether legal education should produce skilled law technicians or elites co-shaping the ethical, intellectual, cultural, and economic profile of society <sup>37</sup>.

The views contained in the article are presented starting from an assessment of the significance of market knowledge through a determination of the utility of curricula for further professional development of lawyers both as actual lawyers and pursuing other professions and ending with a comparison of teaching broken down into traditional branches of law and newly-forming fields thereof <sup>38</sup>.

The article addresses also the claims for opening law to interdisciplinarity and the role of lawyer as a profession of trust in the context of a constant need to reinforce the trust in law itself <sup>39</sup>.

The lawyers we educate – in the broad sense i.e. all legal professionals – will have the opportunity to contribute to societal change because of their employment in legislature, judiciary, academia, international organizations and corporations <sup>40</sup>.

Interestingly, the very position and task of academic lawyers are both in need of reconsideration. Legal experts are traditionally mostly skilled in interpreting law, conflict resolution and avoiding these conflicts altogether by, for example, writing contracts governed by law. Contemporary society, however, is changing and the problems lawyers must encounter gain in scale, quantity and complexity <sup>41</sup>. A number of tasks that conventionally are central to legal professions are currently transferring to other professionals, laymen or even computers. Professionals from other industries offer clients services in legal disputes; self-taught citizens visit websites or watch YouTube videos providing legal information; and in the future, legal cases might be solved by computers working with algorithms that predict outcomes. Digitalized judgements are already a reality in the Netherlands: a privately established 'E-court' (www.e-court.nl) judges in many cases of unpaid insurance premiums <sup>42</sup>. In January 2018, this development received criticism because, although it is cheaper and quicker than starting a traditional (and official) procedure, the e-court most likely does not ensure the safeguards the Rechtsstaat demands <sup>43</sup>.

sovereignty.

32. Beck ( 2015, p. 19).

33. Wagner ( 2004, pp. 9–10).

34. See: Buddeberg and Hornberg ( 2017, p. 52).

35. Odin ( 2004, p. 153).

36. Robinson and Aronica ( 2016, p. 118).

37. Ben-Dor ( 2011, p. 2).

38. Ben-Dor ( 2011, pp. 1–2, 4).

39. Dewhurst ( 2016, p. 96).

40. For example, by incorporating learning activities that incorporate the imagination (see: Thomas & Brown, 2011) and emotion (see: Quinlan, 2016). See on incorporating creativity in higher education: Jahnke et al. ( 2017).

41. Dewhurst ( 2016, p. 98).

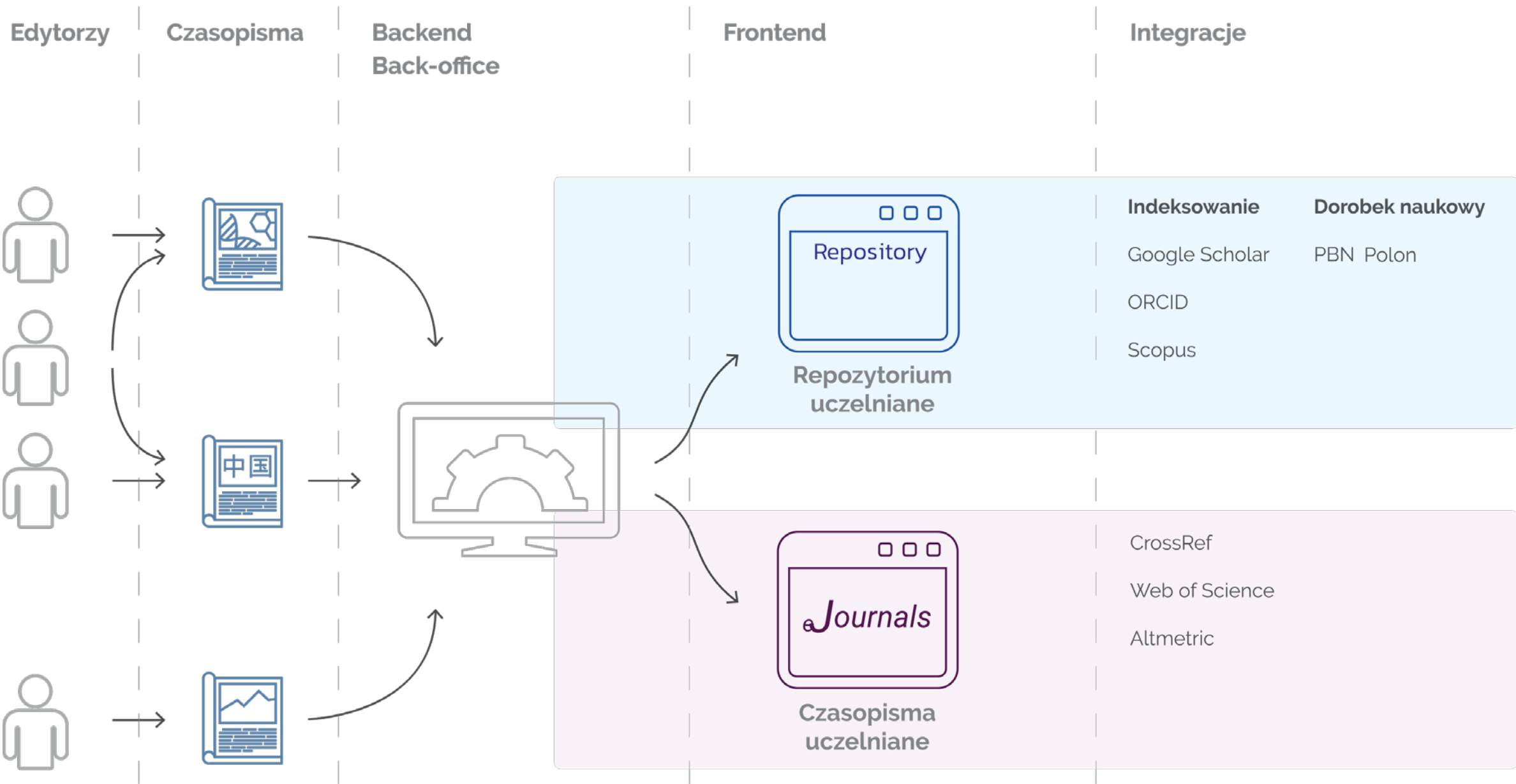
42. Rowe ( 1991, p. 272).

43. Francot ( 2014, pp. 204–205).

44. Francot ( 2014, p. 205).

45. Francot and De Vries ( 2009, pp. 204–205).

46. Francot and De Vries



# CZASOPISMA: KORZYŚCI DLA UCZELNI

- Wszystkie czasopisma uczelniane w jednym miejscu
- Perspektywa dalszego rozwoju w stronę domu wydawniczego uczelni
- Dopracowane wersję językowe
- Łatwe utrzymanie backoffice i klarowne prawa dostępu
- Innowacyjny i atrakcyjny i system wydań
- Automatyczna integracja z repozytorium dorobku naukowego