REPORT ON THE CONFERENCE ‘DEVELOP, TEACH, REPRODUCE – LEGAL EDUCATION MODELS’

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The conference “Develop, teach, reproduce – legal education models”, organized by the Philosophy of Law Club and held by the University of Wrocław Faculty of Law, Administration and Economics (tutors: dr Paweł Jabłoński and prof. Adam Sulikowski) on 7-8th April 2011 provided a forum for students and researchers of legal education. Twelve delegates, including (among others) law, history, pedagogy, Polish philology and legal traineeship students, first presented their thoughts on the topic of the process of educating lawyers, and then discussed those ideas among themselves as well as with researchers from the University of Wrocław.

After a greeting by Anna Koropczuk - the chairman of the Philosophy of Law Club - the keynote speech was given by the Dean of the University of Wrocław Faculty of Law, Administration and Economics, professor Włodzimierz Gromski. The Dean said he had eagerly anticipated the conference due to the relevance of its topic. He stated that, above all, the participation of students in this event was of great significance, because it gave an opportunity to compare researchers’ ideas with students’ practical experiences. The Dean was glad to see the students’ interest in the issue of legal education.

In the first part of the conference, Michał Stambulski (undergraduate law student) spoke on legal education in the light of Jacques Lacan’s Three Orders - “To become a lawyer is to become a part of the Symbolic Order.” Stambulski stated that it is not only students’ conscious perceptions that are addressed in the process of education, but also their unconscious ones. Therefore, students are not being “educated”, but they are rather being “constructed.” This idea corresponded with the second speech given by Jakub Łakomy (Ph.D. candidate of the Department of Theory and Philosophy of Law, University of Wrocław), whose topic was “Legal education in terms of Critical Legal Studies.” Having introduced the idea and history of this movement, he applied CLS postulates to legal education in general, and later to Polish legal education. During the discussion concluding the first part of the conference the participants tried to synthesize those two ideas.

After a coffee break, Wojciech Puchta (undergraduate history student) and Aleksandra Oniszczyk (undergraduate history and law student) considered legal education from the standpoint of history. Mr. Puchta presented the guild as an educational institution. In the 16th and 17th centuries, Polish craftsmen associations regulated almost all aspects of daily life. By analyzing guild law, literature and other historical sources he described their educational function. Next, Ms Oniszczyk introduced the topic of legal education in the Duchy of Warsaw. Although this state did not survive for long, the educational ideas from that time became the sources of modern Polish legal education. The author justified this thesis with a number of examples, coming both from legal acts and history. Finally, the participants focused on the influence of historical solutions on present legal education.

In the last part of the first conference day, the lectures were mainly associated with the issue of commercialization of education. Anna Koropczuk (undergraduate law student) shared with the audience her remarks on Agnieszka Dziemianowicz-Bąk's work "Interests that constitute teaching." She mostly disagreed with Dziemianowicz-Bąk's "pessimistic views on education." Koropczuk analyzed the text and argued against its thesis, considering the issues of paid studies, social scholarships, etc. Next, Szymon Bogdański (apprentice advocate) examined the issue of whether commercialization of the university is the cause or the effect of some other phenomena. He also tried to answer the question of whether de-commercialization and a return *ad fontes* is possible at all. The ensuing, heated debate was very interesting because of Agnieszka Dziemianowicz-Bąk's presence. She responded to Anna Koropczuk's critiques. The discussion between the critic and critiqued also addressed the issues raised by Mr. Bogdański.

The second day of the conference began with Marta Chmura's (Ph.D. candidate of the Department of Theory and Philosophy of Law, University of Wrocław) thoughts regarding Jerzy Wróblewski's works on education. After analyzing Wróblewski's writings, she compared a survey he had conducted among law students in 1958 ("Students' assessments of the difficulties of the first year in legal studies") with a poll conducted by herself in 2011. Both survey forms contained the same questions. Then, Emilia Kopeć (undergraduate law student) gave a report on the dispute over the model of general education in the United States. She analyzed it by comparing Allan Bloom's and Martha Nussbaum's thoughts on the topic. The author next tried to adapt these ideas to Polish legal education. The last speech in this part was given by Jowita Gromysz (undergraduate pedagogy student) and Justyna Jezierska (undergraduate law and Polish philology student). Their thesis assumed that the process of legal education spans one's whole lifetime, starting from childhood, supporting this view with reference to andragogy. They also presented the process of teaching children a "sense of law" from the first years of their lives through common toys, etc. In the debate that followed, participants considered the potential existence and co-existence of the described models.

The last part of the conference began with Anna Łukaszuk's (undergraduate law student) speech on "Exams in legal education". She focused mainly on the issue of the exams at the University of Wrocław Faculty of Law, Administration and Economics. Her work addressed the

questions of whether exams verify students' knowledge or not, what "the exam" means for students, and whether the University fulfills its mission of "development and promotion of knowledge by the exchange of ideas" through exams. Interestingly, the analysis was based not only on the author's experience, but also on other students' opinions. The final speech considered the necessity of making changes to legal education as brought about by the process of the computerization of society. Dominik Góra (Ph.D. candidate of the Department of Theory and Philosophy of Law, University of Wrocław) pointed out that advanced information system exchange is not without significance for legal education. He described the idea of modern teaching of lawyers in general and – more significantly – in Polish educational institutions. The following discussion focused mostly on the future of Polish legal education. The debaters wondered how exams can be administered in the future and how to apply new ideas to legal education now.

The conference was a success due to the variety of considerations on the main topic and to the commitment of the participants. It was a great summary of the three-semester reflection of the Philosophy of Law Club on legal education. The proceedings of the meeting will be published in *E-wydawnictwo* in the spring of 2012.