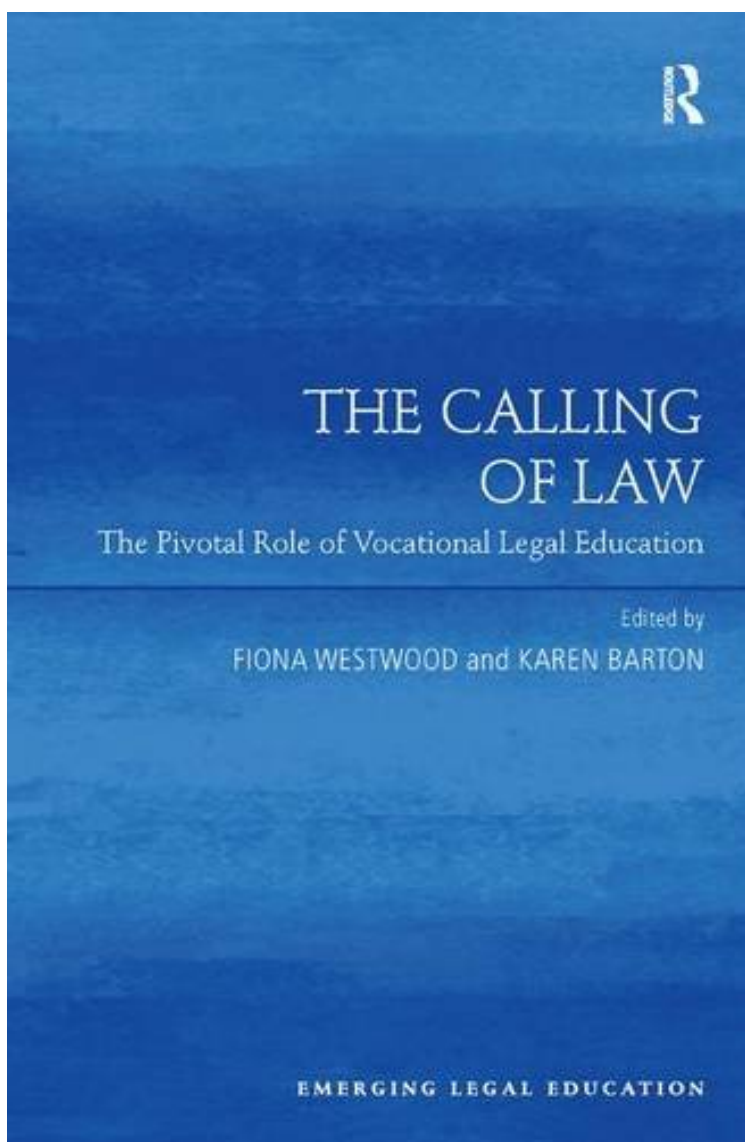


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The Calling of Law: The Pivotal Role of Vocational Legal Education (Emerging Legal Education)

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From Routledge : The Calling of Law: The Pivotal Role of Vocational Legal Education (Emerging Legal Education) before purchasing it in order to gage whether or not it would be worth my time, and all praised The Calling of Law: The Pivotal Role of Vocational Legal Education (Emerging Legal Education):

0 of 0 people found the following review helpful. Is law a calling? By Phillip Taylor MBE IS LAW A CALLING? READ THIS BOOK AND BANISH ALL DOUBT An appreciation by Phillip Taylor MBE and Elizabeth Taylor of Richmond Green Chambers This book reminds lawyers that the law, which they have chosen as a career, is a calling as well as a profession and as such is imbued with a moral dimension, which they can ignore only at their peril. They -- as well as any reader interested in the law -- will therefore be concerned with the multiplicity of issues covering legal education; in particular its future as well as its present and its past. Under the able editorship of Fiona Westwood and Karen Barton, this book, a recent publication from Ashgate, brings together in one convenient volume the commentary and insight of no less than fifteen international contributors whose expertise in professional education encompasses medicine as well as law. The legal jurisdictions covered include the United Kingdom, the USA, Canada Australia and Hong Kong all common law and all committed to producing effective practitioners, with ideally, a sense of calling to their chosen profession. A sense of calling-- and all it implies, is particularly important, says Karen Barton, in the wake of the far-reaching changes brought about by the Clementi Report (2004) and subsequently the Legal Services Act in England (2007) and in Scotland (2010). The book stresses the necessity of encouraging budding lawyers to place their moral and intellectual emphasis on, as the editors suggest, culture over industry, character over eloquence and calling over skills. Some readers might regard all this as an achievable ideal; others may not. Still others may argue that lawyers, especially those aiming for distinction in their professional lives, should strive to exemplify all these attributes at once. Of particular interest is the article by Donald Nicholson which examines in detail the concept of the clinical LLB which, in addition to the standard LLB curriculum, also puts special emphasis on issues relating to professionalism, ethics and justice. The aim here is to promote a spirit of what is referred to as, altru-ethical professionalism among nascent lawyers. The term has a number of connotations and applications, but basically it means subordinating self-interest to the interests of client and community. Among the books many useful features is the extensive bibliography which follows each of the ten chapters. There is an amazingly rich reservoir here, of references for further research in this area of legal scholarship, which has become increasingly central and pivotal in legal education on both sides of the Atlantic. Practitioners and legal educators alike will certainly value this book as a catalyst for detailed and informed discussion on the future of vocational legal education. However controversial it may seem in some respects, this is a thought-provoking, as well an inspiring read. The publication date is cited as at 2014.

As one of the learned professions requiring advanced learning and high principles, law enjoys a special standing in society. In return for its status and rank, the legal profession is expected to exhibit the highest levels of honesty, trust and morality, the very values which underpin the legal system itself. This, in turn, entrusts to legal education a particular problem of addressing, not only the substantive elements of the body of law, but a means through which the characteristics of the calling of law are imparted and instilled. At a time when the very essence of the legal profession is under threat, this book calls for a realignment of the legal curriculum and pedagogies so as to emphasise the development of culture over industry; character over eloquence; and calling over skill. Chapters are grouped around the core content and key themes of Curiosity, Calling, Character and Conscientiousness, Contract, and Culture. The volume includes contributions from leading experts, drawn internationally and from other professional disciplines in order to present alternative approaches aimed at tackling common issues, providing insight, and provoking debate.

'At a time of great change within the legal profession and legal education this book provides a valuable resource for all those who wish to navigate those changes. The multidisciplinary and international approach provides a broad spectrum of material to draw upon. I recommend its use to help inform the design of courses.' David Amos, City University London, UK 'By seeking to reinvigorate the notion of law as a calling, this thought-provoking collection of essays, authored by an international group of experts in legal and medical education, takes seriously the complexities of embedding ethics and professionalism in the law curriculum, and offers some important examples of transformative interventions using live clinic, simulation and technology-enhanced learning. Above all, however, it serves as a timely reminder that "vocational" legal education is more than just a discrete phase of "training": it demands a larger commitment by educators to developing a state of mind and set of value commitments in students throughout the educational process.' Julian Webb, University of Warwick, UK 'All the chapters are well put together and persuasive and each provides a comprehensive bibliography at the end... the book is a thought-provoking collection of essays and one which I would recommend to anyone with an interest in legal education, the legal professions and the future of legal services.' The Law Teacher About the Author Fiona Westwood qualified as a solicitor in 1976 and practised for more than 20 years as a commercial lawyer. Since 2000, she has been involved in post-graduate vocational skills development where her particular areas of research, business and academic publications relate to practice leadership and management, professionalism and the development of professional judgement. In addition to running her own management consultancy, Westwood Associates, she is the Director of Continuing Professional Education, the School of Law, the University of Glasgow. Karen Barton has had a long-term interest in teaching and learning; e-learning; professional learning and the use of IT within legal practice, and as a result, has published widely and carried out a number of funded research projects in these areas. She has led a number of innovative teaching and learning projects

involving transactional, web-based simulations as well as multimedia and webcast environments and is currently the Head of UH Online, the University of Hertfordshires Centre for Online Distance Learning. The editors have collaborated and published successfully together since 2004.