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Law Association
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Editorial

A WORD ON ORIENTATION

Readers of the Law Media may have already noticed that a number of articles and letters on the subject of 'orientation' have appeared in two consecutive volumes of Law Media this year (see 1979 vol 1 p 13; vol 2 pp 8,10). All of these contributions comment adversely on the existing approach to orientation as reflected in last year's orientation programme.

As a variety of attitudes and opinions undoubtedly co-exist within the law student community, it is difficult, if not impossible, to discuss the matter here from a totally 'objective' viewpoint. We shall therefore concentrate rather on what we believe to be the correct methodology from which a reasonable (that mystically magic word which lawyers are so fond of using) policy may be worked out.

The very word 'orientation' carries with it the idea of assisting the newcomer to adjust himself to the new environment. In the context of the Law School this adjustment consists of two major aspects - academic and social. As far as the former is concerned, it is highly doubtful whether one can adapt oneself successfully to the study of law without trial and error in the actual process of study. The value of an externally designed orientation programme in this respect will therefore be minimal. The social function of orientation may well be the primary justification for any organised efforts at orientation.

If this is accepted the question follows as to what, pragmatically speaking, is the best method to foster the healthy integration of freshmen into the student community. This is not to be considered in vacuo but rather in relation to the freshmen themselves, who after all are the objects upon which orientation is intended to have beneficial effects. Thus we see no harm in 'ragging' per se, provided that the necessary conditions for its operation in a constructive way exist in the newcomers - a tacit understanding with an unquestioning and intuitive acceptance that some degree of ragging is no more than a traditional social game with its ultimate object the enhancement of friendship and mutual understanding and that it is not to be taken too seriously. It must be borne in mind, however, that this is not the only humanly possible attitude to ragging, and one will be going too far to say that the correctness of this attitude is so obviously plain that all who take a different stand deserve no sympathy, respect and consideration. For one thing, we do not as law students see any jurisprudentially acceptable basis for the proposition that seniority in the student community gives rise to a right to impose upon more junior members an obligation to act in certain prescribed manners during orientation. A new entrant to the School is perfectly entitled to refuse to be bound by any apparently obligatory rules purportedly derived from customary orientation practice in the past, and a student community which without more regards the proper exercise of this right as anti-social behaviour and stigmatises such conduct as wrongful cannot claim to be in any sense open-minded and rational or in any degree educated in the spirit of the law.

It is sincerely hoped that the formulation of orientation policy for the freshmen of 1979 will not be done in disregard of relevant considerations like the above. The study of law is dry enough; only friendship and a spirit of unity can make our lives livelier and more interesting. We just cannot afford any mistake which produces division where there should be unity, misunderstanding where there should be comradeship, or distrust where there should be acceptance of one another.

L A ACTIVITIES: PAST AND FUTURE

Past:

1 A friendly basketball match between the Law Association and the Articled Clerks' Society was held on March 17. Over twenty articled clerks came to the Sports Centre to cheer up their team, but our team won the match with flying colours.

2 The interyear football match was held on March 23 at the Sports Centre. The teams were 'mixed' because only a small number of students from each year came along.

3 A law talk was given by Mr. Justice Simon Lee, a High Court judge, on March 30 at the PCLL Resources Room. The topic was 'the Do's and Don'ts of Lawyers'. About 25 students attended the function.

4 An article introducing readers to life in the Law School was contributed by the L. A. Exco to the special booklet published by the Secondary School Students Friendship Day (April 14) Organising Committee.

5 Just before the exam, a reporter and a photographer of the Japanese J. J. Magazine (featuring fashions and tours) came to the campus and had an 'exclusive' interview with a few law students. They wished to collect some information for their article in the June Issue on the life in HKU. This 'function' was organised through the Hong Kong Tourist Association and the Dean of Students Office.

6 The L. A. Exco organised a coins counting service around a month before the exam because the law librarians did not have time to do the job and the recently purchased coins counting machine at the Students' Union Office had not yet been put into active use.

7 About thirty places at local solicitors' firms and barristers' chambers were secured for the L. A. summer job placement scheme.

8 About thirty students, an alumnus and some members of staff went to the launch picnic at Pak Sha Wan on the afternoon of June 23.

Future:

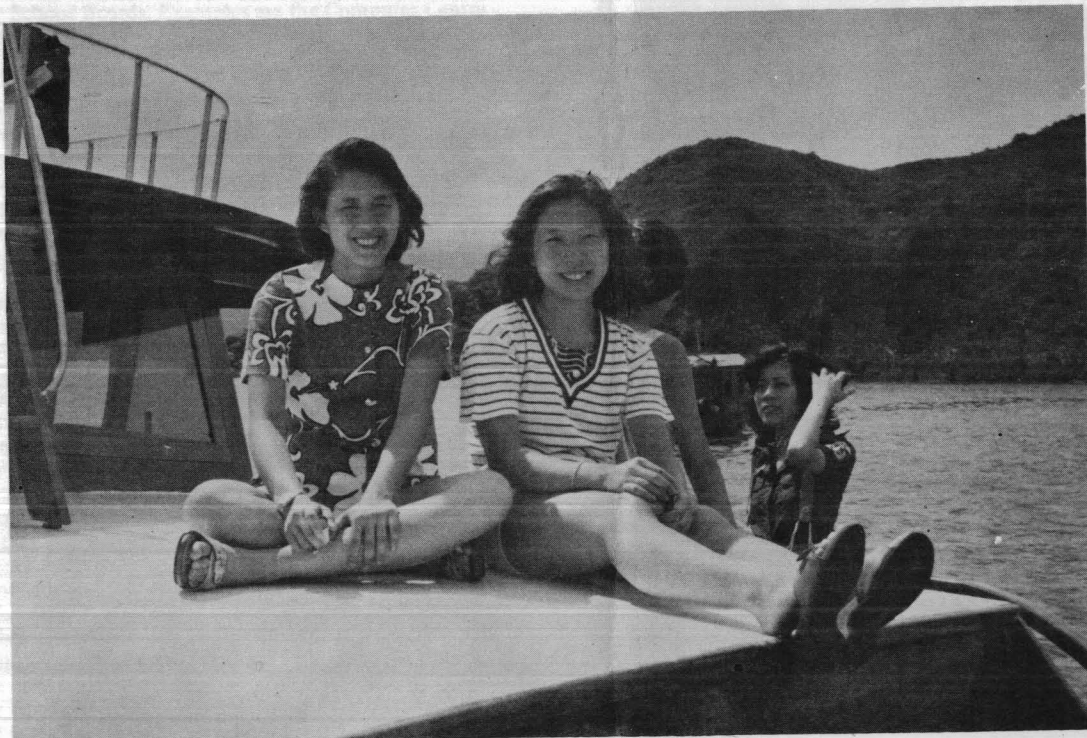
* Orientation programme, which will include:-
Academic orientation, jointly organised with the Students' Union and the University (mid July)
Orientation tea party (early Sept)
Orientation camp (early Sept)
Academic orientation within the School (early Oct)

* Annual Ball (Oct 6)

- L. A. Exco
June 30, 1979



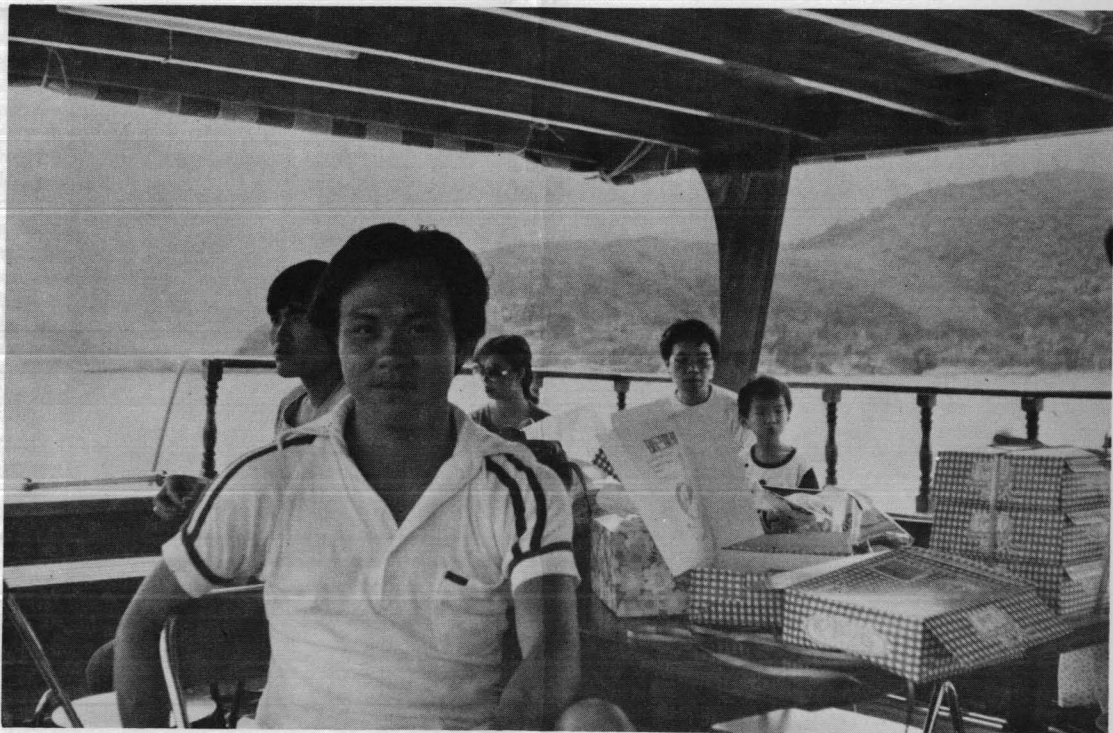
** taken at the launch picnic of June 23 **



in and among ourselves



** taken at the launch picnic of June 23 **



An Interview with the Law School's Student Senator

'University Governance is just like our breath which happens every second. It is so important to us; yet most of us are not aware of it and do not pay much attention to it.

After the Students' Movement on University Governance in 1969, the University added student representatives in the University Senate. There have also been student Faculty Board Members since 1975.'

Having been student member of the Law School's Board of Studies (commonly known as the School Board) for the year 78-79 (the term beginning in March) and being at present a student member of the Senate, Mr. Peter Man is among the most qualified to talk about students' participation in the University administration. He first briefly described to us the latter's structure.

The Council is in practice the highest decision-making body. It meets six times a year. Its members include community leaders from the commercial and industrial sector, but there are no student members. The Senate is mainly in charge of teaching matters, and consists of over eighty members – the Vice-Chancellor (who is also the Chairman), Deans of Faculties and Schools, heads of Departments, all professors, other representatives and student senators. It meets once a month. At present there are only four members from the School of Law – Professors Evans and Willoughby, Mr. Miller and Mr. Peter Man. Under the Senate are the various Faculty or School Boards and standing bodies. The School Board of the Law School includes two student members, the student senator (Mr. Man for 79-80) and the student School Board member (Miss Nancy Lau for 79-80). The Board also meets monthly. There is a School Library Committee under the School Board, with one student member (at present Miss Rebecca M.W.Tai) appointed by the Law Association.

Student members in most of the standing committees responsible to the Senate are nominated by the Council of the Students' Union. Some are appointed by Faculty Boards or School Boards. Examples are the Computer Centre Committee of Management and the Library Committee which are closely connected with academic activities.

Although student members of the Senate and of the Faculty or School Boards are elected by the students, it is statutorily defined that they sit not as representatives of the student body but as individuals only. All views they express are expressed in their individual capacity. But they have full rights (including voting rights) as members. 'They should serve as a channel between the University authorities and the students, try to reflect the latter's views, to act as some sort of feedback mechanism, and to work for what they see to be in the students' interest,' Peter pointed out.

This is of course very ideal in theory, but what happens in practice? The answer seems not so promising. On the one hand, 'Hong Kong students do not care about these things. They're simply not interested. This is probably due to their secondary and primary education. Students usually have no opportunity to express their opinion concerning school governance. They usually accept what comes up to them.' On the other hand, the influence that a student member can exert is only very limited. 'Quite a substantial amount of the work done in these committees is in determining long term policies for various bodies within the University. The term of membership for student representatives is only one year in all committees. All other members are lecturers or experienced administrators; they sit for longer periods and many are ex-officio members. Sometimes student representatives find it difficult to follow the arguments.' Another point is that most matters are of a purely administrative nature, especially in the Senate. Issues on which student senators can or need to express their opinions are very few indeed. Most decisions have already been made at the committee level, and the Senate usually approves the recommendations of the committees. 'For Library matters, there's the Library

Committee; for the Sports Centre, the Committee on Physical Education and Recreational Facilities; for the Clinic, the Health Advisory Committee; the Computer Centre, its Committee of Management; the various Faculties and Schools, their own Boards; the Halls, the Halls Committee; and so on. Often only things which do not fall directly within the jurisdiction of all the existing committees are dealt with in detail in the Senate. A recent example is when it discussed the Union's proposal that the External Vice-President of the Union be allowed to defer his studies for a year (this was a privilege already enjoyed then by the Union President and Internal Vice-President). The student senators had something to say on this occasion.'

The situation is more favourable, however, in the School Board, although again 'most matters are purely administrative (like the appointment of lecturers and honorary lecturers, appointment of lecturers to other sub-committees of the University Senate, approving teaching time-tables etc). But the School's teachers are very open to students' views. It is not "despotic" at all, as some think. They are always anxious to know what we students think. Mr. Miller described us as the "consumer" of legal education whose views should therefore be considered.'

Another important role played by the student members of the School Board is as members of the School Review Committee. This usually meets one week after the examination results are known to consider whether students who have failed will be discontinued from their studies. It consists of the Dean of the School, two other teachers (who are not personal tutors of the students whose cases are under review) and the student members of the School Board other than one in the same year as those under consideration. 'In this committee the student member may do quite a lot in helping his fellow student.'

Peter thinks that although the lack of experience is a problem for student representatives, it can be minimized. 'It's always possible to find out what one needs to know. Each time before a School Board meeting, I usually go to see Mr. Pang, who is always most helpful, and get to understand the agenda items.' Can any improvements be made on the present system? For instance, should the student senator or Board member be an ex officio member of the Law Association's Executive Committee? Peter's answer was a definite 'yes', because the student senator (or School Board member) can then avail himself of LA's resources in, for example, distributing questionnaires and getting helpers to collect the students' opinions in other ways.

Finally, we asked Peter about his personal views on some features of the Law School. Are there any characteristics peculiar to law students? 'As compared with other HKU students, law students spend more time on books and are less involved in other activities. Thus there is less interaction with others. Because we study together in the Law Library, our friends are usually law students as well, whereas in other large faculties people do not know students of the same faculty any better than those of others so that in choosing friends they do not confine themselves to the former.' What about the relationship between teachers and students? 'It's better than in many other faculties, although it can still be improved. The School is small and so they know one another better.' And on the ever recurrent question of the aims of the ideal legal education, Peter believes that both general education and professional training are equally important, but concedes that the balance here is at present completely tilted to the side of practical training for the legal field. Maybe the only solution is, as has been suggested in England and actually practised in the United States, to postpone Law to the second degree.

Computerized Legal Information Systems

Legal research is indispensable in the work of all people in the legal profession. It is not uncommon for a legal practitioner to spend countless hours, days or even months of work in searching for relevant materials. Yet there is no guarantee that such tedious research work will be as fruitful as expected. Imagine how much more litigation, analysing work and innovation could have been made had these research hours been saved. This aim to save time and energy for research could be well achieved by a computerized legal information unit, whereby the simple act of pressing some buttons will cause all relevant materials to appear on the screen of the computer in a few seconds. To find out more about such mechanisms, an interview was conducted with our Senior Lecturer Mr. John Miller, himself a foreign member of the Society for Computers and the Law in the United Kingdom, who is also well-known for his advocacy of a computerized legal information retrieval system in Hong Kong.

Computerized legal information retrieval systems have been set up in many countries. There are various such systems used by practitioners and universities in the United States. The Attorney General's Department in Australia has recently begun using one. The EEC has decided to use one and many other European countries have had such systems for years. Like the UK, Hong Kong does not have such a system. This may chiefly be due to the conservatism of lawyers in Britain and in Hong Kong. Just like many years ago, some UK solicitors refused to accept legal documents that were typed with the argument that these documents, not being handwritten by barristers, lacked authenticity.

A computerized legal information retrieval system in Hong Kong is both desirable and feasible. Since case law is a very important source of law here, the supply of accurate and up-to-date law reports is vital for the proper development of the legal system. But it takes nine months for a judicial decision to appear in the Hong Kong Law Reports. And a case decided a few days ago may change the whole law in a particular area. Lawyers may be liable in negligence if they do not know of such decisions, but on the other hand, it is not practicable for every lawyer to spend hours looking up the Supreme Court cases every time before he begins his litigation work. The speedy publication of up-dated information is a function which the computer is pre-eminently capable of performing.

Besides providing up-to-date information, the computerized unit can retrieve information in a quicker, more comprehensive and accurate fashion. One may take a few days to get information concerning, say, the law of arrest in Hong Kong, but the computer may in a few seconds supply all relevant information, such as the relevant sections of the ordinances, reports of cases, writers' opinions, etc.

Computerized systems can also act as 'word-processing' systems. Lawyers often need to have the same document typed many times. For example, a solicitor may need to type lease documents over fifty times for a block of flats. If these documents were processed by a computer, only one would have to be typed and if the system were given the changed names, rentals and other necessary details for each lease, it would produce fifty leases by itself.

Computers can also help to improve lawyers' accounting systems. They can accurately record the time spent for a job and keep a track on work output. In fact big commercial firms are doing that with computers. Why do legal firms not follow suit?

However, a computerized legal information unit is not without demerits. The greatest difficulty is the high cost involved in transforming legal materials into computerized language. Since no two legal systems are identical, there is no existing system of computerized legal information retrieval in the world which could be imported into and adapted for effective use in Hong Kong. The principal problem lies in transforming legal information of the past into computerized language. For the future there will be less problems with inputting legal information since the Government Printer will soon be using computerized typesetting in publishing ordinances and this can be fed directly on to a computer. Furthermore if the courts could use computerized typewriters, the court judgments when typed could also be fed directly on to machines.

Many lawyers and potential lawyers may be very interested to know whether the computer will ever replace lawyers. It is stressed that this computer system mainly serves to retrieve information and is not for doing analysis. It only helps to narrow down materials, which means that it is only the servant of lawyers and helps to economize lawyers' time and effort but cannot take the place of lawyers.

A retrieval system for the supply of all kinds of information is available in Hong Kong at the moment and the University of Hong Kong already has adequate computer facilities for it. (Computer facilities are in fact also shared by the Chinese University and the Hong Kong Polytechnic.) The operation of a legal information retrieval system is not too complicated and could be done by law students with two hours' training. Furthermore, as Hong Kong has a relatively small jurisdiction and a short legal history, the establishment of a retrieval system is not impossible or impracticable. The School of Law is in the best position to advocate for such a system. It is proposed that a special committee be set up and other positive steps taken to rally the support of the Bar Association, the Law Society, the Judiciary and the Legal Department. And it is hoped that with the co-operation of all the system can be established in the near future. This would be a significant step in upgrading legal services to the community and making them more economically viable to the public.

Lastly, when being asked why he has a special interest in advocating for a computerized legal information unit, Mr. Miller recalled that when he was writing a thesis for the Master Degree in Law in New Zealand, he used a computer to analyse the results of a survey he had conducted. He found that the computer was of great help in giving quick and accurate information concerning the survey and this led him to consider the use of computers in other areas of law.

— Christine So with Terence Tung

Sabra *n.* Native-born

Israeli (*f. mod.*

Hebrew *sabra*

opuntia fruit)



— an interview with Mrs. Mushkat —

Mrs. Mushkat was born to a couple who migrated 'back' to their 'promised land' from Eastern Europe shortly before the Second World War. Being born in Israel, she is what is known as 'sabra' or what she herself describes as 'the real thing'; 'sabra', she explains, 'is a fruit that, like the native-born Israeli, is prickly on the outside but sweet inside.' She grew up there, finished high school and got matriculated. Then began an incredible history of academic studies — 'I have a keen interest in academic pursuits and especially research work.'

She entered the Hebrew University of Jerusalem studying Law — 'How was your life as a Law student?' 'That was many, many years ago . . . ' 'What made you take up Law?' followed by a period of silent contemplation 'That was not necessarily the only option that I considered at the time, but after a process of elimination I reached the conclusion that it was more attractive than the alternatives. Law seemed to offer greater challenge and opportunities for professional growth.' While studying, she married — 'I have a husband and two girls, eight and six years old.' Five packed years and 34 courses later she graduated with an LL.B. in 1967 — 'actually quite a bit to accomplish . . . a very large number of hurdles to overcome . . . you here may consider yourselves luckier!' The type of legal education that she received was rather comprehensive, with great emphasis on legal theory and non-legal subjects — 'The LL.B. is not seen in Israel as a strictly vocational course and the "bread and butter" subjects follow two years of groundwork in the social sciences and the more theoretical aspects of the discipline. This kind of training makes the students realize that lawyers are not merely technicians and that they need a thorough understanding of the social environment in which they operate.'

Following two years of articles, she was admitted to the Bar and practised for a year in a large Israeli law firm specializing in family law. One year later, she embarked on a long globe-spanning journey which is still continuing, 'dutifully' following wherever her husband's work takes the couple. First, they went to Canada, where she worked for the Canadian Inland Revenue Department as well as attended courses leading towards a Masters of Public Administration degree. When her husband moved to the UK, she 'followed' again. She did not, however, remain idle there and completed a full-time course in International Law at the University of Manchester, obtaining a post-graduate diploma in 1973. When her husband went to New Zealand to take up yet another teaching post, she continued her studies, this time towards an LL.M., which was awarded to her by the Victoria University of Wellington in 1978. In September 1977, her husband joined the Department of Political Science at HKU as a lecturer in Public Administration and she herself started

teaching at Shue Yan College, an accredited post-secondary institution located in Wanchai. At Shue Yan she lectured in Public International Law, Constitutional and Administrative Law, Introduction to Law and Legal Aspects of Communication. As of March 1979, she has been on the staff of our School commenting that 'the atmosphere here is obviously completely different from that at Shue Yan.' Her own studies, at the same time, have not come to an end and she is busy pursuing her Doctoral work at the University of South Africa. The title of her thesis is 'The Concept of the Just War in International Law'.

Mrs. Mushkat seems to be, above all, an Israeli. Her favourite country, having visited so many places, is — 'Israel, of course!' (She was wearing a small thin necklace with the familiar Star of David dangling from it.) She is well-informed of Israel's state of affairs, the Middle East situation and the Egyptian-Israeli peace accord — 'The situation in the Middle East is a dynamic one.' She also appears well-informed about Hong Kong — 'China is opening up now, and Hong Kong can look up with more confidence to the future. By the same token, the dependence on London is not as great as it used to be. As a result, Hong Kong is emerging as a semi-respectable member of the international community, a kind of a quasi-state.'

When asked for her comments on the Law students here, she suggested that 'it would be premature to venture an opinion at this stage', but added that 'they seem very serious and committed; almost single-minded about it'.

Mrs. Mushkat's particular area of specialization is International Law. She feels that it should be part of the curriculum, especially in view of the recent changes in our international environment. 'Hong Kong lawyers should be more aware of this area of the law.' Her teaching responsibilities in the coming academic year are, as yet undecided — 'It is too early to tell; Jurisprudence and Constitutional Law are the most likely possibilities.' Her teaching approach? — 'I have no preconceived ideas in this respect. To be frank, I will proceed by trial-and-error.' She prefers an informal atmosphere in the class, with give-and-take by both lecturer and students.

Finally, she does not like interviews and does not think that they serve a very useful purpose. This statement notwithstanding we wish her stay in the School of Law to be a pleasant one.

— Mathew Ho with Christina Hung
May 30, 1979

LEGAL EDUCATION PROJECT THINKS BIG

BY LEO S.C. YEUNG, CHAIRMAN OF LEPCO

'We, the willing, led by the unqualified have been doing so much with so little for so long that we now attempt to do the impossible with nothing.'

Nobody here in the Law School will say he has not heard of the Legal Education Project. It is a living witness to the world and a constant reminder to us that we, the law students of Hong Kong, are aware of our responsibility towards society and are both willing and ready to do what we can to serve society.

Ignorance of the law is no defence. No community which wishes to govern itself fairly can afford to have its citizens uninformed about the law. Public legal education is therefore always an obvious need. In a place like Hong Kong, with a prevailing traditional Chinese phobia for anything legal, the need for enlightenment is even more pressing. The Legal Education Project, as suggested in its name, is founded to arouse the interest in and awareness of the law among the general public.

At present, the Project has been working mainly with secondary school pupils. During the summer holiday, our fellow students in groups of three visit secondary schools, giving talks and taking the pupils out for court visits. The aim of these talks is to give the pupils an opportunity to turn their mind to some very fundamental concepts of the law. To impart actual legal knowledge is only of a second order of importance. Perhaps it may be said that these talks resemble a general civics lesson more than anything else. However, the positive value of this programme should not be underestimated. Prevention is better than cure. We stand a much better chance to achieve our objective if we can induce a person to develop a sense of rights and liabilities in an early and thus impressionable age than if we have to help him to learn it at a later stage in life when he has already become entrenched.

This view is undoubtedly shared by the growing number of participant schools. We are also pleased to see that the talks are well appreciated and received by the pupils, who are especially enthusiastic during the discussion period which follows each talk. The court visits are popular too. So far more than seventy schools have participated in our programme. The number of pupils who have had the benefit of it is nearly 5,000.

Such an accomplishment is of course encouraging. But we hardly have any reason to be complacent. We set out to do something and we have done it: only that it was a small effort to gain a small result. Thinking in terms of how hard we have tried none of us indeed can measure up to what our capabilities warrant. Obviously to engage ourselves in an amateurish sort of way once a year and to sacrifice at most two or three days is by no means a real effort. Thinking in terms of what could have been done we must not fail to point out that the scope of our service is in fact very limited. How often have the rights of the man in the street as a tenant, as an employee, or as the victim in a road accident been robbed just because he is ignorant of the law, or even worse, because he is ignorant as to where to seek legal advice? What have we done for these people?

Perhaps there may be an instinctive reluctance in all lawyers and lawyers-to-be to make bold moves. But if the Legal Education Project is really what we always hold it out to be, we just have to take the risk of being aggressive and

ambitious.

The first step to add a new dimension to the Project will be the production of a series of handbooks. These will be on topics which concern people most. For example, the first two handbooks in the series to be published will be on 'Consumer Protection' and 'Matrimony and Divorce'. Topics to follow include Landlord and Tenant, Immigration, Accident Compensation, Police Power, Wills and Estate, and Labour Law. And the list is not closed.

These handbooks are intended for the layman. They will be in Chinese, readable and easy to understand. They will also be attractively designed and illustrated.

The law is complex and ever-changing. We will not therefore attempt to provide a complete and accurate statement of the law, but would rather try to give an overall impression and understanding of that area and to enable the people to better understand their legal problems.

The handbooks will also contain sample forms and documents. Reference will be made to some of the expedient remedies available. And a glossary of agencies where individuals with specific problems can seek advice, legal or otherwise, will be included.

From the outset we will be consulting bodies like the Consumer Council, the Hong Kong Council of Social Service and Government Departments like the City District Offices and the Social Welfare Department. In case of technical areas which we shall encounter and find ourselves not adequately equipped to cope with, especially the practical side of the law, guidance and advice from our Patron, Mr. Justice T.L. Yang, our Acting Dean, Mr. John Miller, other members of staff, as well as some down-town practitioners will be forthcoming. But primarily these handbooks will be written by our fellow students — under supervision.

I may sound a bit overzealous in this new publication venture. But I must not convey an impression that the production of handbooks will be undertaken instead of rather than in addition to the services we have been rendering, namely the talks and the court visits. On the contrary, we have every intent to improve our present services both qualitatively and quantitatively. Exhaustive evaluation is being carried out. Both the opinion of the groups who deliver the talks and that of the pupils and teachers-in-charge at the receiving end will be surveyed by means of questionnaires. With a better understanding of the needs and interests of our audience, new and hopefully more appealing and stimulating lectures will be designed.

To enable even more schools to participate in our programme, we have already extended its duration from June to September. A further extension to make it run throughout the year or at least during term-breaks and long holidays during the year is seriously contemplated. Besides visiting secondary schools, we have also been trying to reach youth organizations and youth centres. Contacts through the Children and Youth Division of the Hong Kong Council of Social Service and the Community and Youth Office are under way.

Yes, the Legal Education Project thinks big. But to make this vision come true, it requires the dedication and hard work of every one of us. So are you going to avow your devotion to such a worthwhile cause? Or do we talk about something else?

BOOK REVIEW

Just Regrettably Too Short

- The Lord of the Rings, by J. R. R. Tolkien -

When Superman and Bionic Woman are more credulous than a Santa Claus, it would be hard to impress upon the minds of children the existence or the imaginative world of dwarfs, elves or gnomes with their pots of gold. To those who once fell under the spell of the *Anderson Fairy Tales* or *Alice in the Wonderland* and to those engaging in occasional escapades, the Tolkien world is simply spell-bound.

How does an amateur introduce a world far from that of normal conception, a world fabricated and nourished for decades in the mind of a master story-teller? A world which materializes into several fascinating and memorable books besides the present trilogy I am introducing to you?

The trilogy is a sequel to *The Hobbit* but it can be read quite separately. The Foreword and Prologue lay an adequate foundation to the understanding and continual reading of the trilogy. It consists of three books, namely, 'The Fellowship of the Ring', 'The Two Towers' and 'The Return of the King'.

*Three Rings for the Elven-kings under the sky,
Seven for the Dwarf-lords in their halls of stone,
Nine for mortal men doomed to die,
One for the Dark Lord on his dark throne
In the Land of Mordor where the Shadows lie.
One Ring to rule them all, One Ring to find them,
One Ring to bring them all and in Darkness bind them
In the Land of Mordor where the Shadows lie.'*

The trilogy is about this 'One Ring' and its journey to Mount Doom to be destroyed, forever out of reach of the Dark Lord. Where lies the perilousness of this Ring? The maker of this Ring, the Dark Lord, put an immense part of his power into it. With the Ring he could command and enslave all. It was temporarily lost to him and it was paramount that he should not re-possess it or the world would be his for taking.

The potent power of the Ring could be shown by its effect on a possessor, other than the Dark Lord. A possessor of the Ring would find that time does not have its usual effect on himself. The possessor does not die; nor does he grow or obtain life. He merely continues until every minute of life is weariness. If he uses the Ring too often, he becomes in the end invisible permanently, walking in the twilight under the eye of the dark power that rules the Ring. Sooner or later, the dark power would devour him.

The First Part, 'The Fellowship of the Ring', tells how Gandalf the Grey discovered that the Ring possessed by Frodo the Habbit was in fact the 'One Ring'. Frodo later took upon himself the quest to travel to the Mountain of Fire in Mordor, where the Enemy dwelled. There alone the Ring could be unmade and all its inherent power destroyed. A fellowship was formed to aid Frodo in the hazardous task. When Boromir, a member of the fellowship, under the lure of the Ring attempted to seize the Ring by force, Frodo with his servant Samwise decided to press on this hopeless journey alone.

The Second Part, 'The Two Towers', concerns the deeds of the Company after the breaking of the Fellowship of the Ring. It recounts events leading to the march to Isengard and the subsequent fall of Saruman. It also turns to Frodo and Samwise who accepted Gollum's treacherous advice and ends with a confrontation with Shelob the Spider. In

this Part, we also see the beginning of the War of the Ring: The allied forces of men, elves and dwarfs versus Sauron, the Dark Lord.

The Third Part, 'The Return of the King', is about the end of the mission of the ring-bearer and the consequent fall of the Dark Lord.

But for one aspect, the story is very much like an exposition of the conventional notion of the ultimate victory of good over evil. Yet the fading away of a once-fair world of the elves and their departure, for good, from the Middle-Earth adds pathos to a war-strewn world. A pathos which not even the establishment of the Dominion of Man could lift. One is left to wonder whether the events have turned out for the best.

This is an interwoven story of the deeds of men, elves, dwarfs, habbits, magicians and many other unknown creatures, such as Ents the tree-herds, Orcs and Trolls in the imitation of elves and men. The scope of Tolkien's imagination is staggering. There are more than half a dozen main characters. The diversity in scenes and characters reveals a versatility in style which renders the trilogy a masterpiece of imaginative fiction.

To elucidate, two passages are taken out. The trilogy has humour, epic grandeur, diabolic and magical scenes. With the extracts readers can form their own judgement. The first passage is a description of a battle at Helm's Keep.

'Then at last an answer came: a storm of arrows met them, and a hail of stones. They wavered, broke and fled back; and then charged again, broke and charged again; and each time, like the incoming sea, they halted at a high point. Again trumpets rang, and a press of roaring men leaped forth. They held their great shields above them like a roof, while in their midst they bore two trunks of mighty trees. Behind them orc-archers crowded, sending a hail of darts against the bowmen on the walls.'

The second passage gives us a glimpse of the humorous side of Tolkien.

'Inside in the hall there was piled a large assortment of packages and parcels and small articles of furniture. On every item there was a label tied For MILO BURROWS, hoping it will be useful, from B.B.; on a gold pen and ink-bottle. Milo never answered letters For the collection of HUGO BRACEGIRDLE, from a contributor; on an (empty) book-case. Hugo was a great borrower of books, and worse than usual at returning them. For LOBELIA SACKVILLE - BAGGINS as a PRESENT; on a case of silver spoons. Bilbe believed that she had acquired a good many of his spoons, while he was away on his former journey'

The Lord of the Rings has been read by many people. Some have discovered a meaning in it while others read it as an allegory. Personally I found no message, except that I was confronted, here and there, with some of the all too familiar vices or rare graces. Perhaps the best approach in reading it is simply to peruse it as a rather long tale. And maybe after reading it through, you will find it as captivating and enjoyable as I have found it to be.

- Ankana Livasiri

給離去的一羣

劉令施

昔日同檯共切磋，
今朝惜別可奈何；
友誼久遠長存在，
賜我忠言勉我多。

遙寄婆婆

君不見天涯落泊何其多
君不見人生得意有幾何
昔日金杯共舉椽
元朗把酒話明天
今朝蓬門依舊在
空懷鶯聲長廊中
玉梅笑傲風霜雪
聲聲長嘯震怒濤
天涯有盡志無窮
人生何懼絕處逢
他朝陌路相遇時
一聲曾經相識過

文敏 七九年七月

Law Anthem The Spirit of Law

Melody from the hymn 'When I Survey the Wondrous Cross'
Words by Mimmie Chan and Albert Bux

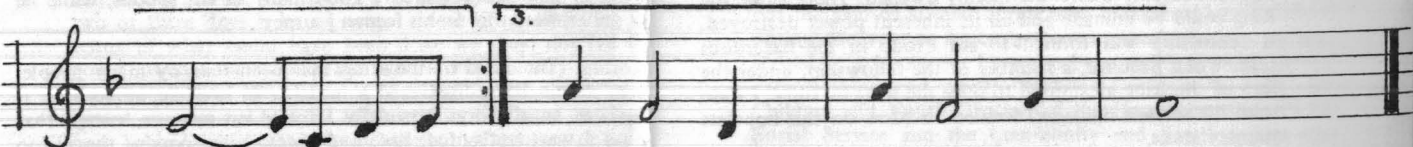
(This 'Law Anthem' was first used for cheering purposes at the Union Festival 1979. To show our regard for those who have created it, we have decided to properly publish it here.)



1. To thee I pledge, my School of Law: Here do we stand, one and
2. To-ge-ther we will stand a wall! To-ge-ther we will ne-ver
3. Yes! I am in the School of Law. For-e-ver then I'll stand



all. Pre-pared to fight for what is Right, de-fend the Just, the Truth, the
fall! A-ll for one and one for all, we'll let them know the Spirit of
all. To-ge-ther we stand, ne'er to fall. We'll show them



Law.
Law.

a-ll the Spi-rit of Law!

CASES FROM

'THE ALL FUNLAND REPORTS'

Something for Nothing

Mandy came out of the courtroom sobbing uncontrollably, and a kind attendant asked her what the trouble was. 'My husband just divorced me,' she cried, 'and the judge gave him custody of all three of the children. Now I ask you is that fair? Especially since none of them was his kids anyhow!'

You just can't trust men

After hearing most of the evidence in the divorce case the judge said to Maisie, 'It certainly begins to appear that you deceived your husband.'

With a hurt look on her face, Maisie retorted, 'That's not fair, judge, he deceived me. He told me he was going out of town and he never even went.'

Way ahead of him

Salesman : 'I'd like very much to see you for a few moments this week.'

Manager : 'Make a date with my secretary.'

Salesman : 'I already did that and we had a helluva time, but I'd still like to see you.'

Quandary

Daughter had flounced out of the house in a hurry and as she walked to the sidewalk, Mother called:

'Have a good time at the dance tonight, dear, and be a good girl.'

'Make up your mind, Mother.'

Who wouldn't

A certain young lady was being reprimanded for smoking cigarettes by a very dignified female of the old school. 'Why,' she exclaimed, 'I just think it's terrible, the way the young girls smoke nowadays; I would rather commit adultery than smoke a cigarette!'

To which the stream-lined version of modern womanhood replied, 'Who wouldn't!'

Time's a wasting

'I'd better warn you - my husband will be home in less than an hour.'

'Yes, but I've done nothing I shouldn't have done.'

'Well, I'm just warning you, if you intend to, you better hurry!'

A mere child

Two little colored boys met on the street. Said the first one, 'I is five years old. How old is you?'

'I dunno,' siad the second.

'You dunno?' queried the first. 'Tell me, boy, does women bother you?'

'Naw.'

'You is four.'

- Albert Bux

The Closing of a Door of Entry

into the Legal Profession

At present there are three main methods of qualifying as a solicitor in Hong Kong. (1) By taking HKU's PCLL course, an examination in accounts and by completing 18 months of articles. (2) By qualifying as a solicitor in England. (3) By taking the English Law Society qualifying examination in Hong Kong, which is one of the Society's overseas examination centre. Yearly averages of 11 and 14 qualify by routes (2) and (3) respectively in recent years. The third and, by comparison, probably the hardest route is usually taken by people who do not study Law at HKU but work at solicitors' offices in the day and study for the qualifying examination at night. This qualifying method will disappear soon.

From 1981 onwards the English Law Society will no longer hold examinations for overseas Commonwealth candidates, although the Hong Kong Law Society has made direct arrangements with English examiners to set special papers for Part II of the qualifying examination for two more years until the end of 1982, so that those among the 578 non-PCLL-holding enrolled students at the Society who complete Part I or are exempt from it on the strength of a Law degree can qualify by taking these papers. But the roll of students at the Society is now closed to further enrolment except for students holding law degrees. This is because a student who has not already commenced studies cannot reasonably hope to qualify under the English Law Society examination by the end of 1982, and also because of the unusually large number of applicants for enrolment last year. (See s 3 of Ordinance No 22 of 1979.)

What will happen after the closing of this door of entry into the profession? Will the HKU Law School expand and to what degree will it do so? Will an entirely new qualifying method be devised to replace the one to be discontinued? These questions are now being considered by the Advisory Committee on Legal Education. This is chaired by the Chief Justice and consists also of the Attorney General, two representatives nominated by the Law Society and the Bar Committee, and three nominated by the Vice-Chancellor of HKU. It will advise the Governor on the education, professional training and admission qualifications of barristers and solicitors as well as on the future demand for lawyers and the ways in which the demand can be met. (See s 4 of the Ordinance cited above.)

Questions like the demand and supply of lawyers do not only concern the legal profession or the Law School. They are also socio-economic questions related to society at large. The desirable future size of the legal profession cannot be determined by abstract arguments. It is therefore somewhat regrettable that empirical sociological research on the present state of and need for legal services in the community is lacking. Careful consideration of the future of Hong Kong's legal education and qualification methods for the profession is indeed welcome, especially if attention is directed to the relationship of professional legal training with the idea of liberal university education and with the actual needs of the community at different levels and among different classes.

- Albert Chen

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