

The committee gathered data by means of a questionnaire, and constructed models of four representative types of law schools. The models were then costed.

The article concludes with the assertion that there is no longer justification for calculating the unit of resource on historical grounds, which take no account of the radical changes in legal education and the increasing part played by information technology. It suggests that a level of funding comparable to the humanities and non-experimental social sciences is justified.

#### Law Schools Contend with Economy

J P White

XXIII Syllabus 4 (Fall 1992) p 2

Brief comment on impact of recession on American law schools.

## HISTORY

#### Continuing Legal Education in B.C.

J Bloom

50 Advocate 3 (May '92) p 385

Records briefly the history of the development of continuing legal education in British Columbia, Canada. From early beginnings after World War II it has developed into the renown CLE Society of British Columbia.

## IN-HOUSE CLE

#### In-House Legal Education - Where do I Start?

C Kenny

12 Proctor 6 (July '92) p 18

Sets out reasons for considering training in more depth. Then sets out basic steps in developing a program.

#### Problem-based learning and its application to in-house law firm training

A Blunden

8 J Prof L Educ 2 (Dec 1990) pp 115-138

Problem-based learning uses a situation or experience which students might face in practice, as the starting point for learning.

It is an educational method which is learner-centred and in which the instructor is the facilitator of the process rather than the source of knowledge imparted to the students. Problems are the tools of learning and students are participants rather than passive recipients in their learning process.

Problem-based learning as an educational technique was developed for undergraduate medical teaching at McMaster University in Canada in the 1970s. At the University of Limburg in Maastricht in The Netherlands, founded in the mid 1970s, the whole curriculum is characterised by problem-based learning. Of particular interest is the Faculty of Law at Maastricht which is centred round problem-based learning programs and the implications for learning of problem solving skills.

The article describes and evaluates in detail the application of problem-based learning to in-house law firm training.

## INSTITUTIONS AND ORGANISATIONS

#### Auckland Law School: Speeches from the Opening Ceremony

NZ L J (June '92) p 193

Records speeches by Mr Justice Barker, Chancellor of the University, Prof Grant Hammond, Dean of the Faculty of Law, Sir Robin Cooke, President of the Court of Appeal, and Dame Catherine Tizard, Governor-General of New Zealand.

Prof Hammond spoke of the law school as both a faculty of a university and a professional school, and of developments in the law school curriculum. He discussed five concerns: that the law school needs to become more fully part of the university, that whilst the academic and practising lawyer have distinct roles, they are ultimately engaged on the same enterprise, that the law schools must play a more significant role in education in professional responsibility, that there is a need for a concentration of resources in the area of advanced legal research, and that there is a need

to develop an enlarged sense of what is meant by a truly New Zealand jurisprudence.

#### Deakin Law School expands

Aust L News, October 1992 p 56

Reports commencement of an off-campus LLB degree and on-campus teaching in 1993. Off-campus degree will use a combination of printed materials, electronic communications and computer learning packages. On-campus degree will be available for graduates and mature-age students.

## JUDICIAL EDUCATION

#### Judges need a trade school

D G Carnahan

14 National L J (April 13, 1992) p 15

Continuing education and practical training programs for new judges are a growing need. More training is necessary because attorneys are seated on the bench with less experience. New judges must strip themselves of legal skills, such as examining witnesses, which are unsuitable to judging. Useful practical skills for judges include evaluating attorney and witness credibility, recognising and eliminating judicial bias as much as possible, and getting along with fellow court employees.

## LEGAL EDUCATION GENERALLY

#### The one-year lawyer

P Birks

142 New L J No 6561, p 1015

Argues strongly in favour of the principle that a full law degree should be the normal foundation of a lawyer's learning, and that the English one year conversion course, consisting of six subjects (contract, tort, land law, trusts, criminal law and constitutional /administrative law), is too shallow and rushed. Argues that whilst this course is cheap and quick, it will have significant negative implications in the medium and longer term.