

**FINANCIAL ASPECTS**

"User pays' education is not on

AFR 17 June 1992, p15

Letter to editor from Peter Baldwin, Federal Minister for Higher Education, denying that the government is considering an investigation into higher education funding which would be likely to recommend the introduction of a "user pays" approach to universities.

**Law Schools Need More Money, the LCA says**

27 Aust L News 5, (June 1992) p23

The Law Council of Australia has called for substantially increased funding for Australia's law schools. It says years of inadequate funding have contributed to the growing decline of the law schools, and failure to address this has serious long-term implications for the community and the economy, including an inability to capitalise on the significant potential for the export of legal education services and legal services generally. The Law Council set out its views in a submission to the Higher Education Council, which is conducting an inquiry into the quality of higher education in Australia.

**GOVERNANCE**

**Every seven years, law schools take the most rigorous test of all - accreditation**

J E Bahls

Student Lawyer April 1992

Article describes accreditation procedures of the American Bar Association (ABA) and the Association of American Law Schools (AALS). All 176 ABA-approved law schools face periodic reviews to ensure that they measure up to the standards of quality set by the ABA. Those that also belong to the AALS are reviewed by that organization at the same time. Discusses question of whether accreditation standards tend to squeeze all schools into the same mould.

**HISTORY**

[no material in this edition]

**INHOUSE CLE**

**Towards a Model of Competency based Training - a Training Needs Analysis**

R Moss

8 JPLE 31 (June '90)p31 \*

The article is divided into two parts:

The first part deals with the three levels of analysis in which continuing legal educators might engage before proposing skills based courses, namely:

1. exploration of the organisation as a whole, to identify the context of the training;
2. consideration of each occupational group, to identify the content of the training;
3. examination of the individuals in the firm to identify who will benefit from training.

The second part explores organisational models for training and development and investigates the systems of relationships necessary to ensure training results in effective organisational change.

The procedures outlined are applicable to organisations other than the article's point of reference, namely the private law firm.

**The Learning Needs of Paralegals**

C Lockett

8 JPLE 39 (June '90)p39 \*

This article describes the steps taken by Finlaysons, a major commercial law firm in South Australia, to identify and meet the learning needs of paralegals.

As a preliminary task it considers the definition of paralegals generally, the work they perform and their level of responsibility both in their local as well as the more general community. It then reviews the formal educational facilities available to this group before analysing the use and development of paralegals within Finlaysons.

**Using Industry Experts to Design and Teach Your Programs**

K L Mandel

6 AILTO Ins No.2, p2 (Spring '92)

A five step approach for using experts to develop and lead successful training sessions in a legal office.

**INDIVIDUAL SUBJECTS/AREAS OF LAW**

**Teaching Evidence: Storytelling in the Classroom**

B Blaustone

41 Am U L Rev 2, p 453 \*

Narrative in the law is far from novel. Narrative as a teaching device in education is likewise not a recent invention. By contrast, the use of narrative in legal instruction is both novel and innovative.

Storytelling is a useful pedagogical tool in the law school classroom. The author discusses her use of short stories as a review device for the basic rationales encompassed within the Federal Rules of Evidence. In doing so, relevant portions of the scholarly literature on "learning theory" regarding the use of narratives in instruction are explained. She also discusses how storytelling in the law school classroom is part of the recent emergence of the use of narrative in legal scholarship. This scholarship integrates an understanding of the human condition with the experience of law. In a similar vein, her storytelling is based on an understanding of the human learning process and a desire that students understand the human dimension in the existence and perpetuation of law.

**Contradictory Developments in the Teaching and Practice of Human Rights Law in Tanzania**

I G Shivji

Comm L E Assn Nlr Nos 64 & 65 p61

Article is an overview of the teaching and practice of human rights in Tanzania following the adoption of the Bill of Rights in 1984. Academic

scholarship and at least a minority current in the judiciary appear to be moving in opposite directions. The judiciary appears to be moving in direction of "law in context" or the "historical, socio-economic approach" whereas the writing and teaching of the law faculty seems to be moving in the direction of a liberal approach or positivist "black letter" approach. Both directions are falling back on the liberal-democratic (individualist) perspective while the popular democratic (class) perspective seems to be fast receding to the background.

**Rx for Legal Research and Writing:  
a New Langdell**

R M Mersky

11 Leg Ref Serv Q 1/2, p201

Many law students are unable to perform competent legal research. Need for more emphasis on it in the curriculum.

**The First Column: the First Class**

W Rosmarin

11 Leg Res Serv Q 1/2, p167

Transcript of an opening lecture to students in the subject of "Legal Research" at the University of Miami School of Law.

**A Calendar of Buffalo Creek  
Hypotheticals for the Civil  
Procedure Course**

C A Rees

18 Ohio N U L Rev, p233

Article explains the use of the Buffalo Creek hypothetical problems in a civil procedure course, describes the problem method and why it is used, describes "The Buffalo Creek Disaster" and why it is useful as a case study, identifies other published case studies suitable for a civil procedure course, evaluates the use of the Buffalo Creek hypothetical problems, and sets forth those hypotheticals.

**Reflections on Teaching  
Administrative Law: Time for a  
Sequel**

S A Shapiro

43 Admin L Rev 3, p501

Article is a continuation of a dialogue concerning the scope of teaching administrative law. The traditional administrative law course with its procedural orientation ignores important aspects of the actual administrative process.

**Australian Advocacy Institute**

66 ALJ 5, p239

Report on formation of the Australian Advocacy Institute. Aims include advocacy teaching.

**INSTITUTIONS &  
ORGANISATIONS**

[no material in this edition]

**JUDICIAL EDUCATION**

[no material in this edition]

**LEGAL EDUCATION GENERALLY**

**Universities tap in to S-E Asia**

AFR 17 June 1992, p26

Description of developments whereby Australian universities are becoming increasingly involved in the provision of educational infrastructure in South East Asia. Amongst those described is the twinning arrangement between Monash University and Sunway College, Malaysia whereby Sunway students undertake the first year of the bachelor of laws degree in Malaysia before moving to Australia to complete the degree.

**LEGAL ETHICS**

**Maintaining Law Practice Quality in  
Your Organization**

D A Sonenshein

6 AILTO Ins 2 (Spring '92)

A review of *A Practical Guide to Achieving Excellence in the Practice of Law: Standards, Methods and Self-Evaluation*, published by ALI-ABA. The book is a comprehensive manual of guidelines for assessing and improving law practice quality. Professional responsibility considerations are integrated with

day-to-day practical and legal skills.

**An Analysis of Ethics Teaching in  
Law Schools: Replacing Lost  
Benefits of the Apprentice System in  
the Academic Atmosphere**

J E Moliterno

60 U Cin L R 1, (Summer '91) p 83

Article briefly examines from where we come in terms of educating new lawyers about the ethical principles that are brought to bear on their work; describes and categorizes the goals to be served by ethics-legal profession teaching; analyses which goals might be met and which subtopics might most profitably be taught by which teaching methodologies; and analyses the formats for programmatic legal education for their accommodation of the combination of those methodologies most likely to be efficacious for the teaching of the full field. Article aims to provide an analytical framework within which teachers of ethics-legal profession can be true to the charge to ensure one's methods are true to one's purposes, and suggests a programmatic model for teaching the field.

**LEGAL PROFESSION**

[no material in this edition]

**LIBRARIES & INFORMATION**

[no material in this edition]

**MANDATORY CLE**

[no material in this edition]

**OTHER DISCIPLINES &  
PROFESSIONS**

[no material in this edition]

**PERSONALIA**

[no material in this edition]

**POSTGRADUATE PROGRAMMES**

[no material in this edition]