

**CPE Review: the Education Committee Reports**

SPTL Reporter No 5 (Winter 1992)  
p 17

Article discusses the review by the SPTL of the English Common Professional Examination (CPE), which satisfies the academic stage of legal education for graduates in subjects other than law or whose degrees do not contain the required six "core" subjects. Full time, it requires study over one academic year. Demand for CPE places is very high.

Reports and comments on some comparisons between CPE graduates and law graduates, which appear to show little difference between them. However the review says that the CPE needs change if it is to provide that level of legal education which future lawyers need and deserve. In summary the position of the SPTL's Education Committee is that the law is a highly complex body of knowledge and principles and that understanding it can be gained only after a lengthy period. Application of that knowledge and those principles involves skills of a high order. The Committee did not accept that a sufficient knowledge of the law and of the skills needed for its application can generally be imparted through a one year CPE course, coupled with the vocational stage, apprenticeship and any in-house training.

Argues that the CPE has to be longer and/or more intense.

**Legal Education in Germany**

C Zulch

SPTL Reporter No 5 (Winter 1992)  
p 19

A description of the legal education system in Germany. It consists of a survey of the historical development and basic characteristics of German legal education, a description of the present method of becoming a lawyer in Germany, and a short discussion of some of the proposals for reform.

**LEGAL ETHICS****Ethics by the Pervasive Method**

D L Rhode

42 J Legal Educ 1, pp 31-56

Article considers the debate as to whether and how professional responsibility should be taught, and attempts to situate it in a broader perspective by drawing on historical, theoretical, cross-professional, and empirical research. Its central thesis is that "ethics by the pervasive method" is an aspiration that has been too quickly abandoned. The author says that too often the issue is cast as a choice between separate courses or integrated coverage. The author argues for teaching professional responsibility as a course in its own right and as a topic to be addressed throughout the curricula.

The article reviews at some length the historical background, and then discusses the rationale for a professional ethics curriculum. She concludes by presenting a rationale for the pervasive method and suggesting strategies for change.

**LIBRARIES & INFORMATION****A Research Agenda for Law Libraries**

XXIII Syllabus 4 (Fall 1992) p 8

Brief report on a research program by the American Association of Law Libraries to ascertain what data were sought by librarians on many of the management decisions made by administrators of law school libraries. Report will be published in next issue of *Law Libraries Journal*. The most popular was the need to know the impact of technology on library collections. Amongst the other findings was interest in how the quality of an academic law library can be assured. In all, 35 potential research projects were suggested.

**MANDATORY CLE**

State-by-state update: 39 now require CLE, 4 states propose rules

14 National L J (June 8, 1992) p 31

The 50 states of the USA are subdivided into three categories

according to the positions they have taken on mandatory CLE. First, states which have adopted MCLE are listed along with brief summaries of each state's specific requirements. Second, states which are considering MCLE are listed along with brief summaries of the requirements they are contemplating. Third, states not considering MCLE are listed with the approximate number of attorneys practising in each state.

**Policy Options in Continuing Professional Education**

B Brennan

32 Aust J Ad & Comm Ed 3 (Nov 1992) pp 138-145 \*

This article reports on a research project on the policies of Australian professional associations regarding their members' continuing professional education. The major options, a policy of voluntary or mandatory participation, are examined. The reasons for the policy choices are discussed and the debate regarding the policy options is set within the context of the current situation with regard to professions and continuing professional education.

**Resisting Compulsory Continuing Professional Education**

A Morrison

32 Aust J Ad & Comm Ed 3 (Nov 1992) pp 146-150 \*

The need for professional people to update their knowledge and skills is vitally important in a rapidly changing world. Continuing professional education is one of the fastest growing areas of adult education and this paper argues that educators and professional bodies should guard against moves to make such continuing education compulsory. The major arguments used centre on the concept of 'schooling' being extended to adulthood; the characteristics of a 'professional' person; and the nature of what it is to be an adult learner. It is suggested that professionals should resist compulsory continuing education and be encouraged to develop a critical awareness of their educational needs.