This annotated bibliography presents 163 references on legal education, part-time higher education, continuing, adult and distance from a broad range of authors and sources within and outside the legal education field for those interested in part-time legal education. An introduction discusses biases against part-time legal education within the legal education field and also describes some of the most prominent reference tools such as databases. References are dated from 1953 to 1991 and are listed alphabetically by author within each section. The first section of the bibliography describes books and articles dealing with part-time legal education many of which may be unknown to legal educators. The second and longest section lists books and articles that deal generally with part-time higher education. Remaining sections address issues related to part-time higher education: continuing professional education, adult education, and distance education. (JB)
Part-Time Higher Education and Related Issues: An Annotated Bibliography for Legal Educators

American Bar Association Conference on Part-Time Legal Education -- Cleveland, Ohio, October, 1992

Paul T. Wangerin
Associate Professor of Law
John Marshall Law School
Chicago, Illinois
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Introduction

I.

Most legal educators frequently, and rightly, criticize their students for relying merely on personal opinions and feelings. The formal writings of courts and scholars, these teachers insist, must in the first instance be the source of authority. Unfortunately, many of the legal educators who criticize students for relying merely on personal opinion do exactly that themselves when they discuss legal education itself. "I am convinced," many legal educators might state in connection with a discussion of the possible stigma attached to graduation from law school as a part time student, "that whatever stigma might formally have existed is now for the most part gone." Most of the people who make these comments, however, have no empirical proof to support their conclusions. Further, most of these people have not looked to the work of experts who studied this particular issue. In short, personal feelings and opinions now generally serve as the ultimate authority in most discussions of legal education.

The problem just noted is compounded by a related matter. An overwhelming amount of anecdotal evidence suggests that many legal educators -- most perhaps -- believe that no one outside of the law school community has anything of interest whatsoever to say about legal education itself. In other words, the ideas of "outsiders" to the law simply do not interest many legal educators when it comes to education itself. Further, an overwhelming amount of anecdotal evidence suggests that many legal educators -- again, perhaps most -- are particularly scornful of ideas about education produced by people associated with the field of education itself. (This point, incidentally, is developed at considerable length in Wangerin, "The Problem of Parochialism in Legal Education," (Submitted for Publication.))

It hardly need be said that a Bibliography such as the present one will be of little or no interest to legal educators who hold the beliefs just described. This Bibliography suggests that personal opinion is not the best source of evidence about part-time higher education. Further, the Bibliography is filled with references to the work of "outsiders" to the law. Finally, and perhaps most significantly, many of the works cited in this Bibliography were prepared by people in the field of education itself.
II.

The most important source of information about educational issues generally is a reference tool called the "Education Index" and a set of reference tools prepared by the Education Resources Information Center ("ERIC"). Most university libraries have the Education Index and the various ERIC indexes in hard copy. Further, some universities have ERIC on compact disc. (Searches on compact disc are much faster than manual searches.) Finally, access to the ERIC data base is possible through DIALOG, a data base that can itself be searched through the WESTLAW system. (The access code for the ERIC data base through DIALOG / WESTLAW is "ERIC.") Many of the works cited in the ERIC data base are published books or articles published in widely available journals. Other materials in the ERIC data base, however, have not been formally published. These works, referenced by an ERIC number (e.g. ED 237 321) are available from ERIC itself.

Several other important sources of information about educational issues generally also are available. Some of these sources can also be searched through DIALOG / WESTLAW. For example, the Library of Congress Catalogue provides descriptions of virtually all published books on education. (The access code for the Library of Congress Catalogue through DIALOG / WESTLAW is "LCMARC-B.") In addition, indexes to dissertations contain references to countless works on education. (The DIALOG / WESTLAW access code for "Dissertations Abstract OnLine" is "DAO.") Finally, indexes such as "Social Science Search" ("SOCSCI_Search") and "Sociological Abstracts" ("SOC-ABS") also often contain references to education issues.

Two additional reference tools must yet be mentioned. First, the "Social Science Citation Index" ("SSCI") is an education research tool that is comparable to "Shepard's Citations." This tool allows researchers to see follow-up citations to known works. The SSCI can be searched in hard copy at most university libraries and on compact disc in some libraries. Regrettably, SSCI cannot at the present time be searched through DIALOG / WESTLAW. Second, "OCLC" is a data base that librarians can use to locate books that their own libraries do not themselves contain. The OCLC system also enables libraries to borrow books and journals from each other. Since virtually all libraries subscribe to the OCLC data base, it is safe to say that any researcher at any law school can readily get any book or journal listed herein or located in an independent search.

III.

The following Bibliography contains several distinct sections, sections which for the most part do not overlap. The first section describes books and articles dealing with part-time "Legal Education" itself. Although some of the works cited in this part of the Bibliography are well-known to legal educators, some of these works, including some of the most important ones, seem to be essentially unknown to legal educators. (The work by Koenig and Rustad, for example, is critically important although seemingly unknown to most legal educators.) The second section of the Bibliography, and the longest section, describes articles and books that deal generally with
"Part-time Higher Education." Many of these works are general treatments of the subject. Others, however, like the work by Gross, contain discussions of matters that should be exceptional interest to legal educators. The remaining sections of the Bibliography address issues closely related to part-time higher education. One of those parts cites works on "Continuing Professional Education." These works are listed, in turn, because most continuing professional education programs are offered on a part-time basis. Another of these additional parts of the Bibliography lists works generally on "Adult Education." These works are cited because most students who attend undergraduate and graduate programs on a part-time basis, and all such students in the law schools, are adults, and because most experts now agree that adults learn differently than young people. The last section of the Bibliography lists works on "Distance Education." Distance education involves the provision of education to students at off-site locations. These works are cited, in turn, because ideas about and programs that provide distance or off-site education are at the very cutting edge of part-time higher education.

Part-Time Higher Education and Related Issues: An Annotated Bibliography for Legal Educators

A. Part-Time Legal Education


This lengthy essay, generally devoted to a review of the literature of personal and professional development of graduate level students, devotes a considerable amount of time to a discussion of part-time students, including part-time law students. Baird suggests that major differences exists between full-time and part-time students in these contexts and that much research should be done regarding part-time students. A critically important work, if only for its exhaustive bibliography.


This article notes, among other things, that half of all MBA students, and 40% of engineering graduate student attend school on a part-time basis. It also notes that only 1 in 5 law students attend part-time and no medical schools admit part-time students.


An anecdotal description of part-time legal education by a law student.


This history of legal education contains many comments about part-time legal education.


The ERIC description of this article, perhaps better than any other summary, suggests the importance of this work. Absolutely must reading.

"An oversupply of lawyers is increasing the degree of hierarchy within the legal profession. It is argued here that a similar situation during the late 1920s led to a complex struggle between the elite law schools & their lower status, proprietary rivals over bar admission criteria. A review of this conflict, especially as it manifested itself in Boston, Mass, provides insight into the way legal education is organized today. A similar struggle between high-ranking professional schools & those of lesser status may again emerge as the professions become overcrowded."


This essay, now over forty years old, concludes with a research agenda for part-time legal education that is essentially identical to the research agendas on that topic that are proposed at the present time. In other words, for over forty years, people have been calling for research on exactly the same thing.


This article indicates that a common argument used against part-time legal education -- it’s done only to produce revenue -- is now also being raised outside of the law schools. The authors effectively counter this argument.


A now dated anecdotal description of legal education by a teacher. This paper was written by a teacher at NYU prior to that school’s abandonment of such education.


This study, and the accompanying analysis, suggest that it is not accurate to draw a bright line between part-time and full-time law students. A large number of "full-time" law students, it seems, are working as much or almost as much as many part-time students. Indeed, the principal difference in this context may simply be that full-time students work in law-related jobs to a much greater degree that part-time students. Must reading.

The ERIC description itself shows the importance of this work.

"The present pattern of medical & legal education can be traced to the movement to raise standards in the first 2 decades of this century. The most influential statement to reform medical education appeared with Abraham Flexner’s Carnegie-Foundation sponsored study of medical schools ("Medical Education in the United States and Canada," New York, NY: Carnegie Foundation for the Advancement of Teaching, 1910, Bulletin No. 4). In 19th century America, apprenticeship was the chief preparation for the bar. Proprietary schools offered afternoon classes to non full-time non law-clerk students who drifted into these schools to gain degrees solely through instruction. Medical education linked with the U’s & the medical curriculum was standardized. The establishment of Johns Hopkins Medical School in 1893 provided a model for A. Flexner’s view that medicine had become a science. Alfred Z. Reed produced a document ("Raising Standards of Legal Education," American Bar Association Journal, 1921, 7, Nov 21, 571), that surpassed the Flexner report in depth & style. Reed’s basic premise was flexibility & reform. Flexner’s report received fame while Reed’s document remained obscure. Reed’s report appeared again in 1921 after a period of reform. Flexner’s report has been criticized as an "egocentric view of democracy"; both reports have served to restate the professional education quandary."


This book does not specifically discusses differences, if any, between the cognitive styles (thinking skills) of full-time and part-time students. However, the book does have data from wildly different kinds of law schools, including those that have and do not have part-time divisions. That data, therefore, can be used, albeit only with great care, to compare part-time and full-time students.


This important study of the history of American legal education contains many comments about part-time legal education, particularly the early roots of that kind of legal education and the repeated efforts by the ABA to eliminate it.

Early study of part-time legal education. Contains mostly anecdotal and now dated material.


At first glance, this work, which reviews at length the general topic of "academic assistance programs," seems to have little to do with part-time legal education. In fact, however, it has great pertinence. Many students who ultimately need academic assistance in the law schools are part-students. This is particularly true of minority students.

B. Part-Time Higher Education Generally

NOTE: The ERIC system uses several descriptors for part-time higher education. The most important of those are "part-time students", "evening programs", and "evening students." These descriptors also work with most other reference tools. Interestingly, however, these descriptors do not work with the Library of Congress Catalogue. The best descriptor for part-time higher education in that Catalogue is "Evening and Continuation Schools."

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One of several interesting discussions of part-time higher education in foreign countries.


An interesting, albeit now somewhat dated history of part-time higher education.


This lengthy essay, generally devoted to a review of the literature of personal and professional development of graduate level students, devotes a considerable amount of time to a discussion of part-time students, including part-time law students. Baird suggests that major differences exists between full-time and part-time students in these contexts and that much research should be done regarding part-time students. A critically important work, if only for its exhaustive bibliography.


It is probably safe to say that England has lead the way in connection with part-time higher education. Thus, this work, which is an exhaustive survey of part-time higher education students in England, is extremely important. This book describes, among other things, "good practices" in the provision of part-time programs and the kinds of things that tend to cause part-time students to leave school before completion. Must reading!


This interesting article argues that part-time students cost institutions substantially less to educate than full-time students. In times when increasing costs are strangling many institutions, this is a provocative idea indeed.


This work provides a relatively rare example of empirical data on part-time higher education students in the United States. Capps describes differences between part-time and full-time students.

This is a very interesting albeit now terribly dated discussion of this critically important issue.


This study, which principally discusses the issue of the "work-load" of students, contains much interesting information about the work-loads of part-time students. Chambers describes methods for calculating and regulating student work-load. He also discusses the implications of work-load for curriculum and course design.


The title of this work suggests its importance to many schools. The work itself discusses the increased participation by part-time students in all kinds of higher education institutions. It also describes methods for cultivating part-time students.


This book, part of the "Peterson's Guide" series of books on higher education institutions, reveals that countless higher education institutions offer part-time courses of study at both the undergraduate and graduate level.


This short work briefly discusses methods for reducing the voluntary attrition rate of part-time students.


Professor Cross has written extensively on many aspects of higher education. This book, now dated, contains many of Cross' ideas about part-time education.


This is an absolutely fascinating study of the "folklore" of night school attendance, particularly the stigma attached thereto and the interaction of night school and day school students. Although this work is difficult to obtain, it is absolutely must reading for people interested in the stigma issue.

An interesting discussion of both distance and part-time education. This work also discusses institutional attitudes about part-time students -- often quite negative -- and the special problems faced by such students.


This is an interesting, but quite short, discussion of ways to get information about campus events to evening students.


This work, another in the extensive Canadian literature on part-time higher education, demonstrates that considerable shifting between full-time and part-time occurs, with increased movement toward part-time status as graduation nears.


This article notes, among other things, that half of all MBA students, and 40% of engineering graduate student attend on a part-time basis. The article also reports that only 1 in 5 law students attend part-time and no medical schools admit part-time students.

An interesting comparative analysis.


This is a particularly interesting essay in a generally interesting book of essays on part-time, adult, and distance education.


Dyer provides interesting historical information about part-time higher education in the United States.
This book, noted above in connection with a work by Duncan, contains almost 50 papers on various issues related to distance and part-time higher education.


This work is very interesting for several reasons. First, it is an example of the substantial amount of writing done by social work educators on part-time graduate education. Second, its discussion moves across several different academic fields, including, surprisingly, the field of legal education. Third, this work contains empirical data comparing the educational performance of part-time and full-time students.


This short article explores, and debunks, the frequently-made argument that academic quality and rigor can only be maintained in schools that serve only traditional, i.e. full-time, students.


This article provides fascinating reading for administrators who fear that schools that offer part-time programs will be stigmatized. Gross describes any number of programs that extremely high prestige colleges and universities have created for part-time undergraduate and graduate students. Some of the most interesting of these programs are at least somewhat similar to the "conditional admission" programs offered by some relatively low prestige law schools. In connection with these programs, a number of high prestige graduate and undergraduate schools allow students to take a limited number of courses, pretty much regardless of test scores and grades received at previous educational institutions. If these students then do acceptable work in these courses, they gain admission to the regular program. Actual classroom performance, therefore, takes the place of traditional admission indicators. This work is absolutely must reading.


This is major book on part-time higher education in America.

This study reveals, not surprisingly, that evening students get far less in terms of advisement than day students.


This is a rare discussion of the attitudes of teachers of part-time students. The surveyed teachers, although admitting that problems existed incident to the teaching of part-time students, also indicated that they were enthusiastic about such teaching and that schools generally undervalued such teaching.


This bibliography on adult education, due out late in 1992 from its publisher, should contain extensive references to part-time education.


This is a very interesting study of an "underachievement" program in which poor-performing students were allowed to switch back and forth between part-time and full-time status.


This is a fascinating historical study of the development of part-time education programs for women in London, including higher education programs.


This book contains numerous papers on part-time higher education.


This book is one of the early historical studies of part-time higher education in the United States.

Although this article mostly discusses funding issues, it also notes that part-time education will be a major factor in most universities in the near future.


Another of numerous important discussions of part-time higher education in England. This work calls for greater funding of programs designed specifically for part-time students.


This interesting article addresses the failure of most higher education institutions to make provisions for female students with domestic commitments to children or husbands.


This hard-to-obtain but extremely interesting paper contains a history of vocational education in late 19th and early 20th centuries. It notes that many, many students at that time received vocational education on a part-time, evening basis. This work also notes that it is probably safe to say that part-time vocational education was the dominant model at that time. Much of this took place in so-called "proprietary" or for-profit schools. Dewey's ideas about vocational education in the university itself gradually became dominant in the 20's and 30's however and the model of full-time education replaced the model of part-time education even for vocational education.


Another of several important works on part-time higher education by social work educators. This article describes a study comparing the attitudes and needs of full-time and part-time graduate level students.


This work on part-time social work education notes that stress levels among part-time graduate students were greater than stress levels among full-time graduate students.

Another of several historical studies of part-time higher education in the United States.


This hard-to-get book compares the academic performance of part-time and full-time higher education students. Although the performance of these different kinds of students was roughly the same, part-time students withdrew early from school at much greater rates than full-time students.


An interesting, albeit superficial analysis of the special needs of adult part-time students.


This article describes a number of different studies of the provision of student services to part-time and distance students.


This hard-to-find book contains a series of essays describing the special library needs of part-time and evening students and the services that libraries can make available to address those needs.


An interesting study of developments in part-time higher education in Germany.


This fascinating, albeit offbeat article notes that two contradictory stereotype exist both in popular imagination and in
American fiction regarding night school students. Part-time students, one of these stereotypes suggests, are simply incapable of regular school work. The other stereotype suggests that part-time students are incredibly hardworking and disciplined. Pittman then notes that individual students' self-perceptions can be influenced by these stereotypes.


This work on part-time social work education is notable for its citation of many earlier studies on part-time higher education.


This lengthy and most provocative article explores the stigma associated with part-time education and the social class characteristics of people who obtain such education. A major work.


This study discovered, not surprisingly, that many female part-time students are in desperate need of child care.


This short article suggests that part-time and evening students are not integrated into the academic and social community. It also explores the problems created by that lack of academic and social integration.


This fascinating study of adult part-time students explored four different kinds of educational motivations -- self-improvement, job enhancement, social contact, and job change. It correlated those motivations, in turn, to gender, age, educational level and income. Must reading.

Rose describes a support system that was created for part-time students at off-campus or outreach sites.


This is an important survey of graduate level students in science and technology fields. Roweth examined patterns of financial support, distances traveled to attend class, employment patterns, and the perceived costs and benefits of combining study and employment.


This article describes an example of an extremely rare bird indeed, namely, a program that provided something akin to part-time medical education.


This is another interesting historical analysis of early part-time education programs in the United States.


Smith and Saunders have written extensively about part-time higher education in England. (The next entry in this Bibliography also refers to their work.) Most of these writers' conclusions about part-time education in England, however, transcend international boundaries.


Smith and Saunders, as just noted, have written extensively about part-time higher education. This is their most important recent work.


This is a fascinating study of this extraordinarily important issue. The marital happiness of full-time students, Suitor found, decreased considerably more during the course of education than the marital happiness of part-time students. Must reading.
This article notes that data published in 1987 indicates that approximately 52% of graduate students in the United States are part-time students.


Tight is one of the most important writers about part-time higher education in Britain. This study compares the value of part-time versus full-time higher education in connection with six variables.


This is another of numerous works by this important writer. Here Tights examines part-time higher education services in numerous countries. Tight then presents a comparative examination of the nature and importance of part-time higher education in these different countries.


Yet another important work by this major writer.


This is yet another important study of part-time higher education in Britain.


This lengthy article is perhaps the best overall summary to date of the extensive literature on academic advising in higher education institutions. Academic advising, of course, is something that tends to be provided in relatively small quantities to part-time students.

This is another study of the rare bird of part-time medical education. This study suggests that that kind of education may be a viable educational alternative for some students.


This is a rather abstract discussion of liberal education, including the gaining of such education on a part-time basis.


This article discusses the special learning needs of evening students and proposes changes that will help such students.

C. *Continuing [Professional] Education*


An interesting empirical study of migration patterns between part-time and full-time attendance in higher education. Considerable shifting between full-time and part-time occurs, with increased movement toward part-time status as graduation neared.


This is one of the major texts on continuing education generally and continuing professional education specifically.


Another of the frequently cited texts.


An interesting book specifically dealing with continuing professional education. More specific than some of the continuing education books cited here, but probably not quite as helpful generally.


This study of continuing education for people in the sciences shows both similarities and differences between the continuing education needs of people in the hard sciences and other fields.


An important book for people planning and operating continuing education programs.


A work dealing specifically with continuing education for professionals.

D. Adult Education Generally


This work's title speaks for itself.


Discusses several methods for reducing the voluntary attrition rate of part-time students.


This report, which is absolutely must reading for people interested in part-time legal education or education for adult law students generally, describes a number of innovative programs that high prestige college and universities have created for part-time students. Of perhaps most interest in this article is the author’s discussion of "conditional admission" programs for adult students. These programs allows students, regardless of test scores and grades received at previous educational institutions, to take high level courses. Students that do well in these courses can then gain regular admission to the program.


This work’s title speaks for itself. This book, which is due out from its publisher in late 1992, should be a good place to gather lots of information quickly about many different facets of the adult education topic.


This recent book, by a frequent commentator on adult and continuing education, contains nice summaries of a lot of ideas.


A fascinating historical study. This work describes the role of private teachers in colonial American, including those tutor’s works with adult students.


A basic text.


A brand new text on adult learning and education.

An exhaustive compilation of ideas about adult education generally by these two major commentators.


An interesting study of adult education in a progressive European country.

E. Distance Education


Summarizes much relatively current knowledge about the use of computers in distance education. Interestingly, this 1987 book is already a bit out of date.


This article talks about both part-time and distance education. This work also discusses attitudes about part-time students and the special problems of such students.


This book describes graduate level programs that offer degrees to off-site or distance students. An astonishingly large number of schools, it seems, now supply such education.


This book contains almost 50 papers on various issues related to distance and part-time education.


A recent summary of the ideas of someone who has written repeatedly about distance education.

A short summary of the ideas of this important writer on distance education in higher education.


Another recent summary of the ideas of this important figure in the field of distance education.


Recent discussion of computer assisted interactive distance education.


An important book describing some of the more theoretical aspects of distance education.


Another book on distance education. A good easy summary, but not particularly provocative.


This recent book describes current technology for interactive distance education.


This book contains numerous papers on distance higher education.


Another of many books on this topic. Not particularly impressive.


This work describes a fascinating program run by Ball State University that allows students to obtain an MBA primarily through courses taken through television. Courses are broadcast on TV with interactive telephonic capacity. Must reading.
Mindweave: Communication, Computers, and Distance Education. (1989). New York: Pergamon Press

This book contains much information regarding the technical aspects of off-site electronic education.


An interesting albeit quite short description of the theory and methods of distance education generally. This work, among other things, reviews the literature comparing the effectiveness of distance and on-site education, and finds that both accomplish essentially the same thing. It also makes the interesting point that more than 1/2 of the Fortune 500 companies use some form of distance education internally, as do the American armed forces. An impressive short work.


Describes a number of different empirical studies involving the provision of student services to part-time and distance students.


An important recent book on distance education and electronic media.


Describes the use of "satellite centers," i.e. places other than the central university where students can take classes. Satellite centers, it seems, are particularly attractive when universities are located in downtown locations, locations, that is, away from where working people generally live.

Rumble, G. (1986). The Planning and Management of Distance Education. New York: St. Martin’s Press.

A relatively early study of distance education. Although this book is now somewhat dated, in its discussion of the use of electronic media, it covers all of the important bases of distance education in an effective way.


Another of many books on this topic.


Up to date discussion of electronics and distance education.


This brand new book is perhaps the best place to start in connection with the study of distance education.


Another important recent discussion of distance education technology.