Advanced Legal Research:

ADVANCES ON 21ST CENTURY PRACTICE

In 1909, the New York Bar Association decided to sponsor a model law school that would emphasize practical training over theoretical instruction. This decision was made in response to the growing need for law school graduates to be prepared for the real-world challenges of the legal profession. The model law school was known as the New York Law School, and it was designed to provide students with a comprehensive understanding of the law, as well as practical skills that would enable them to succeed in the legal profession.

The New York Law School was unique in its approach to legal education. It was founded on the principle that law students should be taught in a practical, hands-on manner, rather than through the traditional lecture-based approach. The school's curriculum was designed to give students real-world experience, and it included courses in legal practice, legal research, and legal writing.

The New York Law School was highly successful, and it quickly became one of the leading law schools in the country. It was known for its rigorous curriculum, its experienced faculty, and its commitment to providing students with the skills they needed to succeed in the legal profession.

The New York Law School was also innovative in its use of technology. The school was one of the first to use microfilm to store legal materials, and it was one of the first to use computerized legal research tools. These innovations helped to make the New York Law School a leader in the field of legal education.

Today, the New York Law School remains one of the top law schools in the country. It continues to be known for its rigorous curriculum, its experienced faculty, and its commitment to providing students with the skills they need to succeed in the legal profession.

In conclusion, the New York Law School was a pioneering institution that played a significant role in the development of legal education. Its innovative approach to legal education continues to influence law schools around the world, and its legacy lives on in the many graduates who have gone on to make important contributions to the legal profession.
Tired of lawyer jokes?

Consider the law librarian's schizophrenia: against stenography—ambulance chasing sharks or book-hearding shishkabob? ND law librarians have overcome both. The Rhinom
Review surveys students when it evaluates law schools for its Student Access Guide to the Best
School Libraries.

NDLS's "teach test!"

School Library, former Northwestern Illinois Michael Slager
Director of the Cleveland
Marshall Law School Library
and James

Youth Director of the Baseball
Hall of Fame

Library.

To Low Librarian now assuming Kathleen
earned her Associate Librarian,
Naida Earnman.

Mrs. Earnman, also a lawyer, became di-
rector of the Law Lib-

In 1906, The
Earnman taught the
class until the early
1970s, when it was
virtually taught by
Kathleen Earnman.

Earnman, 72, J.D., a
research associate teaching library, is a
member of the faculty, by Naida Earnman.

and, in the early 1990s, by staff librarian
Mary Przyby, 22, J.D. At that time, the
first-year research class consisted of guided
assignments that required students to find
legal materials and perfect research citation
of the sources. When Mrs. Przyby left to
become director of the Valparaiso Law

Corporation, New York, team-taught
the class.

When Dwight King joined the law
school as a research librarian in 1916, he
assumed leadership of the team-taught
first-year research class. Under his guid-
ance, it was taken on its current form.

Teaching with him are Associates Dean
Rogers Jacobson, Associate Director of the
Low Library; Joan Johnston, and Research

Librarians Patt Green, Warren Revs and
Gary Patric, 32, J.D. Once a week for 10
weeks during the first semester, five-year
students attend a mix of large lecture ses-
sions and small sections of 10 to 15 seats.
The class is much more focused than the bibliographic class of the early 1980s and before, although
the library is still used.

Newly elected to the librarians' council
is a book assistant who is able to circulate
books only during the summer. Consequently, students have to participate in any number of the
informal offerings the research librarians
provide to bring students up to speed for
summer work. The Advanced Legal Research
course provides one way to meet that goal.
Students need for advanced education in
sophisticated research techniques.

In the mid-1980s, other law schools added
their own Advanced Legal Research courses.
After many, only a few of those schools did not
also offer the in-depth, upper-class course
that NDLS has long offered. Michael
Nagle, now associate director for public
services at NDLS, expanded that student
interest in having an advanced course at
Notre Dame by assigning research assistant
David McConnell, 31, J.D. to investigate
areas in which NDLS faculty needed sup-
port. Although McConnell graduated before Notre Dame's first advanced course was offered, the research librarians de-
veloped a strategy for offering advanced re-
search classes at the same time that the
Law School's curriculum committee found a
report that included a call for an advanced
research course.

In order to sustain a high level of
reference service, while offering an ad-
class, the research librarians devised
a flexible plan by which an interested li-
ternarian or combination of librarians might
take an advanced class based on their par-
icular areas of interest. The class might be
offered for one or two credit hours, and might
meet once a week to focus on an issue as required by the policies, herself so the topic.

Despite this flexibility, for the most part, the class has been more tradi-
tional in scheduling than not. Patrick
first offered an advanced class in the spring
of 1993. She used lectures, computer-helping students and
workshops assignments to focus on
legislative material, administra-
tive law and court rules.

The following year, Larry
Parke offered a seminar in spe-
cialized legal research with the
emotional focus being the use of
an approach in research techniques.
Over the years, that seminar
has developed into the current
two-credit course limited to 20
students. This seminar is offered in the
now Instructional Lib. The seminar takes
a conceptual approach instead of teaching
source-specific areas. The seminar
enables students to use good research-determining
when they are confronted with legal problems, sources
or forms they have never seen before. They
"will" refer more time and track their
language. They are encouraged to become acquainted
with on-line pricing schemes and sources available at site
prospective places of employment.

Through their paper work, students
evaluate research costs from various
perspectives. Our assignments, for example,
require students to imagine themselves
as associates on a law firm's income charged
with recommending a base-fee service for
1000 uses of practice. Another project
requires students to work with a CD-
ROM computer to evaluate an assigned
CD-ROM product and then making a self-
presentation to the area of the firm, what it
is attributes of a firm's library committee.

In addition to assessing computer-
specialized legal research, while emphasizing
use of electronic data, the class focuses on areas
not covered in the research course such as
legislative material, administrative law,
bose-fee services and international law.
Students are familiar with the
library's resources in at least one area.
Moreover, they develop research experience in one substantive
area by preparing a research guides, which
are presented at the end of the semester.
In the presentation, the seminar's sub-
title deals with a number of topics.
Thus, students are expected to their classrooms' developing
expertise in areas other than their own.

The class uses an electronic course
pack. Essentially all materials will be
available electronically via an on-line
material service. Using electronic research
material of the traditional, hard-copy source
material provides access for students and
is another form of research. Furthermore, the
students apply class research topics to their
own special substantive area, improving
the effectiveness of research materials to
make the class more and research materials
eventually. Students also benefit from
regularly using electronic sources to prepare
documents and electronically transla-
ting their documents just as they will in
practice. In addition, students gain confidence
using the Internet for accessing legal
information over the World Wide Web.

The students' major project, the re-
search guide, results in a tangible tool that
students can take into their own practices.
The guides identify the weight of relevant
types of authority and research sources with
suggestions on how and Internet searching, research tips for
the novice, and a solution on potential ethical problems
within that specific substantive area of
the law. Students receive copies of their class-
mates' research guides, and the library retains
bound copies of all projects that researchers can find through the library's
electronic cataloging LENS. These document
permits on-line researchers with a good starting point. In fact, the Legal
MILsite, for example, has benefited from
papers written by legal informants prac-
ticing in such areas as due process and
immigration law.

Students have found the advanced
legal research class a good way to make the
transitions from law school to law
practice. Whether joining a judicial clerk,
small or large firm, or to another legal
field, students have experi-
enced firsthand the benefits of their
acquired legal research training.

As Francis J. Delehanty, '70, wrote in a
letter to the alumni section of the
New York Law School of the early 1970s, "The
time to study in during the years in
school. True cannot be had in the busi-
ness world." Secondly, five-plus years later,
there's even less time in the business world.
Thus the advanced legal research class
offers students that extra boost in preparing to
make the most of their own jobs.
Ode to Law 512 (Legal Research)

Nancy and Meg have asked that I dive into details of Legal Research — Law 512.

The class is taught by a bold group of law professors, hoping to convey the course more alive.

Tiger and Ross — that's true.
The other two teachers are Patik and me.

Next semester, our new law is due to increase.

We tried a new guy, his name's Marvin Ross.

The course is presented right away in the fall.

Five lectures are large, at distances are small.

Each lecture's twice as much as we need.

Study groups determine the subjects most weight.

We learn to Pablo Picasso. To me, into our checks.

With a class for the final exam, the course lasts twelve weeks.

Payne covers cases. I do orders and bills.

Cogan does digests in a way that gives jewels to the five-year-olds. She helps their clear demystification done with programs like PowerPoint or Presentations.

J acids and Johnson talk minority sources.

These students are journals and therefore that forces learning of Barstop and Breaking News be covered in small group discussion sessions.

We slip into law and history of antiquities.

But we do so with confidence, no hesitation.

Cause the students don't deserve these much in first year.

But we offer some sessions for students who feel that they'll need this type knowledge for work in the quarter.

When not knowing, CAGBL could be a real boner.

Great course grade is based on an objective test.

Examinations are ungraded despite student scores.

We want weekly assignments to be just for learning with vast grade you are earning.

Weekly assignments are due with the books.

We mark the position despite the main texts from online evaluation, which we need to find all through some pages on Minnesota PLRB or Pihus.

We dare some training class begins? by studying a training you one-on-one.

One has the option to practice on-line, but we tell them to promise we won't hear them white.

If we find some cases, they can't do it with paper.

(We now ways to uncover a CALR cope)

Assignments are ranked "satisfactory" or "no.

But if the examination you really must go head forward, you, in hand, to your instructor to see what you might do to remedy the "unsatisfactory" that may pop up, that threatens to lower your grade by one-third.

And the credit goes on our course, in part, though the word we require causes many to use "Scudder," a move, the big fearful game, or the concept by someone of musical fame.

Students carry in their own records in five.

Too much for one credit, they want no more two.

But the property pools we know would dismiss abolishing credits for talk about West and its free key numbers, depriving them rights to set all of the simple, to ease, and paid interests.

We think that our efforts are not made in vain, and that the students' rewards will outweigh their pain.

In the Name Rome, we try to do better.

We hope. Maybe not. But we're trying our best.