



# RIPS Law Librarian

A Special Interest Section of the American Association of Law Libraries

Research Instruction &  
Patron Services SIS

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## Message From the Chair...D.R. Jones

I would like to thank all the RIPS members who coordinated the many activities of the SIS during the Annual Meeting in Orlando. From early morning to early evening during the conference RIPS members chaired committee meetings, presented programs and moderated roundtable discussions.

The work of the members at the Annual Meeting carries forward into the new SIS year. The Committee with the biggest challenge is the RIPS Program Committee, which faces tight deadlines for program proposal submissions. This year the committee, lead by Jessie Cranford, submitted a strong slate of proposals for the Annual Meeting in Seattle. Jessie ' s report regarding these programs is presented in this newsletter. Thanks to Jessie for her coordination of the preparation and submission of programs, and to the program creators for their efforts.

For the upcoming year, I would like to focus on the following:

*The RIPS Website.* The website for our SIS came into being in 1998 through the efforts of Bobbie Studwell and volunteers. After four years, it is time to redevelop the website and consider its function for the SIS. Currently Melissa Serfass is cleaning up the current site by updating information and making some basic design changes. Watch for an announcement concerning the update. This work is part of a year-long focus on the website. I want to examine the purpose of the website and how the website can serve the needs of the SIS and its members. There are many websites out there – all of the AALL SISs and Chapters have websites, and libraries have their own websites. What is the purpose of the RIPS website? What content should we include? How can it be maintained? We will be seeking your input this year as we progress with this project, and will be determining what the other SISs are doing

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with regard to their websites.

*Continue the Work of the RIPS Committees from Last Year.* I would like to see the SIS continue the good work that is in progress. Almost all of the Committee Chairs have agreed to serve again this year, and I thank everyone for their continued commitment. Highlighting some of the ongoing work:

- Last Spring marked the 10<sup>th</sup> Anniversary of the National Legal Research Teach- In. As this great service enters its second decade, I know Gail, Kristin and Karen can use some help to prepare for the upcoming Teach- In and for future planning. Please let them know if you can help. Contact information is listed under “Committee Chairs” in this newsletter.
- At the Annual Meeting, Gary Hill and the Patron Services Committee presented to the RIPS Executive Board a draft of an ADA Policy for AALL.
- Also at the Annual Meeting, Peggy McDermott and the Public Relations Committee distributed a new RIPS SIS brochure. Work is now proceeding to have the brochure printed for larger distribution.

These are just some highlights. If you would like to get involved with current work, or have ideas for new activities or projects, contact me or one of the committee chairs.

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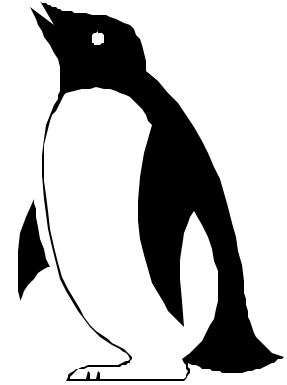
Submissions from RIPS members are highly encouraged. Please send submissions as an email, an email attachment, or on disc to the editor:

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## Business Meeting Notes submitted by Pamela Melton

Research Instruction and Patron Services SIS  
Business Meeting Minutes  
Sunday, July 21, 2002  
Peabody Hotel, Orlando, Florida



The 2002 Business Meeting of the Research Instruction and Patron Services Special Interest Section was called to order at 5:30 p.m. by SIS Chair Marc Silverman (Barco Law Library, University of Pittsburgh). The Minutes from the 2001 Business Meeting were approved as printed in the Fall 2001 issue of the *RIPS Law Librarian*, by voice vote. The Treasurer, Pamela Melton, reported that RIPS had incurred expenses in the amount of \$1,734.15 for the publication of the newsletter. As of May 31, 2002, the balance on hand was \$3,454.09.

### **Annual Report to Membership**

Marc Silverman, outgoing Chair, made his report to the members. He enumerated the accomplishments of the section, notably a continued strong contribution to the annual meeting programming, the drafting of an ADA policy for possible adoption by AALL and the hugely successful Legal Research Teach-In. The new SIS Strategic Plan, which was one of the first projects tackled by the Board last year, called for efforts to reinvigorate the membership, provide more guidance to the committees and rework our communications vehicles - the Newsletter, the website and our brochure. We have made progress toward all of those goals this year.

One issue which we hoped to have resolved this year was whether to publish the SIS newsletter only in electronic format and eliminate the print version. Printing and postage for the newsletter account for the majority of the SIS expenses. The Executive Board had decided to table the discussion, deferring any decision, until a forthcoming report from a committee of the SIS Council (addressing SIS newsletters) was made available. As the report has yet to be issued, the Board has not proceeded any further towards a decision.

Marc thanked the members for their involvement, saying ARIPS is very lucky to have a core of dedicated members that accomplish truly incredible things.@

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**Committee Reports:**

**Patron Services:** Six people volunteered for the committee. The committee drafted an ADA policy, which the Executive Board has approved and will forward to the AALL Executive Board for further consideration.

**Web Page:** Melissa Serfass has started revamping the web page. Several pages with the new look are already up.

**Research Instruction:** The committee is still looking at the Core Competencies document, although there has been no real progress on getting it published. Sheri Lewis announced that there would be no committee meeting and reminded people to come to the Roundtables.

**Nominations:** Lee Ryan was congratulated for providing such a strong slate of candidates. She thanked Kristin Gerdy and Gail Partin, and all those who agreed to run for office.

**Programs:** RIPS forwarded six proposals for this year=s annual meeting, which was the maximum allowed, and three of them were accepted. The Program Committee will be meeting at 7:15 a.m. on Tuesday, July 23. Everyone is encouraged to attend to help brainstorm program ideas.

**Public Relations:** There will be a meeting tomorrow morning, Monday, July 22, at 7:00 a.m. to discuss the new RIPS brochure. There are still times available at the RIPS table and we need volunteers to fill them.

**Teach- In:** Gail Partin & Kristen Gerdy were not present. This year=s Teach- In was a great success. Thousands of notepads were mailed out and over 600 Teach- In kits were ordered. There are still a few available at the RIPS table.

**Briefs in Law Librarianship:** Bobbie Studwell encouraged everyone to become an author. She awarded pens to the most recently published Briefs authors. Several surveys are circulating at the time and a number of briefs are in the works. She encouraged the members to buy them, since revenue from the sales goes to the SIS.

**AELIC/Standards of Excellence for Internet Legal Information Services** - AELIC is charged with developing criteria for evaluating legal web pages.

**Introduction of New Officers and Board Members:**

**Introduction of New Officers and Board Members:**

Marc Silverman introduced the new officers and board members for 2002- 2003. They are D.R. Jones (Case Western Reserve University School of Law), Chair; Melissa Serfass (UALR Wm. H. Bowen School of Law), Vice Chair/Chair- Elect; Pamela Melton (University of South Carolina School of Law), Secretary/Treasurer; Lynne Hartke (St. Louis University School of Law), Newsletter Editor; and Bill Draper (University of Pennsylvania Law School), Member- At- Large.

The new committee chairs are

Gary Hill (Brigham Young University), Patron Services;  
Melissa Serfass (UALR Wm. H. Bowen School of Law), Web Page;  
Sheri Lewis (University of Chicago School of Law), Research Instruction;  
Lee Ryan (University of San Francisco School of Law), Nominations;  
Jessie Cranford (UALR Wm. H. Bowen School of Law) and D.R. Jones, Programs;  
Rachel Jones (Dickstein, Shapiro, Morin & Oshinsky LLP), Volunteerism;  
Peggy McDermott (St. Louis University Law School), Public Relations;  
Coral Henning (Sacramento county Public Law Library), Listserv; and  
Gail Partin (Dickenson School of Law Library of the Pennsylvania State University) and Kristen Gerdy (Brigham Young University School of Law), Teach- In.

**New Business:**

There was no new business.

**Closing Statement:**

Incoming Chair, D.R. Jones presented outgoing Chair, Marc Silverman, with a gift certificate to Barnes and Noble as a token of appreciation from the SIS. Marc ceremonially passed Puron, the penguin, to D.R., charging her to record Puron ' s adventures this year. Photographs of Puron, taken at various locations throughout last year, were passed around at the meeting.

D.R. stated that she looked forward to continued good work from all the committees. The ADA policies, the core competencies, the Teach- In were all evidence of the vitality of the SIS. She hopes to make the web page the big project of the year. It needs to be revamped, which should be more than just a redesign. What is the web site's purpose? What does it mean to the members? These are questions that must be answered. Other SIS's are going through the same thing. We should communicate more with other SIS's. AALL can provide us with information about the overlap in membership with other SIS=s, which should help with the effort to improve communica-

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tion. She closed by thanking the members for all their support.

**The meeting was adjourned at 6:00 p.m.**

Respectfully submitted,

Pamela Rogers Melton  
Secretary

### RIPS Program Proposal Committee Report

The RIPS Program Proposal Committee, consisting of Ronald Wheeler, Stephanie Burke, Kelly Browne, Lynn Hartke, Lynn Murray, Pamela Melton, Melissa Serfass, and Jessie Cranford, submitted seven full-length program proposals, two 30-minute program proposals, and two workshop proposals to AMPSC. Short descriptions of all of the proposals follow. The programs and workshops which were accepted are marked with an asterisk. RIPS also signed on as co-sponsor to three programs submitted by other SISs.

#### Programs Submitted:

*Advanced Legal Research: Putting Our Tests to the Test*

Proposed by Ronald Wheeler

Description: This program springs from TRIALL 2002 during which teaching law librarians were given a forum in which to learn, share, and develop as better teachers of legal research. In keeping with the theme of the 2003 annual meeting, this program will help teaching librarians envision tomorrow by ushering them into a new era of teaching and testing methods. Newer law librarian teachers will present and critique their own methods of testing students in Advanced Legal Research. Speakers that have differing styles of testing ( e.g. pathfinders, take-home practical examinations, research memos, in-class or online objective examinations, etc.) will be recruited. The program will spotlight fresh, innovative or cutting-edge approaches from Aradical@ new teachers of Advanced Legal Research.

*Dangerous Liaisons: Are Faculty Liaison Programs a Lifeline or a Bottomless Pit?*

Proposed by Peggy McDermott

Description: Many academic law libraries have instituted faculty liaison initiatives. Some have been enormously successful while others have not succeeded. This program will analyze the differences in results. With any type of faculty liaison program, there is always the danger

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that you will take on more than you are able to handle. A second danger is that the faculty will view this program merely as a substitute for a faculty research assistant or a document delivery service. This program will focus on how to draw the line and establish the appropriate parameters for the program. The participants will also address the use of technology in such a program, questions of staffing, publicity, and training.

*Electronic Law Review Articles: Where They Are and How to Find Them, Selecting a Source*

Proposed by Lynn Hartke

Description: (30-minute program) New librarians or those returning to the work place may not have much experience using electronic sources of law review articles, nor be able to determine and select which source will meet both patron needs and librarian needs in an effective and efficient manner. Being able to compare and contrast the differences in the sources will allow the new librarian to build confidence and expand his or her knowledge. Presenters will explain and identify the differences between the sources. Presenters will demonstrate why one source could be more useful to the pro se patron or the law student or the law student working for a law review.

*\*Envisioning a Bolder Tomorrow: Hot to Get to AYes@ by Saying ANo@ More Often*

Proposed by Kelly Browne

Description: A professor calls and asks if you can lecture her class on legislative history, administrative law, and loose-leaf research the day after tomorrow. Do you drop everything, scrambling to try and please everyone and in the end pleasing no one, least of all yourself? Are we as librarians, by our very service-oriented nature, doomed to being wimps? Join three law librarians as they appear on an Oprah-like talk show to discuss their assertiveness issues with ADr. Phil.@ Then another expert will discuss behavior modification techniques that can help you become more assertive. At the end of the show you can ask the experts your questions!

*\*Envisioning Virtual Reference: Cooperating to Maximize Service*

Proposed by Tracy Thompson and Scott Matheson

Description: Twenty public, state and academic law libraries joined forces last year to create [www.librarylawline.org](http://www.librarylawline.org), and experiment in providing virtual reference services to their patrons. After almost one year, participants will meet to discuss the pilot. A review of how the Library Lawline virtual reference service is structured will provide context for the in-depth discussion of one service model and collaboration issues encountered by the participants. The panel will discuss policies, technology issues, and patron reaction as well as such nitty-gritty details as holding meetings with participants scattered across a region and how to schedule staff from many different libraries.

*Facing the Faculty Curriculum Committee*

Proposed by Lynn Murray

Description: Legal research courses need to constantly adapt to new learning theories and student expectations and needs. Furthermore, many libraries would like to offer advanced and/or specialized legal research courses to law students. In this program librarians will learn tips and techniques for persuading faculty curriculum committees to approve changes to existing courses (such as from non-graded to graded status or increasing the number of credit hours) as well as add new

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research courses to the law school curriculum.

*\* A Legal Research Survey: Maximizing Legal Research Instruction Relevance*

Proposed by Pamela Melton

Description: (30-minute program) Those who teach legal research decide what skills and resources their students must be familiar with. Frequently, these decisions are based either on outdated information, the latest pitch by a vendor=s rep or simply on the gut feeling of the teacher. But what kinds of research do real lawyers do? The presenter will discuss the results of a survey of the legal research habits of the members of a practicing state bar, and its implications for how legal research and writing are taught. The presenter will also share nuts and bolts advice on doing similar surveys elsewhere.

*Making the Connection: Maximizing the Use of Learning Theory to Enhance Legal Research Teaching*

Proposed by Kristin Gerdy

Description: Whether in the formal classroom, at the reference desk, or one-on-one, law librarians teach every day. There has been much discussion about which legal research topics should be taught, but substance is only half the battle. As legal research educators, we must examine how we teach and how we might adapt our teaching methodology to best reach our Astudents@ and enhance their learning experiences. This program will explore the importance of learning cycle theory and of learner-centered assessment and feedback in legal research teaching, and will encourage legal research teachers to assist their students= quest to acquire legal research skills.

*\*Maximizing Career Success by Evaluating Emotional Intelligence*

Proposed by Kelly Browne

Description: In the past 26 years, studies have shown that emotional intelligence is not only the most important factor in being successful in life, but that certain patterns of the thirteen qualities that make up your AEQ@ contribute to success in specific career areas. Because of this many employers, including law firms, now use AEQ@ tests to make hiring and promotion decisions. Job seekers use AEQ@ assessments to determine which careers would best suit them or to identify skills that need to be developed to succeed in a desired position. An expert on emotional intelligence will discuss the value of AEQ@ surveys, describe profiles of successful law librarians in various positions, and suggest techniques for bridging the gap between current and desired ranges in each of the thirteen areas of emotional intelligence.

**Workshops Submitted:**

*\*Breathing Life into Research Instruction: A Workshop on Teaching Legal Research as an Analytical Process*

Proposed by Karen Beck

Description: Using a combination of lecture/demonstration, breakout sessions, and group discussion accompanied by audiovisual materials and extensive handouts, the workshop will explore how librarians and legal writing faculty can work together to successfully teach the inter-

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twined skills of research, analysis and writing in a fully integrated curriculum that emphasizes research as an analytical process rather than as an isolated skill. Time will be available for participants to draft material they can take back to their home institutions.

Each participant will receive a binder of materials that comprises a complete first-year research curriculum, including syllabi, factual materials underlying the spring semester writing assignment, research assignments and answer keys, class content and exams. These materials are used in Boston College's first-year Legal Reasoning, Research, and Writing course, which is team-taught by writing professors and law librarians.

The facilitators presented a version of this workshop at the May 2002 Legal Writing Institute, where it was well received.

*Other People's Money: Maximizing Today's Library Budget Through Grants*

Proposed by Pamela Melton

Description: No library these days has all the funding it wants. Some libraries do not even have the funding they need. Many worthwhile projects remain undone due to lack of resources. Participants will identify potential sources of outside library project funding, through grants or gifts. The speakers will also provide examples of two successful grant proposals, one simple and one complex, and a short description of the resulting projects. Finally, the participants will have the opportunity to practice drafting a simple grant proposal. Thanks to everyone on the committee and to all of our program proposers. Your ideas, energy, enthusiasm, and hard work are what make this a great SIS!

Co-Sponsored Programs submitted:

"Handling Difficult Patrons in the Law Library" Proposed by Catherine Lehmann via SCC

"Psychological Theory in Teaching Legal Research" Proposed by Jim Hart via ALL

"Law Made Public" Proposed by Amy Hale Janecke via LISP

Submitted by Jessie Cranford

## Membership News

Druet Cameron Klugh, reference librarian at the University of Colorado Law Library, copresented "Computer Assisted Legal Research Options" to the Law Office Technology Committee of the Colorado Bar Association on May 2, 2002. Their topic canvassed subscription and free sites on the Internet, such as Westlaw.com, Lexis.com, LoisLaw.com, QuickLaw.com, Findlaw.com, and LexisOne.com. They focused on the importance of self-assessments in order to identify what resources are best for particular research needs, as well as evaluating database resources and licensing agreements so people can make sure they get what they pay for.

The University of Colorado Law Library welcomes Joanne Dugan as the new head of public services. Dugan was formerly a manager of library relations at West Group.

Druet Cameron Klugh, reference librarian at the University of Colorado Law Library, received an AALL Type 1 scholarship and a LexisNexis /John R. Johnson Memorial Scholarship in July. Klugh is the immediate past president of the Colorado Association of Law Libraries and is attending the University of Illinois Graduate School of Library and Information Science.

### 2003 NATIONAL LEGAL RESEARCH TEACH-IN

#### CALL FOR CONTRIBUTIONS

The Eleventh Annual National Legal Research Teach-In will soon be upon us and we need YOUR contribution

Sponsored by RIPS-SIS, the Teach-In gives law librarians the opportunity to share materials and ideas for legal research instruction. Each year the Teach-In committee creates a set of materials that can be used to design and advertise programs and events for our institutions. These materials are distributed several weeks prior to National Library Week in April to anyone interested in legal research instruction.

Over the past eleven years Teach-In materials have been distributed to an increasing number of interested people in diverse institutions all over the world. In 1993, for the first Teach-In, resource kits were distributed to 315 locations and promotional items (posters & bookmarks) went to about 200 people. A new record has been set each year, culminating in 2001 when resource kits were sent to over 700 people and over 20,000 notepads were used for promotional purposes! From these brief figures it is easy to see that the Teach-In has become an integral part of the law librarian landscape.

For ideas from past Teach-Ins, see the RIPS Teach-In web page at [http://www.aallnet.org/sis/ripssis/teach\\_in.htm](http://www.aallnet.org/sis/ripssis/teach_in.htm)

It is never too early to plan for success! Now is the time for YOU to become involved in the creation of these materials! Please take a few minutes to consider if you have research instruction materials (including teaching techniques, training scripts, lecture notes, outlines, handouts, exercises, lesson plans, user guides, pathfinders, research guides, or descriptions of past training events) that you could contribute. If you do or if you have comments or suggestions, please contact Gail Partin or Kristin Gerdy as soon as possible (but no later than January 10, 2003).

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Thanks for making our eleventh Teach-In the best one yet!

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## **Teaching U.S. Legal Research to International Lawyers and Law Students: A Profile of a Graduate Legal Research Class**

BY MARGARET G. ARNOLD

*Associate Dean of the Law Library and Associate Professor of Law for Golden Gate University School of Law in San Francisco.*

### **Overview of a Graduate Legal Research Class**

For the past three years I have had the unique opportunity to team-teach “Graduate Legal Research” to the LL.M. students who enroll in the U.S. Legal Studies program at Golden Gate University School of Law. The students who enroll in the program come from countries all over the world. Most enrollees have graduated recently from a law school in their country and some have practiced law in another country for a few years. These students enroll in Golden Gate’s program with the hope of either being admitted to a bar and practicing law in this country or returning to their home country to practice law with an added understanding of U.S. law and the American legal system.

The students in our class generally demonstrate a tremendous enthusiasm for learning about the U.S. legal system and this fuels their ability to master U.S. legal research skills. However, since some of our students have limited English language skills, we have utilized a few teaching techniques that work particularly well for teaching U.S. legal research to foreign students. I have described some of those techniques in the outline of our class below.

Although our class is only a two-credit course, we ask the students to do a lot of work so they will become competent U.S. legal researchers by the end of the semester. The coursework includes readings, treasure-hunt exercises and the creation of a path-

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finder on a topic of their choice. The assigned work is supplemented by class sessions that include lectures to review the assigned reading material with visual demonstrations of how to use U.S. legal materials. An online search hour is part of each class session. Other teaching methods used in our class sessions include games, videos, in-class exercises, use of mixed media (powerpoint and overhead slides) and lots of handouts. Our intent is to offer our students a variety of ways to pick up the details of doing U.S. legal research.

### **Books - Its All in a Nutshell**

After a couple of semesters we responded to student complaints that there was too much required reading for the class, by switching the course text to Legal Research in a Nutshell, 7<sup>th</sup> ed. (by Morris Cohen and Kent C. Olson, St.Paul, MN: West Group, 2000). This text provides students with a good overview of legal research without overburdening them with too many details. We have found that reading the nutshell is more manageable for students who have limited English language skills. For the assigned “treasure hunt” exercises we use Legal Research Exercises Following the Bluebook: A Uniform System of Citation, 7<sup>th</sup> ed. (by Nancy P. Johnson and Susan T. Phillips, St.Paul, MN: West Group, 2001) which is not designed to accompany the nutshell book, but works well just the same as discussed below.

### **Exercises – Working Together Promotes Success**

After each class students are assigned legal research exercises to complete based on the earlier class lecture/discussion. We give the students a focused library tour after the first class so that they can easily find the sections in the library that contain the materials they will need to complete their exercises. Sometimes we take the students to the law library to help them get started on the exercises after the first class. Students are encouraged to work together in the exercises, but they are required to hand in their own work product. Working together in groups has a number of benefits including “divide and conquer” in terms of actually finding the needed materials, and students who are struggling with the exercises have the option to work with others who have a better understanding of the assigned material. Because our students frequently work together, the grades on the exercises can be fairly close. So, the pathfinder often gives us a better sense of an individual student’s understanding of the material.

### **Pathfinder - Putting Their Knowledge to Work**

The pathfinder assignment provides students with a chance to complete a legal research guide on a particular topic. We provide students with a list of possible topics to choose from, but we allow students to identify their own topics as well. However, each topic must be approved by an instructor because we want to make sure that each student selects a topic that works well for purposes of the pathfinder. Topics that work well have a relevant U.S. code section, cases, some administrative material and lots of secondary sources. Lately our most frequently chosen topics are “internet law” topics including “domain names” and “jurisdiction.” Over the years we have enjoyed observing changes in the law as reflected in the recurring pathfinder topics.

Students are encouraged to research their topic as we study each particular aspect of U.S. legal research and complete that portion of the pathfinder after that class. Another technique that we use to insure “success” in the completion of the pathfinder is to include a required meeting with an instructor to discuss the student’s research progress on the pathfinder about a third of the way through the semester. This meeting allows us to identify those students who are struggling early on and to provide them with needed assistance as well as to give those students who are working ahead of the class some early tips on finding secondary sources. We also have our students hand in drafts of their pathfinders throughout the semester; we edit those drafts and return them to the students to make corrections for their final version. Each semester we find that those students who get an early start and hand in multiple drafts of their pathfinder throughout the semester have the easiest time and most success in completing the project.

We have each student give a 5-10 minute presentation on their experience in completing the pathfinder at the end of the semester. While some of the students spend part of this time discussing the substantive law of their pathfinder, others quite candidly reveal their individual challenges in completing this assignment. The most frequently mentioned stumbling block is of course legislative history, so we often “walk” students through this portion of the pathfinder during our meetings with them.

### Class Techniques – Legal Research Games and More

Listening to a lecture on legal research in a language that is not your native language is a sure challenge (as could be listening to a lecture on legal research that is in your native language). So we try to limit our lecture time, do a lot of show-and-tell and break-up class sessions with games and interactive exercises. Class games have included “Who Wants to Be a Millionaire,” “Legal Research Bingo,” and even “Capture the Flag.” The first two games involve simply answering a legal research question to proceed in the game according to the traditional rules. We have found that these games are wonderful tools to help the material gel in our students’ minds. Also, the games have the added advantage of providing us with an opportunity to see how much of the material our students have absorbed as some of our students speak out infrequently in class because of the language difference. We are always amazed by the level of detail that our students have picked up and suspect that the variety of ways that they are exposed to the material helps to increase their understanding of U.S. legal research methods.

To play “Capture the Flag” we plant Post-It flags in Shepard’s Popular Name Table, U.S.C.C.A.N. (both the P.L. section and the legislative history section), U.S.C., U.S.C.A., U.S.C.S. and Statutes at Large. We then give each student the popular name of an act to go look up in Shepard’s. With that information they have to go find their flags in the volumes. The first team to return with all 7 flags wins. Students learn how to look up a federal law and follow it through its various stages, while getting a chance to move around a bit in the library. And, of course we award miscellaneous prizes to the winners.

Use of other media helps to reinforce concepts and capture the attention of our students. Powerpoint presentations are especially useful for providing students with an outline of a particular aspect of legal research. Overhead projectors are great for showing what’s inside the books and students can follow along with handouts. Videos provide a nice diversion and offer another perspective especially when covering Shepard’s and secondary sources. Finally, we sometimes ask students to complete an in-class exercise based on the class lecture of that day which helps to “warm” them up for the assigned legal research exercises.

### Conclusion

We feel fortunate to have this unique opportunity to teach U.S. legal research to such a diverse group of students. We inundate them with legal research materials to give them a broad range of exposure to the types of resources they might later encounter in practice. In our class, the students get a hands-on chance to breakdown the complexities of doing U.S. legal research, and we think that they leave feeling less overwhelmed by the prospect of using U.S. legal research materials.

**Coming soon—the next edition of the RIPS newsletter with the new slate. The Nominations committee is hard work. The next issue will announce the candidates. Check your mailboxes.**

**Have ideas? Do you want to see your name in print? Please send articles and news to the newsletter editor.**

## **Research Instruction & Patron Services SIS Executive Board 2002- 2003**

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