

The State of Legal Research Education: A Survey of First-Year Legal Research Programs or “Why Johnny and Jane Cannot Research”

By Caroline L. Osborne. 108 Law Libr. J. 403 (2016).

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Reviewer’s Summary:

The article begins with the hypothesis “that legal research education is sacrificed at the altar of a more vigorous writing curriculum.” To test this hypothesis, Osborne administered a survey to the 200 law schools listed in *U.S. News & World Report* for 2015. Among the subjects addressed were whether legal research is a required first-year course, how many credits are awarded for the course, who teaches the class, the scope of the curriculum, the type of grade assigned, and the challenges of teaching legal research. The results showed that research was being de-emphasized in favor of writing and that students were not getting adequate legal research instruction. Osborne suggests redesigning the first-year curriculum to reinforce the importance of research to legal practice.

Summarized by: Robert Clark, University of Houston Law Center, in 2019.