



The ALL-SIS Newsletter

Volume 26, Issue 2

Spring 2007

MESSAGE FROM THE CHAIR

Suzanne Thorpe
2006 - 2007 ALL-SIS Chair

Happy 2007! I hope you will find the coming months both professionally enriching and personally satisfying.

At the start of a new year, people in Sweden frequently wish each other “**good continuation**” (god fortsättning). I would like to make this same wish to everyone who has been engaged in ALL-SIS activities these past months. Please continue your impressive work!

Thankfully, many of you are eager to develop ideas for cutting-edge programs. Our [Program Committee](#), chaired by April Schwartz, received numerous program proposals seeking ALL-SIS

sponsorship. The committee sent nineteen proposals forward to the AALL Annual Meeting Program Committee and, of these, nine programs and one workshop were selected for presentation this July in New Orleans. Our Program Committee also recommended several proposals to the ALL-SIS Executive Board as possible alternative programs. The board decided to fund two alternative programs. A list of this impressive array of ALL-SIS programming can be viewed below, while more details can be found at www.aallnet.org/sis/allsis/annualmeeting/2007/programs.htm.

As these programs are being prepared,

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ALL-SIS Sponsored Programs for AALL

April Schwartz, ALL-SIS Programs Subcommittee Chair

The following ALL-SIS sponsored programs were approved for the 2007 AALL Annual Meeting:

- Carol Bredemeyer, *Rising to the Leadership Challenge Outside Your Library: Being a Leader in the Larger Organization*
- Kim Clarke, *Developing Better Alumni Relations*

- Lee Peoples, *Public Services in the 21st Century: Beyond Traditional Reference Service*
- Susan Herrick, *Instructional Technology in Teaching Legal Research: Tricks of the Trade in the Real and Virtual Classroom*
- April Schwartz, *They Rose to the Challenge: Public Librarians*

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AALL Programs, Cont'd

Take On the U.S.A. Patriot Act Through Doe v. Gonzales

- Barbara West, *Rise to the Challenge of Publishing*
- Stefanie Pearlman, *Librarians, Vendors or Both? Who Should be Teaching Westlaw and Lexis to First Year Law Students?*
- Margaret Schilt, *Blogs, Working Papers, Electronic Publishing: Will Changes in Legal Scholarship Affect the Future Development of Library Collections?*
- Susan Nevelow Mart, *Responding to Legal Process in the Library - a Post-PATRIOT ACT Primer*
- James Milles, *How (and What) to Podcast* (full day workshop)

Alternate Programs Funded by ALL-SIS

- Mary Ann Archer, *Rising to the Challenge of Relevance - in Legal Research Training*
- Teresa Conaway, *Filling the Seats: Marketing Legal Research Instruction with a Certificate of Excellence Program*

For more information, see www.aallnet.org/sis/allsis/annualmeeting/2007/programs.htm.

New Name for CONALL

Paul Moorman, USC Law Library

The ALL-SIS Board has approved a new name for the Conference of Newer Academic Law Librarians (CONALL): the New Academic Law Librarian's Meeting (or NALLM for those fluent in acronymese). This new name is a big step in the evolution of one of ALL-SIS' most popular events at the Annual Meeting. Since its introduction at the Philadelphia meeting six years ago, CONALL has been the keystone program in ALL-SIS' efforts at outreach towards newer academic law librarians. CONALL has proven to be a great opportunity for

newer members of the profession to meet their new colleagues, learn a little about the profession, and make some new friends. However, over the years it became obvious that the name of the program was confusingly similar to CONELL, the day-long pre-conference also geared towards newcomers to the profession.

This year's Committee was charged by the Board to come up with a new name. According to Katie Thompson, current co-chair of the Committee, the name New Academic Law Librarian Program (NALLP) was an early favorite among the Committee members. However, this name was eventually rejected because of its similarity with another law school related organization - NALP (National Association for Law Placement). And although NALP is not a law librarian related organization, everyone involved agreed that avoiding any confusion with the name was a top priority. After further consideration, the Committee chose the name New Academic Law Librarian's Meeting (NALLM). According to Katie, all the committee members agreed that NALLM was a "straight-forward acronym...that would not be confused with the CONELL program, or any other programs focused toward new law librarians." The Board indicated their official approval of the new name in November starting with the 2007 Annual Meeting in New Orleans.

The name is not the only thing to change for this year's event. As part of the restructuring and shortening of the Annual Meeting, the ALL-SIS Reception and Awards Ceremony has been moved to Sunday night from its traditional Tuesday night. This means that the first NALLM will take place on Sunday, July 15, 2007 at Loyola University New Orleans College of Law. Katie and her CONALL/Mentoring Committee (now the NALLM/Mentoring Committee) co-chair, Patricia Kidd, are busy preparing for the event. Please encourage all newer academic law librarians to attend!

AALS Annual Meeting January 2007: AALS Section on Law Libraries Programs

Filippa Marullo Anzalone, Associate Dean for Library & Computing Services & Professor of Law, Boston College, ALL-SIS Liaison to AALS

This year was a productive one for the American Association of Law Schools (AALS) Section on Law Libraries. The Section sponsored two programs and its annual luncheon program at the 2007 annual AALS meeting.

Linda Ryan planned the luncheon for Wednesday, January 3. Rita Reusch, Chair of the ABA Section of Legal Education Questionnaire Committee announced that there would be an open forum on Changes to the ABA Law Library Questionnaires on Thursday, January 4 from 8:30 to 10:00 AM. The open forum, which was very well attended, was conducted by Dean Allen K. Easley, William Mitchell College of Law, Dan Freehling, ABA Deputy Consultant, and Rita Reusch, S.J. Quinney College of Law, University of Utah. Steve Barkan, University of Wisconsin, shared his views about whether the ABA's Standards and the accreditation process inhibit law library management and our ability to use resources creatively. Steve gave a similar talk at *The Future of Law Libraries Symposium* in 2005. The content of Steve's remarks is included in the proceedings of that symposium.

Sally Wise reported for the Nominating Committee (Betsy McKenzie and Carol Roehrenbeck) that their slate included Board member Linda Ryan, St. John's University, the Section's Chair-elect, and Joyce McCray Pearson (University of Kansas) and Faye Jones (Florida State University) as Section Board members. The Nominating Committee's slate of officers was accepted unanimously by acclamation at the meeting. Paul George, University of Pennsylvania, is the 2007 Section Chair. Other board members include: Penny Hazelton, University of Washington; Julia Wentz, University of Loyola,

Chicago; and Filippa Marullo Anzalone, outgoing Section Chair. Claire Germain, Cornell, is leaving the board this year after many years of outstanding service. Board member Sara Robbins, Brooklyn Law School, met a sudden and tragic death in December. At the lunch, there was a moment of silence for our departed friend and colleague.

Paul George planned the Section's main program, a panel on *Open Access and the Future of Legal Scholarship: Copyright, Print Journals and Electronic Repositories*. The presentation, which was held on Friday, January 5, was well attended and lively. Panel members included Professor Michael W. Carroll, Villanova University School of Law; Professor Richard A. Danner, Duke University School of Law; Professor Gregory Lastowka, Rutgers School of Law-Camden; and Professor Filippa Marullo Anzalone, Boston College, moderated the discussion.

On Saturday morning, January 6, the Section sponsored a program for new(er) and aspiring law library directors. It was the second workshop for new and aspiring directors. The first such program was held at AALL in July 2006; the topic was *employment issues*. The theme at the AALS workshop was *relating to your colleagues; or, faculty relations for law library directors*. A panel of experienced law library directors from a diverse set of law schools gave advice, took questions and led discussion about how to relate to your law school faculty and how to "be" a faculty member. Panel members included: Professor Paul George, University of Pennsylvania; Professor Claire Germain, Cornell; Professor Penny Hazelton, University of Washington; Professor Linda Ryan, St. John's University; Professor Julia Wentz, University of Loyola, Chicago; and Professor Filippa Marullo Anzalone, Boston College. There is a plan to have a new directors' workshop at both AALL and AALS every year.

Continuing Education Task Force Awarded AALL/BNA Grant

The ALL-SIS Board recently formed the Continuing Education Task Force with the goal of putting together programming to reach academic law librarians beyond the AALL Annual Meeting. After receiving input from the membership, the Task Force applied for and was awarded an AALL/BNA Continuing Education Grant to fund an exciting program titled “Challenging Conversations.” The program will demonstrate specific strategies and techniques to improve academic law librarians’ abilities to plan for and conduct challenging conversations in the law library and university environments. The program will feature [Bill Lindberg](#), a long serving West employee who is currently a professional coach and consultant, leading a cast of academic librarian “actors.” We plan to film in February at Southwestern University School of Law and make the finished product available soon after as streaming video via AALLNET.

Our other initiative is to tap into the wealth of local, regional, and chapter programming that occurs throughout the year. Many excellent educational programs are presented at these events that have appeal to the entire ALL-SIS membership. Task Force members have been monitoring this programming and identifying programs for recording and later distribution via AALLNET. If you know of an upcoming local, regional, or chapter program that has appeal to the ALL-SIS membership please contact a Task Force member:

- Lee Peoples, Task Force Chair, lpeoples@okcu.edu
- Merle Slyhoff, Task Force Member, mslyhoff@law.upenn.edu
- Mary L. Wells, Task Force Member, mlwells@stthomas.edu

ALL-SIS Seeks Nominations for Annual Awards

John Edwards, Associate Dean for Information Resources & Technology and Professor of Law, Drake University Law School, Chair, ALL-SIS Awards Committee

The ALL-SIS Awards Committee (Marlene Alderman, John Edwards and Mary Ann Nelson) is now accepting nominations for the following three awards and one grant:

- The Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship
- The ALL-SIS Outstanding Article Award
- The ALL-SIS Outstanding Service Award
- The ALL-SIS CONELL Grant

The application deadline for all awards is March 31, 2007.

The Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship

recognizes an individual or group which has made outstanding contributions to academic law librarianship through continued efforts to improve law librarianship. The award, presented by the Academic Law Libraries Special Interest Section (ALL-SIS) of the American Association of Law Libraries, is named in honor of Frederick Charles Hicks, the first great American law librarian/scholar who was also the first academic law librarian to serve as president of AALL. Past recipients have included Penny Hazelton, Frank Houdek, Dick Danner, Bob Berring, Tim Coggins, Barbara Bintliff, and Roger Jacobs.

Criteria:

A nominee can be an individual or a group, and should exhibit extended and sustained contributions in one or more of the following areas:

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Award Nominations, Cont'd

- History of contributions to the field of law librarianship through research, publications and other activities displaying an active participation in the advancement of academic law librarianship;
- Achievement in a particular area of academic law librarianship;
- Service to AALL;
- Service to the ALL-SIS

Submission Procedure:

Individuals may nominate themselves or others. Preference will be given to members of the ALL-SIS.

Nominations must include:

- A letter of nomination, including the candidate's full name, title, and institution name and address. If the candidate is retired, include name, home address, and most recent former employer;
- A narrative supporting the nomination, to include a discussion of the candidate's contributions to academic law librarianship;
- The name, e-mail and phone number of the nominating party.

Nomination materials may be sent electronically or in paper (5 copies) to the ALL-SIS Awards Committee Chair.

The award will be presented annually at the discretion of the Awards Committee.

Deadline: All nominations must be received by March 31, 2007.

The ALL-SIS Outstanding Article Award honors section members for contributions to the enhancement of academic law librarianship through publishing. Articles published in any format in any

publication other than *Law Library Journal* and *AALL Spectrum* (articles from those publications are eligible for AALL Article of the Year awards) during the year prior to the award qualify for consideration. Any aspect of academic law librarianship may be addressed. A plaque will be presented to the author or authors of the winning articles. The 2005 award recipient was Nancy M. Babb for *Cataloging Spirits and the Spirit of Cataloging*, 40 *Cataloging & Classification Quarterly* 89 (no. 2, 2005). The names of other previous award winners can be found at www.aallnet.org/sis/allsis/awards/articleaward.html.

Criteria:

- Article must be authored by an ALL-SIS member. For co-authored articles, at least one author must be a member of ALL-SIS.
- Nominated articles for each year's award must have been published in the previous calendar year, i.e. 2005.
- Articles will be evaluated on:
 - Relevance of topic to some aspect of academic law librarianship, including but not limited to public services, technical services, legal research or teaching;
 - Quality of writing;
 - Effectiveness of communication technique.
- Articles may have appeared in any publication (paper or electronic) including AALL publications (except *Law Library Journal* or *AALL Spectrum*), chapter newsletters, non-AALL publications, or in-house publications.
- When appropriate, awards will be presented for excellence in writing in different areas of academic law librarianship, such as technical

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Award Nominations, Cont'd

services, public services, or administration.

Awards will not be presented in a given year if the Committee does not feel submissions meet the award criteria.

Submission Procedure:

- Articles for consideration may be sent electronically or in paper (5 copies) to the ALL-SIS Awards Committee Chair.
- Articles may be submitted for consideration by any AALL member, including the authors.

Deadline: All nominations/submissions must be received by March 31, 2007.

The ALL-SIS Outstanding Service Award honors an ALL-SIS member who has made outstanding contributions to the SIS in areas of section activity and in professional service.

Criteria:

The following criteria will be considered in reviewing nominations for this award. Nominees may excel in one or more of the following areas:

- Outstanding leadership in the Section, at meetings, and in committee work.
- Special and notable service to the Section, such as participation in special projects.
- Participation in Section educational programs and public speaking activities.
- Mentoring activities which encourage others in the section.
- Activities which encourage others to join the Section.

The above list is not intended to be an exhaustive list of criteria. Individuals whose contributions to the Section take other forms may also be nominated.

Submission Procedure:

Individuals may nominate themselves or others. Nominees must be a member of the ALL-SIS, active or retired. Nominations may be submitted by any SIS member.

Nominations must include:

- A letter of nomination, including the candidate's full name, title, and institution name and address. If the candidate is retired, include name, home address, and most recent former employer;
- A narrative supporting the nomination, to include a discussion of the candidate's contribution to the SIS;
- A curriculum vitae of the candidate;
- The name, e-mail address and phone number of the nominating party.

Current Executive Board members and Awards Committee members are ineligible for nomination.

Deadline: All nominations must be received by March 31, 2007.

The ALL-SIS CONELL Grant is in the final year of a three-year pilot program. The grant will be given to a newer law librarian to attend CONELL, the AALL Conference of Newer Law Librarians. The grant will cover the cost of CONELL registration and a hotel room for one night. The purpose of the CONELL Grant is to promote participation by newer academic law librarians in AALL and the ALL-SIS.

Criteria:

To qualify for the grant, the winner must be an ALL-SIS member. The winner must:

1. Agree to become a member of the ALL-SIS CONALL/Mentoring Committee,

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Award Nominations, Cont'd

2. Attend NALLM, the ALL-SIS New Academic Law Librarian's Meeting, and
3. Write a short article for the ALL-SIS newsletter about CONELL.

CONELL is a well-attended event and its registration may close before the ALL-SIS Awards Committee announces the CONELL Grant winner.

We recommend that applicants register and pay to attend CONELL before receiving notice of the ALL-SIS CONELL Grant winner in early May.

Procedure:

To apply for the CONELL grant, complete the application and submit it with:

1. A current resume and
2. Two letters of recommendation from current or former teachers or employers that discuss your potential to contribute to the field of academic law librarianship and your need for the grant.

The grant will be presented annually at the discretion of the ALL-SIS Awards Committee. There is no requirement that the grant be given every year. Previous CONELL Grant winners are ineligible.

Deadline: All nominations must be received by March 31, 2007.

Nominations/submissions for all three awards and the grant may be sent in print or electronically to the ALL-SIS Awards Committee Chair, John Edwards, Associate Dean for Information Resources and Technology and Professor of Law, Drake University Law School, 2507 University Avenue, Des Moines IA 50311-4505 or john.edwards@drake.edu. The phone number is 515-271-2141.

Grants Available!

Connie Lenz, Chair, AALL Grants Committee

The AALL Grants Committee invites qualified applicants to apply for AALL's Annual Meeting/Workshop Grants and the Minority Leadership Development Award. The AALL Grants Program provides financial assistance to law librarians or graduate students who hold promise of future involvement in AALL and the law library profession. Vendors, AALL, and AALL individual members provide the funds for grants.

The AALL Grants Program began in 1952 and is one of the oldest and most successful AALL programs. More than 1,000 librarians have received funding to assist them in attending AALL educational activities. Many of those recipients are leaders in the profession today. **Annual Meeting and Workshop Grants** are awarded to cover the Annual Meeting registration fee or the registration fee for workshops presented at the Annual Meeting. Preference is given to applicants who are new to the profession and are active in AALL or one of its chapters. For additional information, check out the application on the AALL Grant Committee's web site at www.aallnet.org/committee/grants/grant_application.asp.

In 2001, an additional Grants Program, the **Minority Leadership Development Award**, was created to ensure that AALL's leadership remains vital, relevant, and representative of the Association's diverse membership. The award provides up to \$1,500 toward the cost of attending the Annual Meeting, an experienced AALL leader to serve as the recipient's mentor, and an opportunity to serve on an AALL committee during the year following the monetary award. For additional information, check out the application on the Grant Committee's web site at www.aallnet.org/about/award_mlda.asp.

Application deadline: April 2, 2007.

Bob Berring: Still Championing Legal Research

Maryellen O'Brien, Reference/Electronic Services Librarian,
Lawton Chiles Legal Information Center, University of
Florida

Note: Ms. O'Brien wrote this essay as part of her selection to receive a special ALL-SIS grant to attend the symposium on "Legal Information and the Development of American Law: Further Thinking about the Thoughts of Bob Berring."

On October 21, 2006, the University of California at Berkeley hosted a symposium in honor of Bob Berring entitled, "Legal Information and the Development of American Law: Further Thinking about the Thoughts of Bob Berring."¹ The list of panelists was a veritable who's who in academic law librarianship, and I was fortunate to have received a grant from ALL-SIS to attend. As I looked around the lecture hall, I soon realized that I was nearly the only non-director in attendance. Yes, all of those important people had come to honor Bob Berring, a legend in the field.

My first introduction to Bob Berring's work came while I was an undergraduate. A student in a Paralegal Studies program, one of my legal research & writing professors showed us several of Professor Berring's videotapes on mastering print legal research. I remember thinking that they were surprisingly helpful, although I had not suspected that that particular medium would be an effective tool for teaching print research. Then, as a law student, the text for my legal research & writing course was the seminal work, "Finding the Law" by Bob Berring and Elizabeth Beringer. Again, our professor showed us a variety of Berring videos to reinforce our research skills. By this time, electronic research was coming of age, as Lexis and Westlaw had developed cutting-edge databases, and the videos emphasized the importance of using all of the tools at a researcher's disposal - both print and electronic. Fast-forwarding to last semester and my

first time teaching Advanced Legal Research, I once again turned to Professor Berring's works while preparing my course. In so doing, I re-read "Finding the Law," and I felt ready to face the challenge that lay ahead.

Therefore, you can imagine how thrilled I was to attend the symposium at UC Berkeley. I was not disappointed. Many thought-provoking ideas were broached by the panelists and I have attempted to highlight some of the central themes below:²

- **Barbara Bintliff** spoke about legal communications and how these communications are dependent upon all parties sharing a context from which to base their understanding. This "shared context" is affected by several factors, including the background and experience of the parties.
- **Morris Cohen** pointed out various resources offering digital access to old English laws, cases, and treatises, as well as Early American manuscripts prior to 1789.
- **Richard A. Danner** compiled a wonderful bibliography of articles and books on legal research, which cover more than two decades and many well-known authors (some of which were panelists at this very symposium).
- **Roy M. Mersky** lamented the current trend in law schools to have Legal Research & Writing faculty concentrate their instruction on legal writing. It is his contention that this emphasis on writing has "seriously degraded the teaching of legal research."
- **Peter W. Martin** talked about neutral case citations and those jurisdictions which have adopted some form of this citation formatting. Neutral citations are constructed as follows: Year State Sequence Paragraph.³ For

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Bob Berring, Cont'd

example: 1996 OK 107 ¶5. Professor Martin discussed the future of this system and its possible consequences.

- **Steven M. Barkan** discussed whether state bar exams should include questions about legal research. Is this a skill that a competent attorney should possess? If so, how might this new emphasis alter the focus on legal research at ABA-accredited law schools?
- **Paul Callister** discussed the theories of German philosopher Martin Heidegger, who pondered the significance of technology and how humans relate to, and utilize, technology. Are humans becoming more like machines pursuant to this interaction?
- **Virginia J. Wise & Frederick Schauer** spoke about Robert Putnam's "social capital" theory and how this concept intersects with legal research.
- **Ethan Katsch** pondered the new reality of electronic research. When legal research was confined to print resources, once we had looked in all of the appropriate volumes at the law library, we could declare that our research was finished. In the age of online resources, when do we know we are done?
- **Dan Dabney** contended that attorneys often seek a collection of multiple, "plausible" answers to various legal issues. Thus, what they are looking for are "answer spaces," as opposed to single answers. These answer spaces are byproducts of the legal resources that the attorneys have consulted.
- **Paul Duguid** discussed the pitfalls of "open source" social software applications, such as Wikipedia, and examined the utility of open source as related to the law.

Fittingly, the symposium ended with

remarks by Professor Berring himself. One, in particular, resonated with me; that is, his assertion that legal research cannot be taught in the first year of law school. His contention is that since 1Ls have not yet been exposed to the legal system, nor the documentation created by this system, expecting them to become proficient researchers at this stage is foolhardy. Harkening back to Professor Barbara Bintliff's talk earlier in the day about "shared contexts," he stated that "[y]ou cannot decant the skill set from the context." Those of us who teach Advanced Legal Research can attest to the fact that upper-level students, who have either completed procedural courses, previously participated in legal clinics, or have law clerking experience, learn more quickly because they understand the nature and relevance of the information that they are seeking. Perhaps Professor Berring's next triumph will be to alter the point at which law schools introduce legal research to their students.

To see the influence that Professor Berring's works continue to have on up-and-coming legal researchers, I needed to look no further than my own class. When teaching the ins-and-outs of federal legislative history research last semester, I decided to show a videotape on the subject from the series entitled, "Legal Research for the 21st Century with Bob Berring." In it, Professor Berring is his usual animated self, and when referring to online research calls those who are enamored with this method of research "Internet Cowboys." Later in the semester, my students were giving small group presentations on research resources related to specific areas of the law. I asked them to highlight print and electronic resources (including authoritative Internet sites), which contain information pertinent to those areas of practice. I knew that Professor Berring had left his indelible mark when the first group's presentation contained a slide entitled "Internet Resources: For

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CALI Legal Research Community Authoring Project

Patricia Fox, Associate Director, Widener University School of Law Library, Chair, ALL-SIS CALI Committee

CALI stands for the Center for Computer-Assisted Legal Instruction (www.cali.org). CALI's mission is to "advance[] global legal education through computer technology, employ research, collaboration, and leadership to assist a diverse audience in the effective use of this technology in legal education, and promote access to justice through the use of computer technology."

In 1999, a group of academic law librarians met, over a casual dinner, to discuss forming an initiative to work with CALI to foster the creation of CALI lessons specifically devoted to Legal Research. This desire grew out of a concern that with varying approaches to teaching legal research CALI lessons could fill a gap in instruction (or lack thereof) for legal research. By partnering with CALI they could assure an organized approach to creating lessons that today's law students would find useful. Out of that dinner, and after several follow up meals and snacks, the Legal Research Community Authoring Project was formed as a committee under the auspices of the ALL-SIS.

If you haven't checked out the CALI legal research lessons recently I think you will be in for a pleasant surprise. CALI now has over 50 lessons covering a variety of legal research topics. The range of lessons covers all basic aspects of legal research as well as advanced topics. For a discussion of how the lessons were used at Georgia State University see: Elizabeth Adelman, CALI Lessons in Legal Research Courses: Alternatives to Reading About Research, 15 Perspectives: Teaching Legal Research and Writing 25 (2006). The Legal Research Group's most recent project has been to produce CALI Lessons for specific states, divided into primary and secondary sources. Thus far lessons covering

Arizona, Georgia, Maryland and Pennsylvania primary sources are available. Look for Ohio, Washington, D.C., Florida, Nevada, North Carolina and New York primary sources in the near future as well as secondary sources for Georgia and Washington, D.C. Another area that the group is looking towards expanding is lessons in international legal research.

The Legal Research Project is always looking for comments from law librarians as to how we can improve the lessons and for new lesson ideas. If you are interested in authoring a CALI lesson, please look at the information contained on the CALI website for the Legal Research Authoring Project. From the "Law Faculty" dropdown, click on "Legal Research Community Authoring Project" and then click on "Apply for the Legal Research Authoring Project" to obtain information about proposed topics from the Legal Research grid as well as deadlines and instructions for submitting an application. You may also contact members of the ALL-SIS CALI Committee for additional information.

Bob Berring, Cont'd

you 'Internet Cowboys'." Need I say more?

1 See the symposium's Web site for more information about the panelists and abstracts of their presentations, at: www.law.berkeley.edu/library/conferences/berring06/panelists.html.

2 Although I wanted to share some of the ideas and thoughts that were raised during the symposium, I fear that I have not given them their due justice. Please look for the published symposium papers, which Thomson West will be issuing forthwith.

3 Paragraphs have not been universally adopted by all of the jurisdictions utilizing neutral citations.

Developments in Legal Education: Academic Support Moves Beyond the “Minority”

Susan Herrick, Research Librarian, Thurgood Marshall Law Library, University of Maryland School of Law

Note: This is the latest entry in a continuing series about interesting developments in legal education. Each article will present a brief overview of a controversy or recent trend in the theory or practice of legal education. If you have ideas for future columns, or if you are interested in writing about a legal education development yourself, please contact the editor at leah.sandwell-weiss@law.arizona.edu.

Although law school academic support programs (ASPs) originated as a response to the burgeoning affirmative action initiatives of the 1980s, their scope has evolved far beyond the goal of furthering racial diversity in law schools.¹ Though they vary greatly in design and placement within their parent institutions,² ASPs collectively face escalating and expanding demands. One such challenge arises from the rapidly increasing population of “nontraditional” law students. This label is no longer limited to students with lower than average LSAT scores or undergraduate GPAs, but also may refer to students with physical or learning disabilities or related disorders, as well as to students with unusual undergraduate majors, advanced degrees in fields unrelated to law, or diverse professional and life experiences. Additionally, the first systematic attempts are being made to empirically evaluate the effectiveness of law school ASPs,³ measuring their success not only in student retention and graduation rates but also in employment statistics and bar exam passage rates.⁴ Furthermore, at some law schools ASPs are pioneering the adoption of new instructional techniques to accommodate differing student learning styles, with the goal of creating a “more inclusive learning environment.”⁵ All these factors are influencing ASPs - and their home institutions - as they strive to meet the challenges of accommodating the law students of the 21st century.

Many commentators have noted that the number of undergraduate and postgraduate students with physical⁶ and learning disabilities is rapidly increasing.⁷ Law schools are obligated pursuant to the Americans with Disabilities Act of 1990⁸ and the Rehabilitation Act of 1973⁹ to accommodate the needs of law students with learning disabilities.¹⁰ The situation is complicated by the lack of specificity of the label “learning disabled”¹¹ and the variety of conditions encompassed thereunder. Some scholars have also postulated that while some law students who matriculate are already identified as learning disabled, others may be unaware of their disability until they encounter the demanding academic atmosphere of law school.¹² A subcategory of these students are those with some form of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), whose numbers are steadily on the rise.¹³ However, there is also growing evidence of students who had difficulty adjusting to traditional classroom techniques, particularly the rigid requirements of traditional law school instruction, nevertheless having great success as legal professionals.¹⁴ Some of these same scholars posit that law schools have an ethical obligation to realistically prepare disabled students, regardless of the accommodations they may be offered in the law school setting, for the realities of law practice and to counsel them appropriately to enter a practice area that suits their often considerable abilities.¹⁵

Several scholars have noted that a reassessment and tailoring of teaching methods to accommodate “disabled” law students can foster greater awareness among law faculty of the diverse learning styles among the broader law student population, to the benefit of all.¹⁶ Socratic

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Developments in Legal Education, Cont'd

methods, although still relied upon by many law professors as their “primary teaching tool,”¹⁷ have been attacked as overly passive and useful only to students with verbal learning styles, ignoring those who are visual, auditory, or kinesthetic learners - thus “ineffective for most types of learners.”¹⁸ It has also been noted that while law school can be an isolating environment in which students do much of their studying alone and feel overly competitive and/or hostile toward their peers,¹⁹ success in any type of law practice involves extensive cooperation and collaboration, with other attorneys as well as with internal support staff or external persons such as judges or court clerks.²⁰ Recognition of these factors has led some to explore methods of systematically assessing student learning styles²¹ and of applying “active learning strategies” in the classroom.²² Further, it is being increasingly opined that law school methods of assessment (i.e., grading) need to be comprehensively re-examined - not just to “accommodate” individual students, but in order to both promote fairness and to provide more meaningful preparation for the practice of law.²³

Another less frequently studied area pertinent to ASPs is the correlation between law students’ undergraduate majors and their ability to develop legal reasoning skills, as well as their eventual success in law school and in the job market. While law schools may point proudly to the “diversity” of the backgrounds of students in their entering classes, enthusiastically welcoming students from fields perhaps rarely thought of as a path to law school, little has been written about the ultimate success of those students. A recent study concluded that undergraduate major does have an impact on a law student’s ability to learn legal reasoning skills,²⁴ and its authors contend that law school ASPs should use undergraduate majors to help assess students’ academic support needs and

to design appropriate instructional methods.²⁵

Despite the institutional obstacles to classroom and curricular reforms, it is apparent that the original concept of “academic support” is being pushed far past a purely “remedial” focus on a small group of students. Visionaries in this area see ASPs as conduits of much-needed changes in legal education, fostering an evolution of traditional law school teaching and learning into “a learning environment that embodies principles of justice,”²⁶ as well as a redefinition of the goals of legal education to incorporate a greater emphasis on ethics and professionalism.²⁷

1 Ollivette E. Mencer, *New Directions in Academic Support and Legal Training: Looking Back, Forging Ahead*, 31 S.U. L. Rev. 47-48 (2003).

2 Leslie Yalof Garfield & Kelly Koenig Levi, *Finding Success in the “Cauldron of Competition”?: The Effectiveness of Academic Support Programs*, 2004 BYU Educ. & L.J. 1, 7-11 (2004).

3 *Id.* at 5.

4 Ellen Yankiver Suni, *Academic Support at the Crossroads: From Minority Retention to Bar Prep and Beyond - Will Academic Support Change Legal Education or Itself Be Fundamentally Changed?*, 73 U. Mo. K.C. L. Rev. 497, 506-07 (2004).

5 Jennifer Jolly-Ryan, *Disabilities to Exceptional Abilities: Law Students with Disabilities, Nontraditional Learners, and the Law Teacher as Learner*, 6 Nev. L.J. 116, 117 (2005).

6 The needs of physically disabled students are not specifically addressed in this article.

7 Lisa Eichhorn, *Reasonable Accommodations and Awkward Compromises: Issues Concerning*

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Developments in Legal Education, Cont'd

Learning Disabled Students and Professional Schools in the Law School Context, 26 J.L. & Educ. 31-32 (1997); Jolly-Ryan, 6 Nev. L.J. at 122.

8 42 U.S.C. § 12101 *et seq.* (2000).

9 29 U.S.C. § 794 (2000).

10 These needs for accommodation extend from pre-matriculation testing and the admissions process, to classroom and course work accommodations, to exam taking, to extracurricular activities such as trial competitions and journal work. Eichhorn, 26 J.L. & Educ. at 43-60.

11 Some have questioned whether the term even has continued validity. Eichhorn, 26 J.L. & Educ. at 35 (and sources cited therein); Ruth Shalit, *Defining Disability Down*, *The New Republic*, Aug. 25, 1997, at 16-22.

12 Eichhorn, 26 J.L. & Educ. at 31; Robin A. Boyle, *Law Students With Attention Deficit Disorder: How to Reach Them, How to Teach Them*, 39 J. Marshall L. Rev. 349-50 (2006); Jolly-Ryan, 6 Nev. L.J. at 127-28.

13 Nat'l Ctr. For Educ. Statistics, U.S. Dep't of Educ., *Profile of Undergraduates in U.S. Postsecondary Institutions: 1999-2000* (2002), available at <http://nces.ed.gov/pubs2002/2002168.pdf>, cited in Boyle, 39 J. Marshall L. Rev. at 350.

14 Eichhorn, 26 J.L. & Educ. at 37-38; Jolly-Ryan, 6 Nev. L.J. at 135-36.

15 Eichhorn, 26 J. L. & Educ. at 59-60; Jolly-Ryan, 6 Nev. L.J. at 122-23, 130-31.

16 Boyle, 39 J. Marshall L. Rev. at 366, 371; Jolly-Ryan, 6 Nev. L.J. at 116.

17 Jolly-Ryan, 6 Nev. L.J. at 124-25.

18 *Id.* at 124.

19 Vernellia R. Randall, *Increasing Retention and Improving Performance: Practical Advice on Using Cooperative Learning in Law Schools*, 16 T.M. Cooley L. Rev. 201-02, 209 (2000).

20 Robin A. Boyle, *Applying Learning-Styles Theory in the Workplace: How to Maximize Learning-Styles Strengths to Improve Work Performance in Law Practice*, 79 St. John's L. Rev. 97, 99 (2005).

21 *Id.* at 107-08; Robin A. Boyle, *Employing Active-Learning Techniques and Metacognition in Law School: Shifting Energy From Professor to Student*, 81 U. Det. Mercy L. Rev. 1 (2003).

22 Boyle, 81 U. Det. Mercy L. Rev. at 23-26; Randall, 16 T.M. Cooley L. Rev. at 260-70 (incorporating a good discussion of hurdles to incorporating these methods in law schools, including grading issues).

23 Paula Lustbader, *Walk the Talk: Creating Learning Communities to Promote a Pedagogy of Justice*, 4 Seattle J. for Soc. Just. 613, 621 (2006); William M. Sullivan et al., Carnegie Foundation for the Advancement of Teaching, *Educating Lawyers: Preparation for the Profession of Law* 7 (2007), summary available at http://www.carnegiefoundation.org/files/elibrary/EducatingLawyers_summary.pdf.

24 Mark Graham & Bryan Adamson, *Law Students' Undergraduate Major: Implications for Academic Support Programs*, 69 U. Mo. K.C. L. Rev. 533, 535 (2001).

25 *Id.* at 535-36.

26 Lustbader, 4 Seattle J. for Soc. Just. at 614.

27 Sullivan et al., *Educating Lawyers: Preparation for the Profession of Law* at 8.

Chair, Cont'd

planning is also underway for the annual ALL-SIS reception and awards ceremony to be held at Loyola Law School in New Orleans. Our host, Mike Whipple, and our sponsor, BNA, are planning a lovely evening with lots of fine southern hospitality. The [Mentoring Committee](#) is also organizing the Newer Academic Law Librarians Meeting (NALLM),* scheduled to take place at Loyola right before the reception.

Last summer, AALL announced its grant program to support continuing education beyond the annual meeting. To capitalize on the availability of funding, the ALL-SIS Executive Board set up the [Continuing Education Task Force](#) to explore possible programming that would benefit ALL-SIS members. Under the leadership of Lee Peoples, this task force submitted a grant proposal to the AALL Continuing Education Grants Program to develop a video that could be distributed online in streaming formats. I am delighted to report that this proposal was funded. The soon-to-be-produced video, *Difficult Conversations*, will focus on key strategies and techniques to ensure communication success and star Bill Lindberg and several law librarians. Kudos to the task force for developing this excellent program! You can read more about their plans and activities here.

The [Strategic Directions Task Force](#), chaired by Michelle Wu, was also appointed last summer to update the 2002 ALL-SIS strategic plan. This committee has already developed a revised plan that conforms to the AALL Strategic Directions. You will be consulted on the task force recommendations in the coming months.

The [Public Relations Committee](#), chaired by Mary Hood and Eric Gilson, has updated our membership brochure. We took advantage of the graphic design support offered by AALL and will

soon be releasing the final version.

In December, the AALL Committee on the Economic Status of the Law Librarian called on ALL-SIS to develop definitions for academic law library titles that will be used with the AALL Salary Survey. I asked Ted Potter to chair the [Task Force on Job Titles](#) for this purpose. This task force is currently drafting definitions and these will soon be available for review on the ALL-SIS web site.

Our [Statistics Committee](#), chaired by Jonathan Franklin and Kory Staheli, has agreed to survey ALL-SIS members about the need for new measures of library services. This survey responds to a request from Rita Reusch, Chair of the ABA Committee on Libraries, which is considering including such measures on the ABA Annual Questionnaire and Site Evaluation Questionnaire. We hope that you will generously share your views about the benefits of measuring services and your knowledge about existing measures.

The ALL-SIS Executive Board recently formed the [Task Force to Examine the ABA Standards for Law Libraries](#), which will be chaired by Jim Milles. This task force will poll members on the effect of the ABA standards in our libraries.

This is an impressive listing of accomplishments, but it mainly highlights recent developments in ALL-SIS. Numerous other committees are also hard at work, some on longstanding projects. I look forward to sharing news of their contributions in the future.

Before closing, I would like to ask each of you to think about individuals deserving of our [ALL-SIS awards and grants](#). The deadline for submitting nominations is the end of March, but it

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Chair, Cont'd

is never too early to nominate colleagues for awards.
We have so many to honor!

Best wishes to all,
Suzanne Thorpe
ALL-SIS Chair

* The former name of this meeting was CONALL (Conference on Newer Academic Law Librarians). The name was changed to reduce confusion with the CONELL program that also takes place every year. See the article in this issue for more information.

ALL-SIS Faculty Services Discussion

Marianne Alcorn, Ross-Blakley Law Library,
Co-Chair, ALL-SIS Faculty Services Committee

On December 5 and 6, 2006, the ALL-SIS Faculty Services Committee hosted an online discussion, "Boundaries in Faculty Services: Are there any and how are they communicated?"

Well over 50 emails were exchanged in rapid succession. Every email expressed the determination of each librarian to provide exemplary service, and there were various different ways this was being done. No one suggested another library's decision was not as good as their practices. Participants viewed the variety of approaches with interest and the constant curiosity we're known for.

The following is a sample of the exchange.

How do you approach the "I need it in an hour" requests?

Why are law librarians expected to provide higher levels of direct service to law faculty?

The structure and responsibilities of librarians within their institutions have a major impact on what types of services are offered to faculty and other patrons, and this in turn affects the boundaries you must set in terms of your service offerings.

Setting boundaries is also about managing resources.

Sometimes we simply don't have the means to do what they want.

Did anyone have conflicts in the level of service that different librarians within the same library provide to faculty?

"Valuable services" are such because they are valued - if we're unwilling to set boundaries, then the professional library services we offer lose or have no value.

Librarians should be concerned with "status" and not just for selfish reasons ... For us not to be impacts on how seriously others take the librarian profession - and that can have a negative impact on us and our profession.

Establishing, communicating and reiterating service parameters are essential elements in formulating faculty-library relationships.

This past year we have been transferring all sorts of clerical responsibilities to the faculty support staff, photocopy center, etc.

Bluebooking and/or cite checking entire articles are beyond the scope of what some libraries will do. However, we will help with the toughies. I like to get questions in the form of a question, rather than as a 30-page sheaf of papers.

We've never formally set boundaries on the nature or length of requests, but when we initially meet with new faculty to discuss what we can do for them, we usually don't get into what we can't do. But I think our faculty is pretty reasonable in this respect.

Our motto regarding faculty is to say YES to most everything they request.

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Discussion, Cont'd

We try to find some way to do or get what they need.

And my personal favorite,

Some projects aren't "appropriate" for the library, but I think it's always appropriate to be part of the solution!

If you missed any of the discussion there is an archive in the AALL Academic Law Libraries SIS Faculty Services Roundtable (all-fsr) forum at http://share.aallnet.org/read/all_forums/. Click on "show more." Earlier discussions on "Managing Research Assistants" and "Services to non-law faculty" are also archived at this site.

Look for another ALL-SIS faculty services committee listserv in the Spring moderated by co-chair, Margaret Schilt.

A Few New Year's Resolutions

Matt Braun, Reference/Intellectual Property Librarian, Jacob Burns Law Library, The George Washington University

So, here I am. It is 2007...another year for me to dream much and, ideally, accomplish much. As I sit in my office, the days slowly getting longer and inquisitive, not yet panicked, law students beginning to filter to my door, I find myself asking this question: How will the librarian that I am going to be in 2007 compare to the librarian that I was in 2006?

Well, I certainly hope that the 2007 librarian is an improved version of last year's model. I want to become more knowledgeable and confident in my abilities as a researcher. I want to become more effective in my interactions with faculty, students, and coworkers. And, a year from now, I want to say that 2007 was a watershed in my career.

How will this all happen, you ask? That is the tricky part. Normally, I would immediately come up with a series of fairly specific goals and set some

target date to meet each of them. This year, however, I am going to start simple: New Year's resolutions.

It is true that this approach might be a bit cliché and, like many people, my success rate with such things usually plummets with each passing minute, but I am going to give it a go nonetheless. My plan: three clear resolutions, each of which must be accomplished between the time that I arrive and leave the library, each and every working day. Here I go.

Resolution # 1: Walk through the stacks for fifteen minutes each morning.

As a relatively newer librarian working with a collection containing some 500,000 volumes, I am constantly in awe of a number of my colleagues who seem to know exactly where everything is. I do know, however, that deep knowledge of a collection takes much time and, most importantly, consistent effort. It is important that I walk through the stacks and acquire a feel for how the collection as a whole really appears. It is important that I appreciate the organization of the collection...and not to passively accept the information that appears on a singular catalog record.

Each morning, at about ten o'clock, I will make my trek. Philosophically, I will begin to better grasp the depth and diversity of the collection, learning details about the various monographs, serials, and multi-volume sets that the library holds. Practically, I will be able to tell a first-year student taking Legal Research & Writing next fall exactly where our copy of *Shepard's New York Supplement Citations* is located, even though it is typically asked about once a year by a select group of patrons. I will improve as a librarian.

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Resolutions, Cont'd

Resolution # 2: Work with one electronic resource for fifteen minutes each afternoon.

As the number of electronic resources available from both the law library's and the main university library's websites seems to grow everyday, I find myself wondering how much I might be missing. And, even if I am aware of an electronic resource, I know that I will need to try it out myself before I may even begin to suggest its capabilities to a faculty member or student. It is important that I grow in appreciation of the library's electronic holdings as I advise core patrons that increasingly seek guidance on materials that they may access from the comfort of their homes and offices, at all hours of the day and night.

Each afternoon, at about two o'clock, I will sit, with good posture, at my computer and explore these materials. I will browse through the content of one particular resource, run random searches, and keep brief notes on what I have seen. I will consult my colleagues if and when I come across something strange in the resource or something that may be helpful to each of us at the reference desk. Philosophically, I will develop a keener eye for thoroughly and efficiently using such materials. Practically, I will be able to show a faculty member doing historical intellectual property research how to use one of our databases to find original images from an 1822 patent law treatise. I will improve as a librarian.

Resolution # 3: Make good eye contact with each person I encounter.

Needless to say, this third resolution is a bit of an oddball. It is quite general in nature and does not involve doing something particular at a particular time of the day. However, it is clear, especially when interacting with a library patron,

that it is important to articulate a sense of care and concern for his or her information need. It is important for me to convey that I am an information professional, and that I possess both the capabilities and interest to help someone successfully utilize the collection and services of the library. Good eye contact helps to say all of this without using words.

Each day, whether I am working at the reference desk, at the circulation desk, in my office, or just walking through stacks attempting to meet my first resolution, I will look each person I encounter in the eye. I will express joy and pride in my profession, and aim to represent my library well. I will be engaged in the questions and needs of faculty, students, and other patrons, and be confident that the work that I do is vitally important and meaningful. Once again, I will improve as a librarian.

New Member Spotlight

Tawnya Plumb & Sally Wambold
Membership Committee



New member Todd Ito is working in his first professional position as a law librarian at the University

of Chicago. He had previously worked as a graduate student in the law libraries of Duke and the University of North Carolina-Chapel Hill. With

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Looking Ahead to the 2007 AALL Annual Meeting and Conference: New Orleans and the Legal, Mixological, and Etymological History of the Cocktail

Brian Huddleston, Senior Reference Librarian,
Loyola University New Orleans College of Law Library

A trademark case before the Louisiana Supreme Court in the late nineteenth century involved a New Orleans company that manufactured bitters and is, tangentially, related to several of the city's contributions to the history of alcoholic beverages. Bitters are mixtures of alcohol infused with herbs or other ingredients that are now key components in many mixed drinks but which were originally consumed as health tonics. A dose of bitters was once considered a bracing elixir that helped to stimulate vitality, and so as preventative medicine it was completely different than just slugging back a few shots of whiskey. Bitters, aperitifs, and digestives - all similar products - were also conveniently not categorized as liquor for tax purposes.

In the case of *Handy v. Commander*, 22 So. 230 (La. 1897), plaintiff Thomas H. Handy & Co. of New Orleans was the maker of "Handy's Aromatic Cocktail Bitters." Handy's Bitters were represented to be "the most palatable and flavorful ever" and were guaranteed to "stimulate the appetite and invigorate the functions of the stomach, thereby preventing dyspepsia." Defendant Anthony Commander was an employee of Handy's who, after learning the recipe for Handy's Bitters, quit and set up his own company to sell the same formulation under the name "Commander's Aromatic Cocktail Bitters." At issue in *Handy v. Commander* was the trademark that Handy held for the labeling of his bitters and Commander's unauthorized use of a nearly-identical trademark. (The formula of the bitters itself was not patented or protected as a trade secret.) The court noted that "in size, in style and color, in lettering and execution, word for word,

there is not a point of difference between the trademark of Handy and the trademark put forth by the defendant, except that the latter is styled 'Commander's Bitters' while the former was styled 'Handy's Bitters'". Because of the similar and confusing labels, the court upheld the judgment of trademark infringement and the \$450 damage award, which was based on the 88% decline in sales that Handy suffered from Commander's illegally competing product.

The bitters central to the dispute in *Handy v. Commander* were from a recipe developed and finessed decades earlier by a New Orleans pharmacist named Antoine Amadée Peychaud, a French Creole immigrant from Haiti. Peychaud had worked on many different types of recipes for bitters and other herbal medicinal aids since arriving in New Orleans in 1793. (His eponymous brand, Peychaud's Bitters, is still manufactured in New Orleans.) In the scholarship of alcohol, the addition of bitters to mixtures of liquor and water or other mixers is seen as both a historic turning point as well as a categorical delineation between cocktails and, in what at one time was a strict distinction, other mixed drinks such as toddies and slings.

In the late 1830s, Peychaud created a pleasing combination of his bitters mixed with brandy and absinthe, and the recipe for this drink spread beyond his friends and customers and became popular throughout the city. One establishment decided to make it only with a particular type of brandy, which also soon became the concoction's name, the Sazerac. Now a signature New Orleans drink, the Sazerac is widely acknowledged to be one of the first true cocktails, if not the first.

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Cocktails, Cont'd

(Modern Sazeracs use Herbsaint or Pernod in place of the absinthe; thank you very much, F.D.A.)

But what about that word, cocktail? No definitive derivation of the term has been established, and some of the more colorful stories are considered apocryphal, such as the one about the revolutionary war-era barmaid who decorated the mixed drinks she served with a rooster's tailfeather. History often shows that the more mundane explanation for something is most often correct, and that is likely the case here. Besides creating the first cocktail, Peychaud also deserves some credit in this matter. He served his early mixed drinks in a double ended egg cup, called a coquetier and pronounced kah-kuh-TYAY; to the non-French speaking residents of New Orleans, the word was mis-heard, mis-understood, and/or mis-pronounced as "cocktail." This is less colorful and not really that much more likely than other claimed derivations, but one writer on the subject noted that the esteemed lexicographer Dr. Frank H. Vizetelly (go ahead, Google him) has declared that the coquetier origin story is "the oldest and most positive basis for the word cocktail."

So now that you've learned more about New Orleans and the cocktail than you ever wanted to know, if you're coming to the 2007 AALL Annual Meeting here are some of the best places in the Crescent City to have a cocktail, a beer, or a glass of wine.

Napoleon House

500 Chartres Street

The perfect place to have a refreshing Pimm's Cup after walking around the Quarter on a hot summer day. The café menu has an excellent cheese plate and their muffaletta - a classic New Orleans sandwich of salami, ham, and Provolone topped with olive salad - is one of the best in the city.

Pirate's Alley Café

622 Pirate's Alley

Located near Jackson Square adjacent to the St. Louis Cathedral and behind the Cabildo. When you sit on a sidewalk table at this hole in the wall bar and café, you can get a sense of what the quarter was like back in the nineteenth century. They sometimes have live music on the unbelievably tiny stage next to - and smaller than - the rest room.

Peristyle

1041 Dumaine Street

A little too far to walk to, but this is one of the city's best restaurants, so if you make a reservation for dinner and take a cab, get there early and sit at their gorgeous and very well-stocked bar for a pre-dinner drink or two. The two large murals of New Orleans' City Park are the inspiration for the restaurant's name.

Carousel Bar

214 Royal Street

Just off the lobby of the Monteleone Hotel is the Carousel Bar, the centerpiece of which is the circular main bar decorated like a carousel and which revolves in a full circle every fifteen minutes. The Monteleone is one of only three hotels in the country to be designated as a literary landmark, and the Carousel was a New Orleans favorite for writers such as William Faulkner, Tennessee Williams, and Truman Capote.

Johnny White's Sports Bar

720 Bourbon Street

Many bars in New Orleans are open twenty-four hours a day, but this tiny establishment is worth a stop, if for no other reason than to be able to say you've had a drink at the only place in New

(Continued on page 20)

Cocktails, Cont'd

Orleans that didn't even close for Katrina. They managed to stay open during the hurricane itself, the subsequent chaos, the extended power outage, and the subsequent weeks of evacuation and curfew and even somehow found a supply of ice to keep the beer cold (those National Guardsmen and state troopers can be very helpful in a scratch-my-back-and-I'll-scratch-yours sort of way). Of course, they sell t-shirts and other memorabilia to commemorate that accomplishment.

Molly's at the Market

1107 Decatur Street

The best Irish pub in the Quarter. The decorative wooden urn behind the bar contains the ashes of the bar's late owner and founder.

Pat O'Brien's

718 St. Peter Street

Famous since the 1940s for one of New Orleans' signature drinks, The Hurricane, which is just rum added to an overly sweet fruit juice mix that tastes like Hawaiian Punch (which may help explain why Pat O's is the #1 bar in the world for customers who only order one drink, though for various reasons). It's definitely a great looking place, with a huge courtyard and four separate bars, so if you order something besides the Hurricane it can be worth a visit.

Lafitte's Blacksmith Shop

941 Bourbon Street

Occupying one of the oldest buildings in the city, dating back at least to 1772 and featuring very little in the decor that seems to have been updated since then, Lafitte's is always included on lists of must-visit bars in the French Quarter, and is one of the few that is definitely deserving of that suggestion.

A New Chapter for Touro Law Center

James G. Durham, Head of Public Services

The new Gould Law Library at Touro Law Center opened its doors on Tuesday, January 16, in Central Islip, New York. This opening marks the end of construction for a completely new law school facility and a move from the town of Huntington, where Touro resided for approximately 25 years.



The new law school and library were designed by Baldassano Architecture of Ronkonkoma, New York. The facility features clean, modern lines with abundant glass and windows. The two-level auditorium is designed for moot court competitions and electronic presentation of evidence, and is decorated by reproductions of tapestries by Marc Chagall. A chapel and a synagogue are located in close proximity to the auditorium. The synagogue features a 100-year-old Ner Tamid (eternal light) and Torah scroll, both rescued from a Mississippi congregation that closed its doors more than 50 years ago. The school also contains a legal clinic wing to house Touro's elder law, housing, and family law clinics. A public advocacy wing is located above the clinic, intended to house local not-for-profit groups who will utilize and train Touro students.

The windows of the new law campus overlook federal and state court complexes. The John P.

(Continued on page 21)

Touro, Cont'd

Cohalan Center houses Supreme, District, and Family Courts for the State of New York. The Alfonse M. D'Amato District Courthouse is located next door. An updated Touro curriculum incorporates visits to the courthouses to meet with attorneys and judges, and to observe court proceedings.

The new library is named for the Gould family, who have a long history of involvement and support for Touro Law Center. The 40,000 square foot library has four floors, replete with thirteen study rooms of various sizes, carrels, and tables wired for laptop use, as well as abundant soft seating to accommodate approximately 400 users. Wireless Internet access is available throughout and wireless printing is available on each floor. The Library contains two teaching labs, a humidity and temperature-controlled Special Collections Room, and a sizeable Judaica Room.

The Gould Law Library has 462,000 volumes (with 101,000 titles), including microform equivalents. A staff of 23 includes five reference librarians and two reference assistants. Seven staff members possess a law degree, and eight possess a master's degree in library science.

Please note the concurrent changes in contact information:

Gould Law Library
Jacob D. Fuchsberg Law Center
Touro College
255 Eastview Drive
Central Islip, New York 11722
Circulation Desk: 631.761.7150
Reference Desk: 631.761.7160
Administration Fax: 631.761.7159
Circulation Desk Fax: 631.761.7168
Technical Services Fax: 631.761.7169

New Member Spotlight, Cont'd

an undergraduate BA degree is in History and Asian Studies from UNC-Chapel Hill, both his J.D. and MSLS are from UNC as well.

Todd was attracted to public interest law initially. Fortunately for the law library profession, he decided that law librarianship would be more satisfying. It combines his interest in public service with his interests in legal research, scholarship, and teaching. His mentors were Anne Klinefelter and Scott Childs of the Katherine R. Everett Law Library at UNC. Todd said that "they have been very helpful and supportive in helping me establish myself in the profession."

Todd learned about ALL-SIS at the AALL Annual Meeting in St. Louis. Also, his colleagues at the D'Angelo Law Library told him about the benefits of ALL-SIS membership.

He considers law librarianship to be his first career, although he has worked at other jobs. When Todd is relaxing away from the library, he likes to listen to music, read, and watch movies. Among his faves are *White Boy Shuffle* by Paul Beatty and the movie *Chinatown*. He likes the album *Out to Lunch* by Eric Dolphy and his musical tastes range from rock to soul to jazz to hip-hop to different kinds of world music. He claims to have no performing musical talent and prefers to listen. On the exercise front, he is also trying to be more active and has a "half-serious ambition to run the Chicago Marathon."

ALL-SIS members can easily envision Todd in the Chicago Marathon, as he has "gone the distance" to establish his career in law librarianship.

Diana Gleason is the new Head of Reference and an Assistant Professor at the William S. Boyd School of

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New Member Spotlight, Cont'd

Law at the University of Nevada, Las Vegas. She received her B.S. in Sociology, specializing in Womens' Studies, from the University of Oregon. She then earned her J.D. from the University of Oregon School of Law and a M.L.I.S. from the University of Washington with a certificate in law librarianship. Diana's work experience is extensive and includes positions in public services, management, government documents, and reference in both academic and private law libraries.



Diana joined the UNLV law school last January as the senior reference librarian, and quickly was promoted to Head of Reference in July. In her new position, she is responsible for scheduling, hiring, and training Student Reference Desk Assistants in addition to her reference, faculty liaison, and teaching duties.

Interestingly, Diana has been teaching Advanced Legal Research as an online course which has been very successful. Distance education is one of her scholarly interests, and her article "[Distance Education in Law School: The Train Has Left the Station](#)" is available from the Bepress Legal Repository.

Professionally, Diana has been a member of WestPac, the West Online Advisory Board, the Law Librarians of Puget Sound, and AALL. She is a previous winner of the LexisNexis Scholarship Award and the 2nd place female walker in the Hein Online Fun Run in St. Louis.

Diana seems as active outside of the library as she is within it. She is on the Board of Directors of the Southern Nevada Old-Time Contra Dancers, is a member of the Sierra Club, and enjoys hiking.

Member News

Deaths

As many of you know, **Sara Robbins**, director of **Brooklyn Law School's** library for twenty years, was killed in a pedestrian accident on December 13, 2006. Ms Robbins served as Chair of ALL-SIS in 1996-97. She received her J.D. from Ohio State and M.L.S. from Pratt Institute. She began her career in librarianship as a Cataloger at Brooklyn Law and then went on to serve as Head of Technical Services at Cardozo Law School. Before attending law school, she worked as Morris Cohen's research assistant on his *Bibliography of American Law*. Sara's primary publication was the coffee table book, *Law: a Treasury of Art and Literature*. She regularly served on ABA site inspection teams, was a member of the ABA's Committee on Libraries, and, at the time of her death, the executive committee of the AALS Section on Libraries. A short biography of her is available [here](#). ALL-SIS made a donation to the [Centennial Fund](#) in her memory.

Announcements

The **Collection Development Committee** of ALL-SIS is currently in the process of updating its directory of collection development contacts for all academic libraries. You can expect an e-mail or phone call to confirm your contact information from Courtney Selby or Edward Hart sometime during the spring of 2007 as we work toward completion of this project.

Events & Awards

Coleman Karesh Law Librarians meet the Chief Justice of the United States Supreme Court

On October 19 & 20, 2006, the Honorable John G. Roberts, Jr., Chief Justice of the United States Supreme Court, visited the University of South Carolina School of Law. On October 19th, he was honored at a reception and formal dinner, hosted by President and Mrs. Andrew Sorensen, and on October 20th, he presided over a moot court argument at the School of Law. The law librarians at the Coleman Karesh Law Library were invited to the dinner and had the opportunity to meet Chief Justice Roberts after the moot court argument. Chief Justice Roberts was charming and gracious to all. To watch the streaming video of the oral arguments and the question and answer session with the chief Justice afterwards, go to [mms://ms3.deis.sc.edu/AllAccess/Roberts_10_20_06.wmv](http://ms3.deis.sc.edu/AllAccess/Roberts_10_20_06.wmv).

The **Alexander Campbell King Law Library of the University of Georgia** recently received a Briggs Award from Briggs and

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Associates, a supported employment firm. The award was given for creating a job for a local citizen with developmental disabilities and successfully integrating her into the staff of the library and the law school. The job creation process used, called "job carving," looks at the unmet staffing needs of the library and matches them with the interests and talents of the supported employment client.

Mark Podvia, Dickinson School of Law of the Pennsylvania State University, graduated in December from Penn State with a Master of Arts degree in American Studies.

New Positions and Promotions

Leslie A. Pardo, formerly the Circulation & Faculty Services Librarian for the Cleveland Marshall College of Law Library at Cleveland State University, is now the Access Services Librarian for the **John J. Ross-William C. Blakley Law Library at Arizona State University**.

Colleen Williams has joined the **Young Law Library, University of Arkansas** as Reference Librarian. She was previously Reference Librarian at the Georgia State University College of Law Library.

The **Barry University School of Law Library** has added a third Reference Librarian to its faculty. **Jennifer Greig** arrived in October 2006. She previously worked as an attorney in North Carolina before returning to school for her library degree. This is Jenny's first law library position, and she shows tremendous promise and aptitude. Jenny looks forward to meeting her many academic law librarian colleagues from across the country when she attends the AALL Annual Meeting this summer. Welcome Jenny!

Duke University Law Library is pleased to announce the appointment of **Lauren Collins** to the position of Reference Librarian. Lauren will begin her new position on March 1, 2007. Lauren earned her M.L.S. from the University of Michigan and her J.D. from the University of North Carolina at Chapel Hill. She comes to Duke with experience in both law practice and professional law librarianship. Most recently, she served as Public Services Librarian/Instructional Services at Wayne State University's Arthur Neef Law Library. Lauren will supervise the law library's Faculty Research Assistants Program in addition to teaching, faculty liaison and other reference services responsibilities.

The **Seattle University Law Library** is very pleased to announce that **Tina S. Ching** joined their staff as a reference/research librarian on January 2nd. Tina holds a J.D. from University of Oregon School of Law and an M.L.I.S. from the University of Washington. She was formerly the Electronic Services Librarian at the Arizona State

University Ross-Blakely Law Library.

Candle Wester-Mittan joined the **Southern Illinois University School of Law Library** faculty as access services librarian and assistant professor on December 4, 2006. Candle is a recent M.S.L.I.S. graduate of the University of Illinois at Urbana-Champaign, and received a J.D. from the University of Nebraska and a B.S. in business administration from Nebraska Wesleyan University. Candle will also be teaching research in the school's lawyering skills program.

Congratulations to **Ruth Hill**, Head of Reference at Loyola Law School of Los Angeles. Ruth is to succeed Alvin Roché Jr. as **Director of the Law Library at Southern University Law Center** in Baton Rouge, Louisiana. Congratulations, Ruth!

Laurence Seidenberg has joined the **Syracuse University College of Law Barclay Law Library** as Reference Librarian as of last spring, 2006. He is an attorney and has a J.D. from the University of Toledo College of Law and an M.L.I.S. from the Pratt Institute, NY. He also has a M. Ed. from The College of New Jersey and practiced law in New Jersey.

The **Gould Law Library at Touro Law Center** in Huntington, New York, has three new members of its reference staff. Roy Sturgeon is the new Foreign and International Law Librarian. Roy obtained an M.L.S. from St. John's University, a J.D. from Valparaiso University, and an L.L.M. in Chinese Law from Tsinghua University. **Leslie Wong** is a new Reference Librarian at Touro. She obtained her J.D. from Hofstra University and is licensed by the State Bar of New York. She previously worked in real estate transactions and as an insurance defense litigator. She currently is attending Queen's College and will obtain her M.L.I.S. in 2007. **Christine Morton** also is a new Reference Librarian at Touro. Christine has a J.D. from New York Law School and is licensed by the State Bar of New York. She previously worked in the area of mental health law. Christine graduated with an M.L.S. from St. John's University in December of 2006. These three new librarians joined the Touro Law Center staff as the school prepared to move this past fall into a new facility in Central Islip, New York, directly adjacent to federal and state courthouses.

Publications

The members of AALL's **SR-SIS Standing Committee on Lesbian and Gay Issues** proudly announce the release of *Sexual Orientation And The Law: A Research Bibliography*, published by Hein as AALL Publication Series #74. This significant work represents the collaborative efforts of law librarians across the country, many of whom are ALL-SIS members. This bibliography includes a previously published,

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unannotated bibliography covering the years 1969 - 1993, the new annotated bibliography covering the years 1994 - 2005, a wonderful introduction discussing social changes and the corresponding development of the sexual orientation legal literature by Brad Sears, the Executive Director of the Williams Institute on Sexual Orientation Law and Public Policy at UCLA School of Law, as well as a case name index and an author index.

Joel Fishman, Assistant Director for Lawyer Services, **Duquesne U. Center for Legal Information/Allegheny County Law Library**, has become the Book Review Editor for the *Legal History & Rare Book Newsletter*. He is the author of *Index to the Pennsylvania Bar Association Quarterly Volumes 1-77 (1929-2006)*, contact Joel if you wish to purchase a copy; and articles on "Benjamin Franklin" in Rodney Carlisle, ed. *One Day in History--July 4, 1776* (Harper Collins 2006) and "Oliver Cromwell" and "Trial of the Seven Bishops" in P. Finkelman, ed., *Encyclopedia of American Civil Liberties* (Routledge 2006).

Carol Avery Nicholson, **University of North Carolina at Chapel Hill, Kathrine R. Everett Law Library, Ruth Johnson Hill, Loyola Law School of Los Angeles, and Vicente E. Garces, University of Minnesota Law Library**, are co-editors of the recently published, *Celebrating Diversity: A Legacy of Minority Leadership in AALL*, AALL Publication Series No. 71.

Mark Podvia, **Dickinson School of Law of the Pennsylvania State University**, co-authored (with Professor William Butler) an introduction to a Lawbook Exchange reprint of the Honorable John Reed's **Pennsylvania Blackstone**.

Radu D. Popa, Director of the Law Library and Assistant Dean for Library Services at **New York University School of Law**, has just published a fiction book entitled *Lady V.*, at Spuyten Duyvl Publishing House, www.spuytenduyvil.net/fiction/ladyv.htm.

Laurence Seidenberg, **Syracuse University College of Law Barclay Law Library**, recently published a book review of *Intellectual Property Law and Private International Law: Heading for the Future*, by Joseph Drexler and Annette Kur, Hart Publishing, Oxford, UK (2005) in the NYU Global Law Book Review program at www.globallawbooks.org. The review is available at www.globallawbooks.org/reviews/detail.asp?id=302.

Fred R. Shapiro, Associate Librarian for Collections and Access and Lecturer in Legal Research at **Yale Law School**, has published the *Yale Book of Quotations* (Yale University Press, 2006). This is intended to supplant *Bartlett's Familiar Quotations* and the *Oxford Dictionary of Quotations* as the most authoritative quotation dictionary. It also effectively extends and updates the *Oxford Dictionary of American*

Legal Quotations, since it includes extensive coverage of legal quotations including British legal quotations not covered by the ODALQ.

Mary Whisner, **Gallagher Law Library, University of Washington School of Law**, has collected the first six years of her "Practicing Reference" column from *Law Library Journal* in a book. They are arranged thematically, updated, and indexed. *Practicing Reference: Thoughts for Librarians and Legal Researchers* is part of AALL's Publication Series, published by William S. Hein & Co.

Please send future submissions for the ALL-SIS Member News Column to Sue Kelleher, skelleher@mail.barry.edu.

Day in the Life of the Law Library Community Photo Contest

Phill W. Johnson, Director of Electronic Services and Communications, UMKC School of Law, AALL Public Relations Committee Chair

Dust off your cameras and start scoping out the perfect shot. A Day in the Life of the Law Library Community Photo Contest starts February 1, 2007. We encourage you to be creative in finding snapshots that capture the essence of law librarianship and are visually attractive.

During the month of February, AALL members will take a wide range of photographs of law librarians working, meeting, teaching, and doing all that law librarians do in a given day. Entries will be due by the end of the month, and they will be judged online by the membership in April. Winners will be recognized on AALLNET, in the July 2007 issue of AALL Spectrum, and during the AALL Annual Meeting in New Orleans.

Visit the Day in the Life site (www.aallnet.org/dayinlife/) for complete contest rules, photography tips, and the winning 2005 photos.

**ACADEMIC LAW LIBRARIES—SPECIAL INTEREST SECTION
AMERICAN ASSOCIATION OF LAW LIBRARIES**

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General Information

ALL-SIS was established in 1979 to promote interest in and to address issues of common concern to those employed in academic law libraries. The SIS serves as the umbrella organization for all interests—administration, collection development, consortia, directors, fees for service, interlibrary loan, public services, technical services, middle management, etc.

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to more than 800 members and is the second largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS's broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are encouraged to join.

The ALL-SIS Discussion Group

The ALL-SIS discussion group, aka mailing list, is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. If you're a member of ALL-SIS, you should be automatically subscribed! To send a message to the list, address the message to all-sis@aallnet.org. Please direct any questions to the forum moderator at owner-all-sis@aallnet.org. For more information, see *ALL-SIS Discussion Group Instructions*, 23 ALL-SIS Newsletter 18 (Summer 2004), available at www.aallnet.org/sis/allsis/newsletter/23_3/Discussiongroup.htm.

ALL-SIS on the Web

ALL-SIS is on the web! Visit the ALL-SIS Home Page at www.aallnet.org/sis/allsis/. Electronic versions of *The ALL-SIS Newsletter* are available on our website, as well as other vital information.

Newsletter Information & Deadlines for 2006 - 2007 Academic Year

Please submit all articles and announcements to the ALL-SIS Newsletter Editor. Are you working on any interesting special projects? Have you attended a meeting and learned something you want to share with colleagues? Do you just want to rant and rave about some problems related to

academic law librarianship? If you answered "yes" to any of these questions, please send your thoughts. Any format, printed, faxed, or e-mailed will do, but it would be easiest for Newsletter production if the article is sent either as an attached text or word processing file or as the body of an e-mail. The **deadline** for this year's remaining issue is **May 16, 2007**. Thank you for your contributions and for your consideration.