



The ALL-SIS Newsletter

Volume 27, Issue 1

Fall 2007

MESSAGE FROM THE CHAIR

Michelle Wu
2007 - 2008 ALL-SIS Chair

Greetings, and welcome to another exciting year with ALL-SIS!

For those of you unable to attend the annual meeting in New Orleans this year, we have included reports of this year’s programs and events in this issue of the newsletter in hopes that they will convey the energy and flavor of the meeting.

In terms of official business, I am pleased to announce that ALL-SIS members unanimously approved both the revised Strategic Plan and the proposed Bylaws amendments at the Sunday, July 15, 2007 Business Meeting. The final

documents are now available on the ALL-SIS webpage at www.aallnet.org/sis/allsis/.

Through this newsletter and the all-sis listserv, you will undoubtedly hear from many of ALL-SIS committees throughout the upcoming year, but I wanted to take this time to highlight three particularly ambitious projects for the 2007-08 year.

First, in reviewing ALL-SIS committees, the Board noticed that student services were not well represented, though most committees had some component of student services in their charges. A new committee seemed necessary for a more comprehensive and coordinated discussion of

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ALL-SIS Committee Members and Charges

Note: Charges for this year’s Committees are posted on the ALL-SIS Website, at www.aallnet.org/sis/allsis/committees/charges/.

ALL-SIS Listserv

Mark Folmsbee, List Manager
BOARD LIAISON: Michelle Wu

Archivist

Anne Robbins
BOARD LIAISON: Michelle Wu

Awards

Patricia Harris O’Connor (chair)

Marlene Alderman
Frances Brilliantine
Terrance Manion
Sandy Sadow
Victoria Williamson
BOARD LIAISON: Suzanne Thorpe

Bylaws

Debby Norwood (chair)
Dragomir Cosanici
Patricia Fox
Mary Persyn
BOARD LIAISON: Marianne Alcorn

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AALL Program Reviews

A Review of “And Still I Rise: Resurrecting the Legal System in New Orleans”

Laurence Seidenberg, Barclay Law Library
Syracuse University College of Law



Louisiana Supreme Court
(photo by author)

The struggle of the New Orleans legal system following Hurricane Katrina that made landfall on August 29, 2005 was recounted by the first person accounts of a panel in “And Still I Rise: Resurrecting the Legal System in New Orleans...Tales from the Trenches” during the AALL 2007 Annual

Conference in New Orleans. Coordinated by Donna Nixon of Duke University School of Law Library, the panel was composed of a law school Dean, a Circuit Court of Appeals Judge, and a one time public defender and individual practitioner, who all gave compelling eyewitness accounts of the effect of the storm on the legal system, the city and individual lives.

P. Michael Whipple of Loyola Law School Law Library was slated to be on the panel, but was absent, so the views of a law librarian were unfortunately not represented. However, Loyola Dean Brian Bromberger recounted the various dimensions and ad hoc solutions to the evolving crisis. Some dire problems from his view as Dean were the prospect of a closed law school, which would mean the loss of needed tuition to sustain operations, the interruption of student, faculty and staff careers and livelihoods, and the long term damage to the physical structures and reputation of the law school as a desirable place to work and study. Bromberger, an Australian readily noted by his accent, described his difficult

decision to evacuate like many of the legal community to Houston in advance of the storm, traveling on clogged roads without many services such as communication means between dispersed staff and students. Only after arriving in Houston and managing to consult with law colleagues did solutions begin to develop.

Eric Moller, a UNC Professor, suggested Bromberger use a blog to facilitate communication and through Prof. Seth Chandler of the University of Houston an arrangement developed where the University of Houston would accommodate Loyola or Tulane students to enroll for the Spring semester with the condition they pay tuition to Loyola or Tulane, thus maintaining the tuition lifeline that sustains the law schools. The outlook for a Fall semester of any kind for the local law schools of Loyola and Tulane was bleak and likely negative, but many law schools took in students on a visiting basis for the Fall semester nonetheless. Publishers donated books for delivery to the University of Houston and faculty were flown in from around the country to teach law classes in shifts due to the crowded conditions. 350 students or about half of their students opted for this arrangement. Stories common to many were the near or complete personal loss of possessions and/or housing, as the natural disaster was an equal opportunity event for the most part. The panelists stressed that the difference amongst the victims was the ability to recover, evacuate or relocate in response to the tragedy.

Judge Edwin A. Lombard of the 4th Circuit Court of Appeals and a Louisiana native recounted his own career in the Louisiana court system as a pioneering African-American jurist. Some of the nightmarish problems he described included

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AALL Program Reviews

“And Still I Rise,” Cont’d

flooded evidence rooms, prisoners swapping name tags with those jailed for less serious crimes such as DUI, and the horror of the Coroner’s office where bodies were found to be floating around in waist high water. Also of issue was the mechanics of restarting the judicial process to effectuate the requirement of speedy justice in pending matters. However, the ability to allocate usable courtroom space was but one problem alongside issues such as the inability to find jurors and staff. The Fifth Circuit Court of Appeals that serves Louisiana, Texas, and Mississippi moved temporarily to Houston rather than Baton Rouge due to the crowded housing conditions resulting from the influx of evacuees. The Fifth Circuit reopened in New Orleans in January 2006. Soaked court records were sent by armed federal escort in several tractor trailers to New York to be retrieved when they were usable.

Laurie A. White, an established criminal defense attorney at one time on the Board of the Public Defender’s Office, detailed in poignant fashion the personal impact that Katrina had on her life. Her mother passed away in the wake of the storm and her father, in a local nursing home, endured a 13 hour evacuation journey on clogged roads to Baton Rouge under terrible conditions. Looters reached her own home and her law office like many others suffered some damage, but the destruction of computers and files of many in the legal community also took with it much of the hope incarcerated clients had for quick resolution of their cases. The flooded file and evidence rooms, destruction of DNA evidence, and evacuation of staff and personnel to run the system meant a breakdown in ‘the system’ of justice we take for granted, at least temporarily. It may take years to resolve many of the cases.

It was an interesting panel that one suspects represents the mixed recovery of New Orleans to date and how many residents have yet to return home and the difficult individual decisions of why and how to rebuild their lives. Attorney Laurie White’s decision was to stay relocated in Houston, establish a new life and run for political office. The sentiment of many local New Orleans attendees and local panelists encountered at the AALL conference seemed to be a strong commitment to stay and rebuild, the difficult part being that of convincing potential businesses, visitors, and tourists that the city is safe and open for business. The panel session did not provide materials for attendees but the effect of Hurricane Katrina has in itself produced a small body of literature¹ of value as lessons² in emergency preparedness,³ particularly for those in government and the legal community. Judge Lombard of the 4th Circuit Court of Appeals, a proud New Orleans native, was adamant about staying and rebuilding his city, whatever it takes. He echoed the panel session’s theme of the Maya Angelou poem that opened the session on the overhead projection, “Still I Rise,” an ode to determination in the face of hardship.

And Still I Rise

by Maya Angelou ©1978, Random House

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I’ll rise.

Does my sassiness upset you?
Why are you beset with gloom?
‘Cause I walk like I’ve got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,

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“And Still I Rise,” Cont’d

Just like hopes springing high,
Still I’ll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don’t you take it awful hard
‘Cause I laugh like I’ve got gold mines
Diggin’ in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I’ll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I’ve got diamonds
At the meeting of my thighs?

Out of the huts of history’s shame
I rise
Up from a past that’s rooted in pain
I rise
I’m a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise

Into a daybreak that’s wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

of the Disparate Impact of Hurricane Katrina on Minorities, 38 Conn. L. Rev. 1153 (2006); Brenna G. Nava, *Hurricane Katrina: The Duties and Responsibilities of an Attorney in the Wake of a Natural Disaster*, 37 St. Mary’s L.J. 1153 (2006) and Glenn C. McGovern, *Surviving Total Destruction of Your Law Office and Client Base After a Catastrophic Disaster*, 41 Tort Trial & Ins. Prac.L.J. 799 (2006).

2 The White House, *The Federal Response to Hurricane Katrina: Lessons Learned* (2006), available at <http://www.whitehouse.gov/reports/katrina-lessons-learned/>; <http://www.whitehouse.gov/reports/katrina-lessons-learned.pdf> (PDF); and see also Gary A. Munneke & Anthony E. Davis, *Disaster Recovery for Law Firms* (2004), available at http://www.abanet.org/lpm/katrina/disaster_recovery_formbook.pdf.

3 Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina, 109th Cong., *A Failure of Initiative: Final Report of the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina*, available at <http://katrina.house.gov/>.



1 For example, see: Sherrie Armstrong Tomlinson, *No New Orleanians Left Behind: An Examination*

AALL Program Reviews

Instructional Technology in Teaching Legal Research: Tricks of the Trade in the Real and Virtual Classroom

Steven Robert Miller, Ruth Lilly Law Library
Indiana University School of Law-Indianapolis

At the 100th Annual Meeting of the American Association of Law Libraries (AALL), one program was of particular interest to those who teach legal research: D7 - Instructional Technology in Teaching Legal Research: Tricks of the Trade in the Real and Virtual Classroom. More online courses throughout the United States and Europe are being taught, and the American Bar Association (ABA) has recognized both the demand and need for such courses in U.S. law schools. ABA Standard 306 allows law students to take up to 12 credit hours of their law school curriculum online, but no more than four credit hours per semester.

Three distinguished speakers talked about their experiences in teaching online Legal Research to law students or to law firm associates in July: Kristen Baginski, the University of Maryland's Thurgood Marshall Law Library; Judith Ford Anspach, Indiana University's Ruth Lilly Law Library; and Jennifer S. Murray, Assistant Director, Superior Court Law Library, Maricopa County, Arizona. They spoke of the instructional technologies they used, the challenges they faced, and the many benefits they observed during and after each time they taught an online course or training session. Susan Herrick, from the University of Maryland, was moderator.

Susan¹ pointed out that one of the most challenging objectives of legal research instruction today is to keep pace with the technologies that students use in their daily lives. Students can do much of their legal research assignments at home or anywhere in the law school building, at the Starbucks around corner, and are less likely to do

them in the library than a generation or two ago. Ms Herrick added that the ABA has looked at instructional technology in distance education in the context of the law school's culture and attitude. She cautioned that we should not get lost in technology and make sure that our pedagogical goals of furthering excellence in legal research remains the priority.

Kristen Baginski² was the first speaker during the program. Ms Baginski has much law firm experience and spent time at the University of Maryland teaching Advanced Legal Research (ALR) through Distance Learning. Kristen started off by saying that virtual learning is here to stay. The University of Maryland and other schools including Harvard have online classes and programs. Students today have expectations of taking online classes.

The University of Maryland began requiring ALR seven years ago. Without any formal "distance education" training, Kristen along with other teaching library faculty at Maryland began an online ALR course to offer to more students in an attempt to get through the backlog of third-year law students who were required to take the course. Ordinarily, there would be about 27 students in the traditional classroom course, but in an online ALR course they were able to get 70 students.

At Maryland, the library's faculty would teach first-year legal research to law students in the spring and ALR in the fall. The online course was started in the summer. At the beginning, five librarians taught one course, but later decided to do it differently. They easily got approval from the curriculum committee for the online course. They

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AALL Program Reviews

Instructional Technology, Cont'd

had to make sure they were in compliance with the ABA guidelines. For example, there were certain ABA requirements for interaction.

More importantly, they needed buy-in from their Information Technology (IT) department to go beyond their traditional ALR classes. They found IT very willing and helpful to assist them all the time in this new adventure. Kristen described her IT as finding the online ALR proposal fun and educational for her students. Maryland's IT had patience to instruct the ALR instructors.

The University of Maryland School of Law decided to use Blackboard.³ They used PowerPoint slides and blogs, and posted announcements to Blackboard. It was easy and familiar for students and faculty, because most used Blackboard at Maryland for the first-year class. They also used Captivate and PowerPoint voice-over. With very little money, Captivate allowed them to create PowerPoint voice-over, mouse-click demonstrations without a lot of ramping-up time. They could also add video. Kristen said that the class blog was very popular, but the discussion board was not.

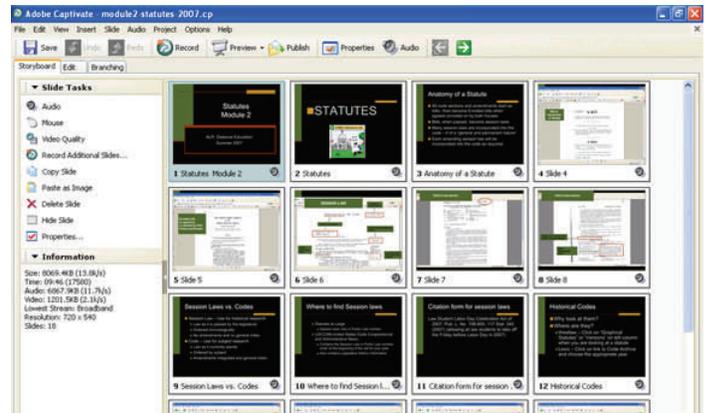


Image from Kristen Baginski, University of Maryland School of Law, showing PowerPoint Slide editing in Adobe Captivate 2.

There were four assignments and a final project for the course requirements. Most of the Maryland ALR students found the CALI exercises to be long, but Kristen said the Maryland instructors found them very useful and would use them again. Kristen posted pictures of each of the instructors to show how each of them looked. She also used the grade book feature of Blackboard.

Name (Last, First)	Adv. Search Strat.	Fed. Statutes	Fed. Lea. Hist.	Mal. Stat. & Lea. Hist. - Pt.	Mal. Stat. & Lea. Hist. - Q1	Fed. Admin.	Mal. Admin. - Pt.	Mal. Admin. - Q1
	Assignment	Assignment	Assignment	Assignment	Assignment	Assignment	Assignment	Assignment
	Pts Possible 0	Pts Possible 0	Pts Possible 0	Pts Possible 0	Pts Possible 0	Pts Possible 0	Pts Possible 0	Pts Possible 0
	Weight 0%	Weight 0%	Weight 0%	Weight 0%	Weight 0%	Weight 0%	Weight 0%	Weight 0%
Abrams, Mami	!	!	!	!	!	!	!	!
Allen, Gwendolyn	!	!	!	!	!	!	!	!
Baginski, Kristen	!	!	!	!	!	!	!	!
Barak, Douglas	!	!	!	!	!	!	!	!
Berry, Lewis, Sylvia	!	!	!	!	!	!	!	!
Clark, Cesar	!	!	!	!	!	!	!	!
Daly, Antonette	!	!	!	!	!	!	!	!
Dannison, Molly	!	!	!	!	!	!	!	!

Image from Kristen Baginski, University of Maryland School of Law, showing the Gradebook feature of Blackboard.

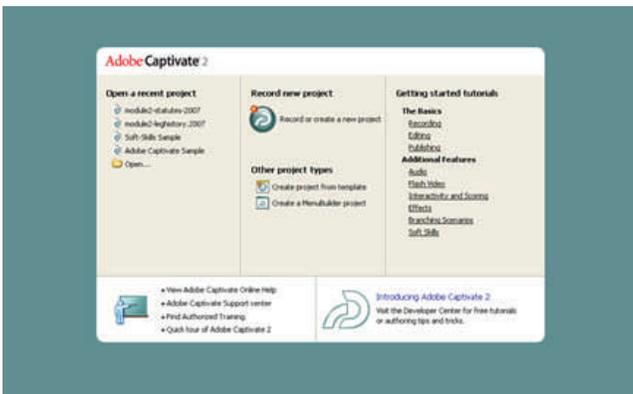


Image from Kristen Baginski, University of Maryland School of Law, showing Adobe Captivate 2.

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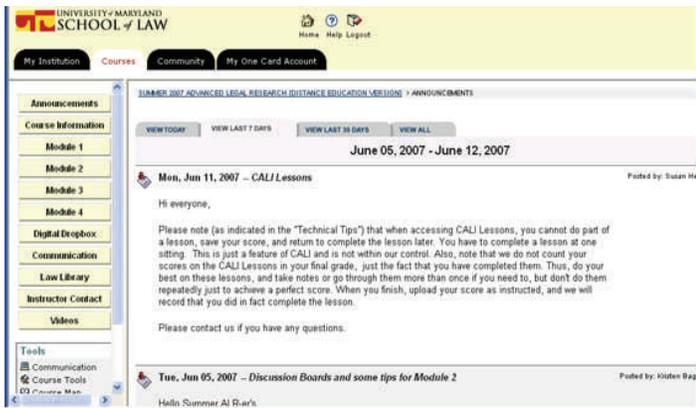


Image from Kristen Baginski, University of Maryland School of Law, showing a posted announcement regarding CALI.

Students at the bottom of the class found it hard to stay motivated at Maryland according to Kristen. Some students complained that time estimates were not true. Maryland instructors created treasure-hunting assignments. Although treasure hunts frustrated students, they felt the open-ended questions were not helpful in an online environment when instructors were not always present.

Judith Anspach,⁴ Director of the Ruth Lilly Law Library and Professor of Law at the Indiana University School of Law teaches a substantive course on Animal Law, and has taught ALR through Distance Learning since 2003. Her ALR course is a three-hour elective, which as she points out, might explain why her experiences differ slightly from Kristen's. Professor Anspach pointed out that you do not have to be a techy to teach online. And teaching online doesn't mean teaching just electronic resources. Judith used to teach ALR as a hybrid course - a three-hour session, where there is a two hour lecture, and a one hour hands-on module. She made the leap and taught the first online ALR during the spring semester of 2003.

Two years ago, the online course exceeded all of her expectations. Judith began teaching ALR online in the summer rather than the spring. She wanted to teach the online ALR to prove to the law school that there was a demand for online courses and a high demand for advanced legal research. Judith told the Registrar's Office that she would take anyone to register for the course. Judith knew once the class began she had to get back to the students with timely feedback. She began with 36 students in the spring of 2003. The next time she taught it, the Registrar capped it at 30 students, and it closed in 5 minutes with a waiting list of 90. Judith then doubled it to 60 and let 6 more students into the class. She says that each time you teach it you decide to make it better. The number of students keeps growing. She added a fall and spring semester to the summer session in the hope that she can get the number down to 50 students next summer.

Judith also experimented with an online option for first-year students in their legal research and writing course. Thirty-five students were in Judith's online first-year legal research class. The feedback was positive among her first-year students. Most said they did more work and were better prepared for their legal writing assignments than their counterparts in the traditional classroom. The main advantage is flexibility.

As Professor Anspach pointed out, with some students in an evening program, the price of gas, parking, flexibility, business trips, students with children, you cannot put a price on the value of an online ALR course she provides Indiana University students. Students can do the work anytime and anyplace; even all of the McDonalds in the Indianapolis area now have wireless

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Instructional Technology, Cont'd

Internet connections, so students can usually find an Internet connection to complete their assignments. While working on a module, they can stop and repeat a module, and work on a module some more. If they get stuck, they can email or call Judith. She can teach from anyplace that has an Internet connection. She doesn't have to worry about getting someone to cover for her if she is out for a conference.

According to Professor Anspach, another advantage is that she can look at the material students drop off in her electronic inbox (on TWEN or Oncourse),⁵ and she can tell right away, which student doesn't understand, for example, what a companion bill is after the completion of a legislative history module. That is something not easily found out in a traditional classroom setting. She points out that there has been a lot written about Generation X and the Millennials. Judith said that the modern student does like to multitask. Judith recalled one of her experiences while completing a teacher evaluation. While sitting in the back of a classroom, she could see students emailing, making airline reservations, doing crossword puzzles, and doing other tasks. The online ALR is better suited for multitasking students who can stop what they are doing, make an airline reservation, and then come back to the module they are working in to complete the assignment.

A recent ABA study on distance education showed that a strong majority of students had a greater mastery of the subject matter after taking an online course and concluded it was among a student's best law school experiences. This was consistent with the results that Professor Anspach found in her ALR class over the past few years. One disadvantage is the labor-intensiveness of the

course. "It's like writing a book rather than teaching a class" unless you revise every module you've done, according to Judith.

Another disadvantage is that you have to be online nights, weekends, and before you go to bed. You must maintain an online presence. You don't lose communication with your students. Judith often gets messages from her students about their personal lives. Messages received about a puppy, recent marriage, or new baby boy or girl is not uncommon. Judith had gone from teaching 25 to 30 ALR students per year at Indiana University to 160 students in one year because of online instructional technology. She endorses the CALI lessons and the use of videos. Very clear instructions must always be given to ensure reasonable time management. You can cut down on your email by sending out announcements after receiving one email from one student. You can often anticipate a problem before it mushrooms.

The third speaker of the program was Jennifer S. Murray,⁶ the Assistant Director, Superior Court Law Library, Maricopa County, Arizona. Ms Murray talked about the various technologies that can be used to teach legal research mostly in a law firm setting by focusing on the ones she used as a law firm librarian. A webinar is a synchronous communication. A recorded webinar is a webcast for people to view at a later time. A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration.⁷ A screencast is a subset of webcast.

Jennifer was in charge of training summer associates in 18 of their 23 offices nationwide. Rather than doing the training 18 times, she

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decided to do a record webinar so that associates throughout 18 offices could learn legal research. Her law firm used a recorded webinar to teach legal research to summer associates. The recorded webinar allowed associates to play the lesson at their convenience.⁸ They could pause the session or rewind to review a section using the navigation buttons. The lesson was done as a lecture. Only the presenter and host can be heard over the Internet.

Jennifer recommended recorded webcasting for those gun-shy of a full-blown online class - a hybrid alternative in an academic setting. Three popular webinar products are iLinc, Telstan, used by AALL, WebEx; two popular screencasting products are Captivate and Camtasia. She thought that screencasting was a much easier route for most to pursue.

Webinars, screencasts, and webcasts allow your instruction to be used 24x7. This is a way to accommodate users after hours. If associates or students don't understand something, webinars and webcasts would help. That teachable moment might be at 2:00 a.m. If you need to Shepardize online after hours, a webinar would help.

Jennifer began recording webcasts by using a prepared script. She explained that even if you have taught before, if you just go online and start talking, you will have to go back and edit a lot if you don't have a script. However, if you have a script, you can change what you need to change. You can change 3 minutes rather than change 30 minutes all over again. Using a script, you would have better quality in less time.

Once your script is done, you have to do the recording. Jennifer recommended putting a note on the door and go completely offline because if you do the recording at work, someone is likely to

knock on your, call you on the phone, or instant message you. Unfortunately, webcast recorders will capture any interruptions on your screen. It's the opposite of what we normally do, but if we can ask our colleagues not to contact us unless it's urgent for about 90 minutes, you can produce a high quality webinar.

Initially, it is a steep learning curve. Jennifer recommended allowing about 90 minutes to create your first webinar. The curve should come down, perhaps to 45 minutes to do the next half-hour webinar. Any of the webinar products will have good editing technology. She suggested that when recording a webinar to make strategic pauses, knowing where you are going to re-record. She also cautioned about file sizes that can be quite large and the need to talk to IT because there could be file server space issues.

As far as applications possible in an academic setting for ALR and seminar students, Jennifer referenced a talk given by Harvard's Terri Gallego O'Rourke⁹ regarding the benefits of webcasts to international LL.M. students where English is a second language. Recorded technology allows international students to replay and work on modules in an in-depth manner.

During the question and answer session, Kristen Baginski pointed out that Maryland had originally incorporated print materials and required students to use a substantial law library in the greater Baltimore area. Then, they changed to online sources only. They did not make access to a law library a requirement. They do discuss print sources and rely on screen shots of print material in the CALI materials. Judith Anspach explained that when her course was originally taught in the

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Instructional Technology, Cont'd

spring semester students were all at the law school in Indianapolis. However, in the summer, they are spread all over the country. Therefore, she uses a text with good illustrations and PowerPoint screenshots and CALI materials to discuss print materials. In the law firm setting, Jennifer used PDFs, screencasing, and recorded webinars that compared Westlaw, Lexis, and print materials.

The three presenters, Kristen, Judith, and Jennifer, brought out the various instructional technologies and applications for teaching legal research to today's law student. Much has changed in law libraries and legal research over the past 30 years. Students prefer to do legal research when they want to and where they want to, no longer confined by time and space. As librarians, we need to anticipate their needs, and stay ahead of the learning curve. These three presenters, and their moderator, Susan Herrick, were able to do this along with their many other duties. In the end, the librarian continues to be seen as the leader among legal researchers and research instructors armed with new educational technology and the knowledge to use it wisely.

1 Susan Herrick teaches Advanced Legal Research: Health Law and LAWRII: Research at the University of Maryland School of Law.

2 Kristen Baginski has just recently become the Deputy Chief of Staff for the Mayor of Pittsburgh. USMAI Consortium of Libraries E~News, no. 11, p. 8 (June 7, 2007). Prior to joining University of Maryland, Kristen was the Research/Instructional Librarian for Reed Smith's Philadelphia office. Prior to that, Kristen was a Legal Analyst for LexisNexis, where she participated in the creation of indexes for a variety of state statutory codes.

University of Maryland Thurgood Law Library News, Library News for September 2004, "Featured Staff: New Librarians Sustain Collaboration," available at <http://www.law.umaryland.edu/marshall/librarynews/newsarchive.asp?month=September&year=2004> (last visited August 26, 2007).

3 Note that Blackboard is similar to Oncourse, WebCT, TWEN, and LexisNexis web course products. This author endorses no web course product but is only reporting the experiences presented by this speaker during this AALL program.

4 Previously the Law Library Director at Hofstra University, University of New Mexico, and Thomas M. Cooley Law School.

5 Note that TWEN or Oncourse is similar to Blackboard or LexisNexis web course products. This author endorses no web course product but is only reporting the experiences presented by this speaker during this AALL program.

6 Previously at Greenberg Traurig, Arizona State University's Ross-Blakley Law Library, and the University of Southern California Law Library.

7 Wikipedia, Definition of Screencast, available at <http://en.wikipedia.org/wiki/Screencast> (last visited August 26, 2007).

8 Introduction to QuickBooks Point of Sale v5.0 Certification, available at http://accountant.intuit.com/member_programs/gb_advisor/pos_cert/poscert50_introduction.ppt (last visited August 26, 2007).

9 Reference Librarian, Anglo-American Law & Instructional Services Coordinator, Harvard Law School Library.

AALL Program Reviews

Networking to Serve Self-Represented Litigants

I-Wei Wang, University of California, Berkeley,
School of Law (Boalt Hall)

This Monday-morning session highlighted the Self Represented Litigation Network (SRLN). A quick show of hands revealed that most audience members were courthouse, county, and state law librarians, with a smaller contingent of academic law librarians. But the “networking” topic could not have been more relevant to the diverse crowd.

The panel discussion was coordinated and moderated by Charles R. Dyer, a library consultant in Bellingham, Washington and a retired library director. The session was kicked off by the Honorable Kevin Burke, of Minnesota’s Hennepin County Court. Judge Burke started by noting that what litigants want, whether they win or lose their case, is to feel that they have been listened to with respect, and to understand the outcome they obtained. Law libraries, he observed, can be crucial in filling these needs. He invoked a powerful image by comparing the experience of a self-represented litigant in a law library with that of a customer in a retail store: Is the person greeted by a salesperson who asks “May I help you?” or by a security guard? Finally, the judge emphasized the need for leadership, and in particular the need for the library community to share its knowledge with judges and court administrators.

Sara Galligan, of the Dakota County Law Library, spoke next. As chair of the AALL Pro Bono Partnerships Special Committee, she presented recommendations for AALL’s collaboration with SRLN. Among the opportunities Galligan mentioned is the need to identify the major case types in which people are most likely to be self-represented. She also advocated for continued and increased

development of reliable, lay-friendly legal forms for use in these major case categories - since otherwise the self-represented may settle for potentially misleading or unhelpful forms commercially available via the internet. Law librarians, including academic law librarians who serve pro se/in propria persona patrons, are well positioned to gather data and to contribute to local efforts to identify needs and develop resources for the self-represented. Finally, Galligan noted the need for expansion of court-sponsored alternative dispute resolution options.

The next speaker, Richard Zorza of Zorza Associates, spoke of the role of the courts not merely as a site for the resolution of disputes presented, but as an institution for the administration of access to justice. Rather than simply processing the cases that are brought, courts need to develop services and programs that help people where they are, where the problems are. Mr. Zorza noted in particular the widening gap in services for middle-income individuals who do not qualify for pro bono assistance. While noting the differing ethical limitations faced by courthouse law librarians as distinct from law librarians in other settings, Zorza asserted that the values inherent in all librarians’ ethical and professional standards are best carried out when both the court system and legal information professionals are actively “engaged” - informative, accessible, and proactive - in their services to self-represented litigants, while remaining impartial as between parties or viewpoints.

The final panelist, Bonnie Rose Hough, from the California Administrative Office of the Courts, proposed some practical steps law librarians can take to improve their service to self-represented

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AALL Program Reviews

Networking, Cont'd

litigants. Among her suggestions:

- Bring in a volunteer as a “mystery shopper” to get feedback about the layout, signage, service, and personal interactions a patron experiences at your library.
- Meet with partners - other legal information providers to whom your institution may refer patrons - to make sure you are making appropriate referrals, and look for potential new partners and new opportunities for collaboration and referral.
- Work with partners to institute a referral slip system, providing patrons with information filled out on a standard form, like a “legal prescription slip.” Such a written form can help the patron (and the next librarian who encounters the individual) to identify the legal research issue and/or specific resources needed.
- Develop collections for self-represented litigants, including by using the SRLN web site’s list of self-help materials. Develop a self-help center that includes materials with jurisdiction-specific information in plain English.
- Learn about effectively combining signage, verbal, and written information by observing other service organizations - such as a hospital emergency room - where critical, complex information is communicated under stressful circumstances.
- Find out about community resources to assist with mental health or other social services needs of self-represented litigants.

One of Ms. Hough’s final suggestions reiterated her emphasis on communication, and echoed Judge Burke’s retail store analogy: she

urged reference librarians to avoid the response “I cannot give you legal advice,” by reframing the question to tell the patron “Here’s what I can help you with.” For a session devoted to the topic of networking to serve self-represented litigants, it was a fitting note on which to conclude.

SRLN’s website, including resources for librarians and other professionals who serve self-represented litigants is www.srln.org/ (member registration required). Included at the SRLN’s home page is a link to www.lawhelp.org/ - the 2007 Webby Award-winning site where your library’s self-represented patrons can find topically arranged information on legal aid referrals and other resources available in your state.

Librarians Rebuilding New Orleans

Barbara G. Traub, St. John’s University Rittenberg Law Library
Contributions from Amy Hale-Janeke, Roy Sturgeon, & Hugh Treacy

AALL’s meeting in New Orleans in July provided some special opportunities for members to contribute to the city’s reconstruction efforts. On Friday, July 13 many of us went to work with either Habitat for Humanity, Second Harvest, or the Louisiana State Museum.

The Habitat activity started at 7:00 a.m. when about 70 AALL volunteers met in front of the convention center and rode 2 buses to the work site in the upper 9th ward. The work site is called the Musicians’ Village because many local musicians, including Harry Connick, Jr., are involved with the rebuilding there. After a brief overview of projects, about 20 people painted a house, while the rest moved wall frames and cleaned up around the site during the morning. In the afternoon the group

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hammered a floor system into a house. The Habitat folks provided water for everyone, and made sure volunteers took water breaks every hour, as it was a very hot and sunny day. The air conditioned buses provided a much needed respite during the lunch hour.

While these may seem like small steps, I know from the exhaustion and sunburns that I saw that the volunteers for Habitat each made a mighty contribution by the time they finished at 3:00 p.m. According to volunteer Roy Sturgeon, the Habitat houses are elevated 3 - 4 feet above ground to protect them from future flooding and “all look the same, except they’re painted different colors and look like rows of rainbows.” How wonderful that librarians could contribute to building rainbows in New Orleans!

There were two groups of approximately 25 volunteers at Second Harvest for morning and afternoon shifts. They worked at Second Harvest’s food-packing facility in Jefferson County. Their bus trip took them past some hard-hit areas and the bus driver shared stories of many victims. On the assembly line, the volunteers sorted and packed food into boxes of different types of food (e.g., protein, vegetables, breakfast foods), and then stacked them on pallets. Their efforts were rewarded when the morning group of librarians learned from Second Harvest staff that they had packed enough food to feed 5,000 people! The afternoon shift then doubled the contribution of AALL members.

Some of us were intimidated by the thought of working in the heat and humidity of New Orleans in mid-July, and quickly filled up the available spots at the Louisiana State Museum. Since this is the project I worked on I can say from first hand

experience that we all found it to be a fascinating and rewarding venture.

The first ‘adventurous’ thing about it was that we found ourselves being taken to a secret storage facility of the Museum - in a location not to be revealed. Amy Hale-Janeke, our AALL coordinator, divided us up to work on three projects. Several librarians examined a collection of original watercolors by Alvyk Boyd Cruise, a New Orleans artist employed by the Works Progress Administration during the Great Depression. His watercolors expressed his view of the colorful buildings and architecture found in the French Quarter. The project involved first examining the pieces for wear, mold, paint loss, etc. and then reviewing a 30-year-old inventory to be sure descriptions of the paintings were accurate and up to date.

The second group worked on a catalog related project that involved comparing lists of holdings to match items or identify items missing from a collection’s inventory. The third ‘group’ (actually only Amy and I) did data entry of accessioned items into the Museum’s database (catalog). We were each given files which contained a curator’s evaluation and description of an item and its ‘place’ within the Museum’s holdings. Once trained on the database, it was very interesting to compare the organization of a museum database to the methods that librarians use (AACR2 and our cataloging systems). Being familiar with archival records, I see it as sort of a continuum of organization schemes: library -> archives -> museums. All different but related.

The really cool part of this project was the variety of items we dealt with. Amy’s files

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included an upright bass used by a famous jazz player and a trumpet used by another famous jazz musician. The most interesting items I worked on were donations for a new collection that the museum is developing relating to Hurricane Katrina, such as a Red Cross Debit Card distributed to survivors to use as cash, and a sign from a bus window allowing the vehicle (which had been driven from the northern U.S.) into the flood zone to assist in the rescue.

There was another perk of the working at the Museum, besides being indoors in air conditioning. We were given a tour of some very special items in storage. These included a working gramophone that still plays wax cylinders, and a large collection of clothing and Mardi Gras costumes from various eras.

Most importantly, all of us who gave our time to helping New Orleans recover from Hurricane Katrina came away with new insights, new friends, and the knowledge that we had made a contribution to the city, its people, and cultural resources. Not only was New Orleans a little better off after we left, but so were we.

Editor's Note: Photos of the volunteers in action are available at www.lb5.uscourts.gov/AALL/volunteer.html.



Update on the ABA Questionnaire

Remarks made by Allen Easley, President and Dean of William Mitchell College of Law and the current Chair of the ABA Questionnaire Committee, at the ALL-SIS Business Meeting



Suzanne Thorpe & Allen Easley

Thank you for inviting me to speak to you this morning. This is an honor and privilege. By way of background,

I thought it might be useful and important to talk briefly about what we on the Questionnaire Committee consider to be the driving forces behind the framing and scope of the questions we ask.

Recognizing that the burden of responding to the annual questionnaire is significant, an important factor that we continually reexamine, particularly as accreditation standards change, is whether the data being collected is needed for accreditation purposes? Another important question is whether the data is useful for schools or consumers? A third consideration is whether we believe the data we are getting is accurate? We have often reframed a question when it appeared that ambiguities in the way we were asking the question was causing schools to answer it in inconsistent ways, making meaningful data comparison across law schools impossible. Sometimes, we have even eliminated questions when we thought that the data we were getting was not reliable, particularly when it was also unclear whether reliable data would be useful.

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The heavier the burden of producing data in response to questions, the more important it is in our minds that the request for data be justified by clear need, usefulness, and a sense that the data we collect is likely to be reasonably accurate.

Always lurking in the background is awareness that some of the data we collect through the annual questionnaire is being used by US News for ranking purposes. While we try not to allow that awareness to drive decisions, it highlights the importance of the factors just mentioned. Do we really need the data? Is it really useful? And perhaps most important here, is it accurate?

So, for example, when we decided two years ago to resume collecting median LSAT/UGPA data, we did so because we thought the data useful to consumers and helpful, more complete information on the entering class, for the Accreditation Committee.

But we were also acutely aware of the fact that while we were not collecting median data, US News was, and there was a lot of concern out there that because they were using data we weren't collecting the data they were getting might not be very accurate.

So, although there were some fairly strong sentiments expressed in the committee that we ought not to start collecting media data simply because US News used that data in its rankings, we found that the median data was useful and helpful to us, and to consumers. And we knew, whether it was a motivating factor for us or not, that others would gain greater confidence in the median data being given to US News knowing that we too were collecting it.

Now, let me turn to some of the major library related issues the Questionnaire Committee has

been examining over the past year, and the major changes coming down the pike, at least one of which has been somewhat controversial. First, let me say that in my years chairing the Questionnaire Committee almost every change made to parts of the questionnaires relating to libraries came to the committee initially as proposals from the Library Committee. The only exception to this I can think of is the decision by the Questionnaire Committee to move the counting of professional library staff out of the profiles, about which I will talk more in a few minutes. But, in general, proposals for changes regarding library questions are going to come initially from the library committee, and while the Questionnaire Committee has not always approved proposed changes coming from the library committee, it is highly unlikely to propose a substantive change to library questions itself, without the proposal having first been vetted and approved by the library committee.

The overriding issue for the Questionnaire Committee regarding library matters, since the early 90's, has concerned electronic resources. More specifically, how should we be assessing the strength of collections in this electronic age?

There were three major changes proposed by the library and questionnaire committees this year: the first having to do with how electronic titles are counted, the second having to do with serial titles and subscriptions, and the third, and most controversial, having to do with eliminating volume counts and making title counts the primary collection measure.

We have been struggling with the electronic titles question for some time. A few years ago, we

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took the position of not even trying to count electronic titles, focusing on electronic resources on the expenditures level instead. The change that we proposed this year, and that the Council of the Section on Legal Education and Admission to the Bar approved in June, separates electronic titles into titles owned and leased. Titles owned will be counted and reported. Titles leased will not be reported at the title level; rather they will be subsumed in databases, reported at the collection level.

Obviously, there are arguments both ways on this question. And this is a work in progress. As technology changes, our thoughts about appropriate methods of measuring the strength of collections may change as well. But for the moment, we believe that the distinction between titles owned and leased makes sense. And for the moment, were we to count titles leased in our title count, our feeling was that title counts would become almost meaningless as a measure of collection strength.

Our second recommendation this year, again approved by the Council in June, was to eliminate serial title and subscription counts. There has long been discomfort with how serials were being counted, and with the inconsistency in how they were being counted, a problem exacerbated when electronic serials were factored in. But serial titles will still show up in the total titles count, and serials are also counted at the expenditure level, split between print and non-print.

Our final, and again most controversial recommendation, was to make titles owned the primary collection measure, eliminating volume and volume equivalent counts. This recommendation was driven by two primary

concerns. First, in this increasingly electronic age, volume counts were becoming increasingly irrelevant. And second, volume counts were notoriously unreliable. While there may be some comfort, at most libraries, with the count of volumes added and subtracted over recent periods of time, inevitably total volume counts start with a base of inherited totals in which we often have little confidence.

So, from the perspective of both the Questionnaire Committee and the ABA library committee I think it is fair to say that we had grave questions about the usefulness and accuracy of volume counts. And to the extent that volume counts play a role, albeit a small one, in the US News rankings, that only exacerbated our concern over accuracy and usefulness.

We were concerned enough about these proposed changes, particularly relating to volume counts, that we took the unusual step for the Questionnaire Committee this year of seeking comments regarding these proposals before finalizing our recommendations to the Council. And on the volume count question, while we received a wide range of reactions, some favorable and others unfavorable, there was enough concern expressed about the common use of volume counts by some schools for planning and management purposes that the committee decided to delay implementation of the elimination of volume counts for two years, to allow the law library community time to develop alternative methods for the continued collection of volume count data if it continues to believe that this data is important and useful. So, volume and volume equivalent counts will continue in the fall 2007 and

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fall 2008 questionnaires, but will be eliminated in the fall 2009 questionnaire.

We haven't seen the end of the tinkering with how we measure and assess collections. I hope in the near future, however, we can devote more attention to how we assess quality of service. This is more important, in my mind, in part, because in this electronic age, I am not sure we can ever get a good handle on collection measurements anymore.

The one other change to the annual questionnaire relating to libraries that I want to mention briefly has to do with the profiles section of the questionnaire and how professional library staff are counted. For years, we have used the profiles to count four groups of people within law schools, slightly oversimplifying: full-time faculty, part-time faculty, non-teaching dean and director level administrators, and salaried non-teaching full-time library personnel. The profiles are an important tool for counting teaching resources because the rules for counting those resources are complex, with subtle but important distinctions between tenure-track faculty, clinicians with or without 405(c) job security, legal writing instructors, visitors, faculty with significant administrative responsibilities, etc. And it is important to get all these folks categorized correctly because it impacts the student-faculty ratio.

But the profiles are a pretty cumbersome tool for counting other staff resources, like non-teaching administrators or librarians, where, although getting the count right is important, there are not the same complexities about who counts, for how much, and who doesn't. So, we decided to move everyone out of the profiles except those individuals who in one way or

another contribute to the faculty count. This does not mean any changes in who we count in terms of different types of library staff. It just means that the counting will not be done through the profiles.

This does not mean that no one from the library will end up in the profiles. The director, who generally holds a faculty appointment, will have a profile. If there are other librarians who are full-time employees and teach or hold faculty rank, they will have a profile too. One question that has arisen is about what should be done with professional library staff who assist in teaching in the legal writing program. I think the answer depends on whether the individual has primary responsibility for teaching the class, or is simply assisting in teaching some segment of the class, e.g., relating to legal bibliography tools.

I think in the former case, this individual would be part of the law school's teaching resources, and in the latter case, not. It is a judgment call, but one that in the grand scheme of things probably does not matter much. For in neither case would this individual count as a full-time faculty member. So, at best, this person would be part of the additional teaching resources the law school can count in the ratio calculation, subject to the 20% cap on additional teaching resources. And since virtually every school maxes out on the cap, counting or not counting this individual as an additional teaching resource won't affect the ratio. And whether this individual is listed in the profiles, or counted elsewhere, will not affect the count of library staff either.

In closing, let me mention one other new development coming down the line which should be of some interest to library directors. It is my

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impression anyway, that library directors make much better use of the ABA's takeoff data than deans. Certainly the comprehensive library takeoffs are a very well developed thoughtfully constructed tool for looking at and analyzing massive amounts of library data. The takeoffs, however, even the comprehensive library takeoffs, are a paper record in an electronic world. They are an anachronism. And soon they will be changing.

The ABA is in the process of developing a prototype for an online version of the takeoffs that will allow users to select desired data elements and download them into spreadsheet formats, allowing for easy sorting, and formulas that do calculations based on comparisons of different data elements. E.g., you could easily calculate the acquisitions budget per FTE faculty member. Or create reports on a select group of peer schools, sorted based on whatever criteria you desire. Eventually this will make the takeoffs, as they exist today, irrelevant. And will make all of the data collected by the ABA in the annual questionnaire far more useful to deans and library directors.

The first prototype will not have all the data available. It will probably focus primarily on financial data. But the rest of the data should very quickly become available in this new online format. And it will revolutionize the way law schools use the extraordinarily useful but often neglected data collected by the ABA.

Thank you again for inviting me to speak to you. It is an honor to be here. And if any of you have questions, I would be happy to try to answer them.

Faculty Services Committee Roundtable

Margaret Schilt

University of Chicago D'Angelo Law Library

Outgoing co-chairs Marianne Alcorn and Margaret Schilt coordinated the ALL-SIS Faculty Services Committee Roundtable, held July 16, 2007, at the AALL Annual Meeting in New Orleans. Two listserv discussions held by the Committee during the year provided inspiration for the roundtable's three topics. Adeen Postar, Marianne Alcorn, and Margaret Schilt each gave a short presentation and then facilitated small group discussions. Each group reported its ideas to the full roundtable.

Adeen Postar spoke briefly on services for new faculty, "new" including anyone new to the institution, be they visiting faculty, adjuncts, or new permanent faculty. Ideas contributed by the group discussion she moderated included preparing profiles of faculty preferences and research interests, as suggested by Sheri Lewis' article on faculty services in the Law Library Journal, pairing experienced librarians with brand-new professors, and arranging for as many contacts with faculty as possible through mentor meetings, orientation involvement, work-in-progress presentations, and routine and frequent email communications.

Marianne Alcorn commented on the "Obsessive Reference Librarian," building on the Committee's vibrant December listserv discussion on boundaries in faculty services. Her group emphasized the importance of setting expectations and communicating about deadlines early on, communicating in person, giving interim status reports and having clear guidelines about the services offered. Problem areas noted by the group included time constraints, uncertain guidelines for faculty and the tendency of every request to become a "rush!" request.

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Margaret Schilt asked whether we should deliver information and resources to faculty or train them to become more self-sufficient in their research. Her group concluded that a personal working relationship with a faculty member enables a librarian to make decisions on this on a case-by-case basis. One attendee questioned whether our role is to teach faculty, suggesting we should focus instead on providing research assistance as requested. On the other hand, training allows for self-sufficiency and may be preferred by younger, more technologically-savvy faculty. Faculty know their own research topics and preferences; training them to use resources on their own enables them to browse rather than delegating that task to librarians.

Joanne Dugan (jdugan@balt.edu), chair of the committee for 2007 - 2008, concluded the roundtable with a request for new ideas for listserv discussions in the upcoming year. Thanks to all who attended and contributed their thoughts and ideas.

Welcome to the Profession: A Report on CONELL

Phillip Gragg, Paul M. Hebert Law Center Library
Louisiana State University

The Conference of Newer Law Librarians, more commonly known as CONELL, was once again held at the annual meeting, and for the new law librarian it proved a worthy event. The seating was near capacity and the make-up of the crowd was a generous balance of both genders and many ethnicities. A wide range of ages was likewise well represented, and I was glad to see that my chosen profession has such broad appeal.

The event was extremely well organized, and although I did not take a count, I would estimate

that in excess of fifty (non-new) members of AALL took part in the day's events. The bulk of that number were represented in the "Marketplace" section of the conference, which gave new librarians an opportunity to learn about Special Interest Sections (SISs), Local Chapters, and Caucuses. To further underscore the importance of these new faces in law librarianship, the President and Executive Board of AALL made time in their very busy schedules to meet with us face to face.

Two members whose participation punctuated the introductory session were Jennifer S. Murray and Cornell H. Winston. Jennifer gave a very candid and entertaining look at our new organization and the professional opportunities that awaited us. She made it very clear that this was our organization and that we would be welcomed with open arms. Jennifer's enthusiasm radiated out toward the crowd but came with one cautionary note gained from personal experience: don't overextend yourself too much! As Jennifer rattled off all of the committees and events which she had thrown herself into during her short tenure as a law librarian, I was amazed by her energy and dedication. Above all Jennifer showed how engaging and interesting law librarianship could be and the message was well-received by the audience.

While all eyes and ears had been intently directed towards Jennifer's wise words, Cornell immediately grabbed the attention of the audience with his wit. Cornell's humor and candor immediately put the audience at ease and gave credence to what he was about to say. His presentation focused on how to get the most out of the conference: meet five new people every day, "get stuff" (go talk to and learn from the vendors), do something non-law related (e.g., visit a museum), earn ribbons for your name tag (fun run, volunteer, committees, i.e., get in-

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volved!), and go to a presentation that is not in your strongest area.

While each a good piece of advice, I have to focus on the last point in particular. I believe that it is an essential attribute of all librarians to understand something about the total operation of the library and where the individual fits into the greater picture. Greater knowledge yields deeper understanding, increases the efficiency and quality of service, and improves camaraderie amongst librarians. Taking this sentiment to heart I chose to sit in on the session *The Future of Cataloging*, and while I will not go into detail about that program here, it was a very informative look at a crucial aspect of libraries that impacts technical and public services equally.

After the introductory speeches, networking went into high gear. We had break-out small groups led by an AALL board member and discussed current issues in law librarianship, as well as how and why we all came to the profession. My small group was led by AALL Secretary Darcy Kirk. I was most impressed at the professional and occupational diversity. Even in our small group of ten or so, we had people with all sorts of constellations of degrees, public and tech services librarians, firm and academic, and even a couple students just beginning the job hunt.

Next, I went to the activities fair and reconnected with Dennis Kim-Prieto, a new friend and a fellow University of Iowa College of Law Alum. I then learned about the Gen X-Gen Y caucus, spoke with the new editors of *Spectrum* and *Law Library Journal*, and was most interested to learn of the existence of the Recruitment to Law Librarianship Committee (www.aallnet.org/committee/rllc/). We all know that law librarian-

ship is facing a recruiting crunch that will be as challenging as any profession, and I am glad to see the organization is taking aim at this problem. Finally, I made my way to the Government Relations Committee table where I had the pleasure to meet Camilla Tubbs for the first time. Although not all were represented, a significant number of the 43 committees, 13 SISs, 31 Chapters, and 9 Caucuses were represented, and provided a wide range of opportunities for the new law librarian to learn about professional involvement.

Then it was on to the “speed networking” event. I had been adequately briefed by a friend of mine that it was “weird, like a bunch of mini-blind dates.” I could not pass up such an opportunity. In reality what I found, again, was a very diverse and interesting group of individuals. My response to the event was that there had not been enough time to get to know each of these people, but that I would look forward to doing so in the future.

The next event on the schedule was lunch in the hotel. I had it on good authority that in years past an effort had been made to have lunch at a unique or signature restaurant in the host city, and being already somewhat familiar with New Orleans cuisine, I was disappointed that we were reduced to what I like to call “convention chicken.” (You know what I’m talking about, we’ve all had it!) Lunch was to be followed by a 3 hour bus tour of New Orleans, which I did not attend. When I moved to Baton Rouge in the fall of 2006, I made a specific effort to tour a wide range of areas in New Orleans. I was most upset to see the devastated condition of the old terminal at Lakefront Airport - a true Art Deco Masterpiece.

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On reflection, CONELL was a wonderful opportunity to meet other new librarians and learn about the profession. CONELL would be a particularly useful activity for those coming to the profession from non-law libraries or those who did not have the opportunity to be mentored in a law library while a student. The high level of involvement by the Executive Board, the President, and the various groups represented at “the marketplace” made a strong and definitive statement to those new to law librarianship: Welcome, and we’re glad you’re here!



New Academic Law Librarian's Meeting (NALLM)

Katie Thompson, William M. Rains Law Library
Loyola Law School, Los Angeles

This year's New Academic Law Librarian's Meeting (NALLM) took place at the Loyola University of New Orleans College of Law on Sunday, July 15, 2007. The event began with a scenic bus ride through New Orleans to our hosting library, the University of New Orleans College of Law Library. Upon arrival to the library, the participants were warmly greeted as they settled into one of the law school classrooms. The program began with the introduction of NALLM/Mentoring Committee members, Katie Thompson (Co-Chair), Patricia Kidd (Co-Chair), Kathleen Carrick, Patricia Scott, and Kasia Solon. Each committee member also talked about how ALL-SIS has benefited them as an academic law librarian. Next, Board Members Suzanne Thorpe, Michael Slinger, Michelle Wu, Carol Bredemeyer, Linda Ryan, and Marianne Alcorn introduced themselves and shared their experiences with ALL-SIS. Finally, all of the new academic law librarians in attendance introduced themselves and shared a passion of theirs with the rest of the group. Afterward, committee member, Kathleen Carrick kicked off a panel discussion by speaking about tenure. This topic sparked a lot of discussion which eventually led to the inclusion of many other topics, like publishing and faculty politics. With the NALLM committee members and ALL-SIS Board Members serving as a panel, a wealth of knowledge and professional experiences was exchanged.

When asked about the event for this article, Suzie Shatarevyan, Electronic Resources Manager at the Loyola Law Library of Los Angeles, said “this program gave me the opportunity to meet with other new members and mentors in a more intimate,

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relaxed setting.” She went on to say that “one of great benefits was being able to go around the room and introduce ourselves, not only as professionals, but also on a more personal level through sharing a passion of ours.” Finally, Suzie stated that the activity “allowed the participants to feel at ease” and “resulted in [her] forming a new relationship.” Suzie’s comments really outline the purpose of NALLM, which is to give new librarians an opportunity to meet and network while learning more about academic law librarianship.

The committee would like to thank all of the attendees of the event and those who helped with the planning of NALLM, including Michael Whipple, Director of the Loyola Law Library for hosting, Elizabeth Moore of Loyola Law Library for assistance with the room arrangement, Michael Bernier and the other folks at BNA who sponsored the event, and all of the members of the ALL-SIS Board, particularly Suzanne Thorpe and Michelle Wu for their support and assistance.

Grand Slams and Strike-Outs: A Rookie’s First Trip to the AALL Conference

Paula Seeger, Circulation Librarian
University of Minnesota - Law Library

Rookie League

Although I have been employed at law libraries for over five years now, this was my first time attending the AALL Conference. In August 2006, I changed jobs from a county/court law library to an academic law library. This switch motivated me to take the conference more seriously. At the county law library, it was very difficult to find the time or money to attend conferences or other events. The larger academic

library environment has made attendance not only easier, but expected.

In March 2007, I had the good fortune to be selected to participate in my first AALL event: the Management and Leadership Institute in Tucson. I thought at the time that if this is what AALL events would be like, I would enjoy them immensely. The Conference wasn’t quite the same event, however.

World Series

It seems that the Annual Conference is the World Series of AALL events. I was impressed with the preparation and communication AALL provides to Conference-goers. The Conference wasn’t as large as I thought it would be. Maybe folks hesitated to visit New Orleans in July, or just couldn’t attend this year, or maybe the size of the facilities made the attendance seem small, but I expected more people to be there.

The University of Minnesota Law Library sent eight librarians to the Conference and I caught up with them throughout the days, comparing notes and exchanging impressions. I also re-united with my former colleagues at my past library. They held a chapter reunion and let me in on the “best practice” secrets of attending the Conference. It was also good to see so many of the Tucson Institute participants at the Conference.

Strike-Outs

New Orleans is a hard city to visit for a vegetarian. It was difficult and distracting to have to “hunt” for a well-balanced, healthy meal. Luckily, most of the catered events, such as the ALL-SIS banquet, included healthier alternatives. I wasn’t alone in this situation and shared camaraderie among others similarly looking for an alternative meal.

As this was my first Conference, I have no knowledge or experience of when AALL had a longer

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Conference. However, I did find it frustrating to have to choose between two programs in two different buildings scheduled at the same time, then turn around and find no programs of interest in the very next time slot.

I would have appreciated more programs designed for newer law librarians and found the NALLM Program a welcome change. I liked being able to ask questions relevant to the challenges of newer law librarians and hearing answers by some of the “veterans.” However, after reviewing the program proposal handbook for the 2008 Conference, I found the reason why there were so few programs for rookies: “Registrants at the Annual Meeting are highly experienced. Although basic programs are useful, members prefer more advanced, in-depth programs.” and “Consider proposing advanced level programming: almost three quarters of the membership have been in the profession more than ten years.” (pp. 4, 7, 16)

Grand Slams

In addition to the NALLM event, I enjoyed the programs that were more “introductory” and didn’t assume the audience had previous knowledge of the topic. Specifically, I gained inspiration and ideas from “Developing a Scholarly Agenda,” presented by Kathryn Venturatos Lorio and coordinated by Barbara Bintliff. They both gave me ideas for getting my research agenda refreshed in a more organized way.

Along that same vein, my first AALL Publications Committee meeting let me see how I can use some of my favorite interests and skills in a new way of benefiting AALL. I look forward to using the ideas and skills I learned to become more involved with my chapter and SIS’s.

Overall, I enjoyed the AALL Conference primarily for the connections I made anew and rediscovered along the way. While the programs were mostly useful, the information and “insider” tips I gained by current and past colleagues and friends will be as valuable.

Despite the unpredictable weather of New Orleans in July (I’ll remember to pack my umbrella next time!) and lack of healthy food choices (thank you to the vendor in the exhibitor area who put out fruit instead of candy!), I think the Conference will be something I look forward to each year as my career progresses. I look forward to coaching other rookies in the future.



ALL-SIS Reception

Developments in Legal Education: Integrating Transnational Perspectives into U.S. Legal Education

Sara Kelley, Electronic Services Librarian
Georgetown University Law Library

Unless you are new to the legal academy or you've been working on another planet for the last ten years, you are probably already aware of the trend toward "internationalization" of U.S. legal education. However, you may be less aware of some of the practical aspects of this trend, e.g., the justifications law school deans use to sell internationalization to their various constituencies, the differing approaches taken at different law schools, and the difficulties of internationalizing the traditional law school curriculum.

Let's begin with a look at the justifications. According to Yale Law's Dean Harold Hongju Koh, transnational law ("a hybrid of domestic and international law that has assumed increasing significance in our lives"¹) matters to U.S. lawyers because "it increasingly influences laws and policies that govern us . . ."² As examples of this influence, Koh cites President Bush's recent statement that a U.S. President cannot order torture, federal courts' holdings that torture is a tort in violation of the law of nations, and the increasing willingness of the Supreme Court to interpret U.S. law in light of international legal norms (see, e.g., *Roper v. Simmons*, 543 U.S. 551 (2005)).³ Peter Strauss of Columbia has asserted that the world's many national economies are undergoing a merger similar to the post-Civil War merger of the various U.S. states' economies, and that this merger will result in a legal services market that rewards law schools who adapt to globalization and punish law schools that do not.⁴ A Columbia alum recently remarked to Strauss that "85% of the transactions that crossed his desk at a not particularly international New York law

firm had one foot or another in a distant country."⁵

How are U.S. law schools responding to the need to produce internationally aware graduates? There appear to be two major approaches: (1) the "integration model," and (2) the "separation model."⁶

In the integration model, law schools attempt to present a global perspective across the first-year curriculum (considered by commentators to be the optimal time for this type of approach) by "presenting occasional comparative, international or transnational perspectives in all (or at least most of) the courses in a piecemeal fashion."⁷ An advantage of this system is that it reaches students in the early formative stage of their legal education when they can most easily accept foreign and international law as normal parts of the legal discipline.⁸ A disadvantage to this approach is that, as a practical matter, it is difficult to implement. First-year faculties tend to be heterogeneous groups, many members of which have no particular interest in or knowledge of international and comparative law.⁹ The integrated approach also requires teaching materials that present comparative or international perspectives in many different legal contexts; the need to create such materials leads to a high start-up cost. Furthermore, the integrated approach to teaching international and comparative law fails to convey a deep, coherent understanding of either international or comparative law.¹⁰

In the separation model, law schools create a separate introductory course in international and/or comparative law and make it mandatory.¹¹ This

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Developments in Legal Education, Cont'd

approach is easier to implement than the integration approach because it requires the participation of only those faculty with interest and expertise in international and comparative law. With fewer faculty involved, there are fewer coordination problems. Also, this approach requires only one set of teaching materials.¹² However, the separation model also has its disadvantages. First, in this model global perspectives are presented outside of standard legal topics, and usually after the first year of law school. “Second, it is difficult to avoid sliding into teaching simply a watered-down version of the traditional (public) international law course [Most of our graduates] need basic knowledge not about treaty making, the UN Security Council or the laws of war and peace but about international business transactions, litigation, and trade.”¹³

It is worth noting one example of a hybrid approach, and one extreme example of the integration approach. Georgetown Law’s “Week One” program is a hybrid of the integration and separation models. In Week One, Georgetown’s first year students attend approximately 15 hours of intense instruction in international and comparative law topics during the week prior to the beginning of the traditional spring semester; students are also required to complete a writing assignment that integrates U.S. law issues from the traditional first-year courses with international and foreign law issues.¹⁴ The extreme example of the integration approach comes not from a U.S. law school, but from McGill University in Montreal, Quebec, Canada. McGill’s program integrates the study of civil and common law traditions throughout the law school curriculum, and students graduate with two degrees: one in civil law and one in common law.¹⁵

Other programs of note include special international moot court sections of first year legal writing at Brooklyn Law School; first-year international law electives at several schools including American University, the University of Maryland, and the University of Michigan; and American University’s J.D. International Dual Degree programs with Canadian, French, and Spanish universities.

1 Harold Hongju Koh, *Why Transnational Law Matters*, 24 Penn St. Int’l L. Rev. 745 (2006). Also according to Koh, “Today, the concept of transnational law embraces a range of law school courses thought to be neither purely domestic nor international . . . , for example: Comparative Law, Immigration and Refugee Law, International Business Transactions, International Commercial Law, International Trade Law . . . and the Law of Transnational Crimes.” *Id.* at 746.

2 *Id.* at 747.

3 *Id.* at 747-50.

4 Peter L. Strauss, *Transsystemia: Are We Approaching a New Langdellian Moment? Is McGill Leading the Way?* 24 Penn St. Int’l L. Rev. 763, 763-66 (2006).

5 *Id.* at 765.

6 Mathias W. Reimann, *Two Approaches to Internationalizing the Curriculum: Some Comments*, 24 Penn St. Int’l L. Rev. 805 (2006).

7 *Id.*

8 *Id.*

9 *Id.*

10 *Id.* at 805-06.

11 *Id.* at 806.

Chair, Cont'd

students services, and I am pleased to announce that we have established a new Student Services Committee, to be chaired by James Durham (jdurham@tourolaw.edu). Among its many charges is a direction to survey the membership and share results on the range of innovative services provided by academic law libraries to law journals, moot courts, law student organizations, and individual students.

Second, the Statistics Committee, co-chaired by Jonathan Franklin (jafrank@u.washington.edu) and Kory Staheli (stahelik@lawgate.byu.edu) will continue to develop meaningful measurements of academic law library services and resources, measurements that will take us beyond the usual statistics found in current law school surveys. We encourage everyone to participate in this process, responding to the questionnaires that the committee submits to the membership for comment, as this input will help guide the committee in its efforts.

Third, the Continuing Status/Tenure Committee, chaired by Kathleen Carrick (kxc4@case.edu), has an expanded charge this year. In addition to status issues, the committee will work with AALL to collect and disseminate data on librarian and library staff compensation (including perks), and it will seek to identify trends related to compensation and status for the ALL-SIS membership.

Although it seems early, preparations are already underway for the next AALL Annual Meeting in Portland! Peter Nycum and the staff of the Lewis & Clark Law Library have agreed to host the annual ALL-SIS reception, and the Program Committee, chaired by Sara Sampson (sas235@law.georgetown.edu) has been reviewing and ranking the programs that ALL-SIS has been asked to sponsor or co-sponsor next year.

I hope that you have had a smooth start to your academic years, and as you go about your work, I urge you to think about new ways that a professional organization such as ALL-SIS can assist you. Please feel free to contact me (lawmmw@hofstra.edu) or any other member of the ALL-SIS Executive Board (www.aallnet.org/sis/allsis/directories/) with ideas, suggestions, or comments. We are here to serve you, and your input is essential to ALL-SIS effectiveness!

Best wishes,
Michelle

Fourth Northeast Regional Law Libraries Meeting

Susan Herrick, Research Librarian
University of Maryland School of Law

The Fourth Northeast Regional Law Libraries Meeting (NE2007) will be held in Toronto, Ontario, from October 17 - 20, 2007. Although the deadline for early registration has passed, regular registration remains open until the beginning of the conference. See the NE2007 website for registration information and a copy of the registration form (www.librarieswithoutborders.net/)

Several hundred law librarians from academia, law firms, government, and other employment settings, from across the north-eastern United States and eastern Canada, are expected to attend. A diverse program is being planned around the theme, "Libraries Without Borders," with programming organized along three lines: librarianship without borders; law without borders; and working without borders. About 40 programs will take place over the two and one half days of the meeting (www.librarieswithoutborders.net/program.html).

The keynote speaker at NE2007 will be Michael Ignatieff, an internationally renowned historian,

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NE Regional Mtg, Cont'd

journalist, and award-winning author, who is currently Member of Parliament for the Toronto riding of Etobicoke-Lakeshore and Deputy Leader of the Liberal Party of Canada (see www.librarieswithoutborders.net/documents/Ignatieff.pdf).

The meeting will also offer a variety of social events, from the opening reception in the Legislative Building at Queen's Park, the site of the Legislative Assembly of the Province of Ontario, to tours of law firm libraries hosted by members of the Toronto Association of Law Libraries, to the closing banquet in the Grand Ballroom of the conference hotel. The meeting also offers an opportunity to visit the beautiful international city of Toronto, which lies within day trip distance of attractions such as Niagara Falls and the Niagara wine region (and its many wine tours) as well as historic Niagara-on-the-Lake, during a period that promises lovely fall weather (peak color for autumn leaves and an average daytime temperature of around 18 degrees Celsius (65 Fahrenheit)).

In addition to the host chapter, the Toronto Association of Law Libraries (TALL), sponsoring chapters include: Association of Law Libraries of Upstate New York (AALUNY); Greater Philadelphia Law Library Association (GPLLA); Law Library Association of Greater New York (LLAGNY); Law Library Association of Maryland (LLAM); Law Librarians of New England (LLNE); Law Librarians' Society of the District of Columbia (LLSDC); New Jersey Law Librarians Association (NJLLA); Ohio Regional Association of Law Libraries (ORALL); and Southern New England Law Librarians Association (SNELLA).

Please consider joining your colleagues at what promises to be a fascinating and enjoyable event.

Ten Non-Law Librarian Books for Law Librarians: New Tangential Titles You Should Know About

Galen L. Fletcher, Hunter Law Library
Brigham Young University

Introduction

During the past three years, I've found a number of titles "outside" mainstream law librarianship which have been useful in my work and understandings of academic law librarianship. Since our profession sits on the intersection of people and information, and law and academics, sometimes books in just one of those areas will yield good results in the whole.

If you only read one of these, I strongly suggest *Educating Lawyers*. My top three are: *Educating Lawyers* (for its broad analysis of current legal education), *The Five Love Languages for Singles* (for its personal and professional relationship perspectives), and *Sacred Stacks* (to reconnect each of us to why we serve people with books and information).

1. *The Book Thief*
2. *The Changing Academic Library*
3. *Educating Lawyers*
4. *The Five Love Languages for Singles*
5. *Google Hacks*, 3d ed
6. *Good to Great and the Social Sectors*
7. *The Justice Gap*
8. *Organize Your Corpses*
9. *Sacred Stacks*
10. *U.S. Government Publication*

Book Descriptions (In Alphabetical Order by Title)

1. Travis McDade, *The Book Thief: The True Crimes of Daniel Spiegelman* (Westport, Conn.: Praeger Publishers, 2006), ISBN 978-0275993313, OCLC 70921412.

Law librarians should read this book because it

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Non-Law Librarian Books, Cont'd

leads to the court opinion extolling the value of library and archival materials, *United States v. Spiegelman*, 4 F.Supp.2d 275 (S.D.N.Y. 1998). The book deftly combines an international manhunt, a self-confessed (but unproven) participant in the Oklahoma City bombings, a \$1.3 million dollar theft from the Columbia University Rare Books and Manuscripts Library, trial transcripts, and the U.S. Federal Sentencing Guidelines. And it is written by an academic law librarian.

2. John Budd, *The Changing Academic Library: Operations, Culture, Environments* (Chicago: Association of College and Research Libraries, 2005), ISBN 978-0838983188, OCLC 58050252.

If you've been in academia for a while, you may want to read through this basic textbook of general academic librarianship. This text does not necessarily supply a lot of answers, but will remind the reader of what the questions are within our profession. If you are new to law librarianship, this would be essential reading for the big picture on how libraries in higher education operate. Many academic law librarians assume that since they've gone to two graduate schools (JD and MLS), they know how academia works. This book will help fill in any gaps in such thinking.

3. William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, & Lee S. Shulman, *Educating Lawyers: Preparation for the Profession of Law* (San Francisco: Jossey-Bass, 2007), ISBN 978-0787982614, OCLC 76183772.

This is the most important empirical study of legal education since the 1992 MacCrate Report. This isn't law school ranking and fluff, but a serious examination of sixteen American law schools with an analysis extending to the entire law school enterprise. It may be tempting for law librarians to ignore as physical inputs into and

support for the legal education process are not the emphasis as much as how law school training is conducted and the results. But the lack of discussion of law libraries in this study could motivate each of us to examine more closely our own roles. Highly recommended for both its descriptive and proscriptive aspects. The 16-page executive summary is online at www.carnegiefoundation.org/files/elibrary/EducatingLawyers_summary.pdf.

4. Gary Chapman, *The Five Love Languages for Singles* (Chicago: Northfield Pub., 2004), ISBN 978-1881273981, OCLC 54803645.

Concise, upbeat ways to improve your interactions with co-workers and others, based on how they prefer to be treated. Five categories of relationship "languages" are presented: words of praise, physical touch, acts of service, gifts, and spending quality time. The core message is that you can speak up for what you want in ways others can hear. This Christian author originally wrote to married couples, and has expanded his works to children, teenagers, and now individuals in roommate, working, and family relationships. His online quiz is at www.fivelovelanguages.com/. Law librarians are not specifically mentioned and shouldn't be put off by the title "for singles," as the principles apply to anyone who works with people.

5. Rael Dornfest, Paul Bausch & Tara Calishain, *Google Hacks: Tips & Tools for Finding and Using the World's Information*, 3d ed. (Sebastopol, CA: O'Reilly, 2006), ISBN 978-0596527068, OCLC 69732571.

Since so much legal and other information is published to the Internet these days, knowing how to maximize your use of the premier Internet search engine, Google, can go a long way. This

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Non-Law Librarian Books, Cont'd

book includes simple techniques for beginners and advanced programming level applications, organized in a way useful for reference as well as serendipity. Example searches include “define:librarian” for definitions of librarian on the web, “phonebook:smith john wv” for phone numbers and addresses of john smith’s in West Virginia, and “intitle:law library” for webpage titles containing the words law library. The publisher also prints similar books: *Amazon Hacks*, *eBay Hacks*, *Firefox Hacks*, *Flickr Hacks*, *PDF Hacks*, *Podcasting Hacks*, etc. See: <http://hackszine.com/>.

6. Jim Collins, *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great* ([Boulder, Colo.]: HarperCollins, 2005), ISBN 978-0977326402, OCLC 62745558.

This short 36 page work is written as an additional chapter extending this business author’s original *Good to Great* (2001) to non-profit organizations and those serving the public - the social sectors. Law library managers at all levels will benefit from the advice here to seek disciplined and long-term greatness. Calibrating success without business metrics, and getting things done within a diffuse power structure are just two of five main concepts in the text, sub-titled “why business thinking is not the answer” to non-profit organizations. An excerpt is at the author’s website: www.jimcollins.com/.

7. D. Michael Dale, *The Justice Gap: The Unmet Legal Needs of Low-Income Utahns* (Salt Lake City: Utah Legal Services, 2006), OCLC 81253265.

Many state bars have surveyed citizens to quantify their local pro bono legal assistance gap. This survey is representative of those like it (in your state or city) which show the large numbers of people with civil legal needs which are not being

resolved. State university law school libraries could benefit by becoming more familiar with such studies in their own jurisdictions. If such a study has not been done in your state, this and others are models to follow. Online at: www.uls.state.ut.us/The%20Justice%20Gap%20-%20Needs%20Assessment.pdf.

8. Mary Jane Maffini, *Organize Your Corpses* (New York: Berkley Prime Crime, 2007), ISBN 978-0425215807, OCLC 123437007.

This fictional mystery book, like the Utah legal needs book above, is included to show the types of titles of interest outside the normal non-fiction arena (and also beyond the legal thrillers and the true crime documentaries). Catalogers and those who like things in order will enjoy this whodunit with its suggestions on dejunking and straightening things up, the librarian-like complexities of organizing and recognizing documents with legal significance, and the protagonist’s never-give-up aplomb. This is the first book in a planned series, with a bit of a stretch ending here prior to the sequels. A good summary is at the author’s website: www.maryjanemaffini.ca/adams.html.

9. Nancy Kalikow Maxwell, *Sacred Stacks: The Higher Purpose of Libraries and Librarianship* (Chicago: American Library Association, 2006), ISBN 978-0838909171, OCLC 62878680.

The language of ministry and calling is used by this Jewish writer to describe her library work. This is not a religious but a spiritual and somewhat philosophical book, with a heartfelt passion for service as a librarian. In some ways, it’s a deep look at secular civilization and culture, and the ways librarians, like clergy, seek to discover and share the highest within all of us. Meditative, reflective, insightful, spirited, even funny, it’s an

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Non-Law Librarian Books, Cont'd

inspirational pep talk for librarians. Read it to rediscover your calling as a bibliophile. A two-page related article is at: Nancy Kalikow Maxwell, "Sacred Stacks," *American Libraries*, May 2006, pp. 36-37.

10. John Spencer Walters, *U.S. Government Publication: Ideological Development and Institutional Politics From the Founding to 1970* (Lanham, Md.: Scarecrow Press, 2005), ISBN 978-0810848191, OCLC 56840329.

The Government Printing Office functions at times like the canary in the mine of legal information. So when legal and political information starts having troubles at GPO, it's a symptom of greater issues affecting all of our work. This idiosyncratic history of federal publishing has its weak points, but is also one of the few studies of the long interaction between libraries and government information. Anyone who is not a government documents librarian should become familiar with this work.

Conclusion

Five of the above books are written by current or former librarians (*The Book Thief*, *The Changing Academic Library*, *Organize Your Corpses*, *Sacred Stacks*, and *U.S. Government Publication*). These are all good examples of ways librarians can use their day-to-day work to contribute to the greater good in many areas, even beyond libraries and academia. And if you're one of those librarians with a book inside you waiting to be written, perhaps some of the above examples will inspire you to get your own ideas into print, or at least see things within law librarianship from a different point of view.

On the Nightstand¹

I-Wei Wang, Reference Librarian
University of California, Berkeley, School of Law (Boalt Hall)

Depending on how you look at it, this is either a new or a returning feature of the Newsletter. For each issue, I'll come up with a topic or theme and you, Dear Readers, will flood my email with your opinions on good reads for academic law librarians. (I'll also prime the pump by putting in my own two cents on the topic.²) The subsequent newsletter will feature reader responses, along with the next topic. At least, that's how it works in theory. If my inbox winds up a howling wind-tunnel of electronic silence, then maybe I'll change the title to One-Night Stand and create a new feature column of an entirely different character. For now, let's see how this goes.

So here's a topic to contemplate for the next issue: As the new school term approaches, you may have fielded questions from overly anxious incoming 1Ls wanting to know what books you would recommend as preparation for law school. If you had to recommend just one book for a prospective law student, what would it be, and why? (Or would you recommend not trying to prepare at all?) Give me an author, title, and one or two sentences about the work or why you picked it (no MARC record needed!).

So, what would be my recommendation? *The Princess Bride*, William Goldman's classic tale of true love and high adventure, which teaches you that no matter how hard you may strive to become the best at what you do - the greatest swordsman, the strongest giant, the keenest mind in the Thieves Quarter - you should never forget that the best thing in the world (next to cough drops) is wuv, twue wuv, fowevah and evah. Plus, it's full of pirates, fencing, poison, torture, escapes, revenge, and rescues, not to mention at least one miracle.

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On the Nightstand, Cont'd

Now, that sounds more or less like the typical legal career, doesn't it?

A sampling of reader responses (hopefully³) will appear in the next issue. Send 'em to iwang@law.berkeley.edu.

1 No, that's not a typo for One-Night Stand.

2 Yes, it's not fair that I get the first crack at it, but then, it's my column, so nyah.

3 For those of you who consider this usage a

Member News

Announcements

The **University of New Mexico School of Law Library** had two retirements on June 30, 2007: **Lorraine Lester**, Associate Professor of Law Librarianship, retired after 38 years of service, and **Barbara Lah**, Assistant Professor of Law Librarianship, retired after 5 years of service.

Events & Awards

Maxine Grosshans, Research Librarian, **University of Maryland School of Law**, was recognized by the Maryland legal community and by the Daily Record, Maryland's legal and business newspaper, as one of Maryland's 2007 Unsung Legal Heroes. The newspaper created the Unsung Legal Heroes awards program as a way to recognize those professionals who work behind the scenes in the legal community. More than 200 people attended the annual awards presentation, which included a reception and luncheon at the Sheraton Baltimore City Center Hotel.

New Positions and Promotions

Ave Maria has a new librarian in their library. Her name is **Katie Greer** and her title is that of Reference Librarian. She is a recent graduate of Drexel University's college of information science.

Cleveland-Marshall Law Library, Cleveland State University had several additions to their staff. **Amy Burchfield** is the new Access and Faculty Services Librarian. Amy comes from the Georgetown University Law Center Library where she has served as International & Foreign Law Reference Librarian since 2004. Prior to Georgetown she was a Reference Librarian at the Ohio State University Law Library from 2002 - 2004. Amy holds an MLS from Kent State University, a JD from Ohio State, an MA in German from Kent State, and a BA from Juniata College (PA). She is fluent in several foreign languages. **Sue Altmeyer** is now the Electronic Services/Reference Librarian. Sue was Reference & Research Librarian at the Cleveland Law Library Association where she has worked since 2001. She also served as a Law Clerk for the Ohio 8th District Court of Appeals from 1993 - 2001, and as a Law Clerk in the Cuyahoga Court of Common Pleas. Sue holds her MLS from Kent State University, her JD Summa Cum Laude from C-M, where she also was a member of the Law Review, and her BS Summa Cum Laude from Ohio State. **Kevin Garewal** is the new Collection Development/Acquisitions Librarian. He was an Assistant Prosecuting Attorney for the Cuyahoga County Department of Children & Family Services. He formerly

served as an Adult Services Librarian at the Cleveland Heights Public Library from 1998 - 2002, as well as a Librarian at the Cuyahoga Co. Public Library from 1998 - 1999. Kevin holds his JD from Cleveland-Marshall, his MLS from Kent State, and a BA from Baldwin-Wallace.

Fordham University is proud to announce the arrival of its new Reference Librarian, **Alison Shea**. Alison is a graduate of Boston University and received her law and library degrees from Catholic University of America. Alison's particular interest is in foreign, international and comparative law with a particular focus on European competition law.

Georgia State University College of Law Library welcomes their new reference librarian, **Michael Davis**.

On August 8, 2007, **Steven R. Miller** joined the **Ruth Lilly Law Library of the Indiana University School of Law-Indianapolis**, as Reference Librarian. Steve is an experienced librarian, having previously been at Northwestern University's Pritzker Legal Research Center in Chicago and at Ohio Northern University's Taggart Law Library.

Joshua Phillips has joined the **Loyola Los Angeles Law Library** as a Reference Librarian. Joshua has a J.D. from Loyola Los Angeles and a MLIS from San Jose State University.

Kurt A. Meyer is a new Research Librarian at **Thurgood Marshall Law Library, University of Maryland School of Law**. Kurt received his J.D. and his M.S. in Library and Information Science from University of Illinois, Champaign.

The **University of New Mexico School of Law Library** welcomes two new members to their faculty. **Marcia Baker** joined them as an Assistant Professor of Law Librarianship on August 1, 2007. In addition to reference, collection development, teaching and faculty research support, Marcia will supervise the student research pool. Before coming to UNM, Marcia worked as a reference librarian at the Wake Forest University School of Law where she also covered government documents and interlibrary loan. She has many years of experience in law firm, county and academic law libraries, and is currently working on a legal research lesson on agency decisions for CALI. **Ernesto Longa** joins the library faculty as an Assistant Professor of Law Librarianship on September 1, 2007. Ernesto is a recent graduate of the University of Washington's Law MLIS Program; he will provide reference, collection development, teaching and faculty research support. In addition, **Carol A. Parker**, Law Library Director, was recently promoted to Associate Professor of Law.

(Continued on page 34)

Member News, Cont'd

The **Law Library, Rogers College of Law, The University of Arizona**, has recently hired **Sean Crane** as a new Reference Librarian. Sean, who just completed his M.L.I.S from The University of Arizona, is an alumnus of the University of Colorado's School of Law, and practiced in the Navajo Nation and Hopi Tribal courts while employed with DNA-People's Legal Services Inc. before starting his library education. In addition, the Law Library has four new library fellows starting this year: **Lori Fossum**, a University of North Dakota School of Law graduate, **Katy Stein**, a recent graduate of SMU Dedman School of Law, **Andrew Cannon**, who recently graduated from the J. Reuben Clark Law School at BYU, and **Ryan Harrington**, a Georgetown Law graduate started their studies this summer at The University of Arizona's School of Information Resources and Library Science. **Jane Larrington**, one of last year's fellows, is leaving for a position as a reference librarian at the **Law Library, Thomas Jefferson School of Law** in San Diego.

Scott Childs is now the Deputy Director of the Law Library at the **Kathrine R. Everett Law Library, University of North Carolina at Chapel Hill**. Scott came to UNC-CH in 2001 as Assistant Director for Public Services and has previous law library experience at LSU and Cornell. **Carol Nicholson** has a new title as Associate Director for Technical Services at UNC-CH. Carol was previously the Assistant Director for Technical Services and has been at the Kathrine R. Everett Law Library since 1982.

Karen Kalnins recently joined the **Oklahoma City University Law Library** as a Reference Librarian. Karen came to OCU from the Ward E. Barnes Library at the University of Missouri-St. Louis. Karen received her J.D. from Saint Louis University and is currently completing her library degree.

Herb Cihak is the new Library Director at the **Pepperdine University Law Library**. Also new this summer are two new reference librarians - **Gina McCoy** and **Jennifer Allison**.

Suzanne Corriell is the new Reference and Research Services Librarian at the **University of Richmond School of Law**. In addition to handling reference and research requests, she will be teaching first-year legal research in the lawyering skills program. Suzanne holds her J.D. and M.L.I.S. degrees from the University of Iowa and her AB from Mount Holyoke College. Prior to joining the University of Richmond, she was the Circulation/Reference Librarian at the University of Iowa College of Law Library.

Gail Winson, Roger Williams University School of Law Library, was promoted as of July 1 to full professor. Her full title is now Associate Dean for Library and Information Services and Professor of Law. **Lucinda Harrison-Cox** was also promoted as of July 1 to Associate Law Librarian.

The **University of San Diego Legal Research Center** welcomes two new reference librarians this fall. **Brent Bernau** is joining the reference team as the documents specialist. His previous stint with USD was as the associate director from 1988 - 1992. Before that, he worked at Golden Gate University in San Francisco as the documents librarian and then the public services librarian, and he returned to Golden Gate as director from 1992 - 1997. He has also worked at the Thomas Jefferson School of Law in San Diego and the San Diego County Public Law Library. They are also pleased to welcome brand new law librarian **Melissa Fung**, a 2007 graduate of the University of Washington law librarianship program. Melissa's specialty will be foreign and international law. She is a graduate of the University of California at San Diego, where she majored in biology, and she received her law degree from Lewis and Clark Law School, where she worked as a Westlaw student representative and at the library circulation desk. Before starting at USD, Melissa completed a summer internship at Boalt Hall.

Texas Tech University Law Library has had a couple of new additions to their librarian staff this summer. **Sue Kelleher** joined them on August 1 as the Assistant Director for Collection Services. She has previously been at Barry University Law Library in Orlando and at the University of Arkansas in Fayetteville. **Maxine Asmah** will be joining the library on September 4 as the new Head of Public Services. She has previously been at Texas Southern in Houston as well as having practiced for many years.

Please send future submissions for the **ALL-SIS Member News Column** to Sue Kelleher, sue.kelleher@ttu.edu.

Developments, Cont'd

12 *Id.*

13 *Id.*

14 *Week One: Law in a Global Context*, <http://www.law.georgetown.edu/documents/weekone2006.pdf>.

15 Rosalie Jukier, *Challenging the Existing Paradigm: How to Transnationalize the Legal Curriculum*, 24 Penn St. Int'l L. Rev. 775 (2006).

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Leah Sandwell-Weiss, Editor
Reference Librarian & Adj. Asst. Prof. of Legal Research
Law Library, Rogers College of Law
P.O. Box 210176
Tucson AZ 85721-0176
Phone: 520-621-3140
Fax: 520-621-3138
leah.sandwell-weiss@law.arizona.edu

ALL-SIS Officers

Michelle Wu, Chair	lawmmw@hofstra.edu
Filippa Anzalone, Vice-President/Chair-Elect	filippa.anzalone@bc.edu
Suzanne Thorpe, Past President	s-thor@tc.umn.edu
Linda Ryan, Secretary/Treasurer	ryanl@stjohns.edu
Marianne Alcorn, Executive Board Member	marianne.alcorn@asu.edu

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 2007 - 2008 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 deadlines for this year's remaining issues are **January 16** and **May 14, 2008**. Thank you for your contributions and for your consideration.