

# ALL-SIS NEWSLETTER

Volume 17 Issue 2

Winter 1997

## MESSAGE FROM THE CHAIR, Sara Robbins, Brooklyn Law School

I can't believe that the Spring semester has already. I want to wish you all a very healthy and happy new year, full of interesting challenges and exciting opportunities, both personally and professionally.

Speaking of professionally, I would like to bring you up-to-date on what has happened during the past few months. First, I was able to put together a wonderful group of individuals to serve on the various committees of the SIS. A full list of these volunteers can be found later in this issue. This leads me to the second item: this information will also appear on the ALL-SIS website which is now under production. Thanks to the efforts of some enterprising colleagues, Beth Smith (Nebraska), Mike Dahn (Stetson), Aletha Honsowitz (Cooley), and Melanie Dunshee (Duke), we hope to have this up and running very shortly. All or any of us would like to receive suggestions from YOU as to the kind of information you would like to find at this site.

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We don't want to repeat what every other legal website contains, but we do want to meet your needs. PLEASE let us know!

The third item that I have been busy with is setting up the SIS programs for the annual meeting in Baltimore this summer. In addition to various educational programs which are described elsewhere in this issue, I have been trying to arrange the SIS functions for the meeting. These include the SIS business meeting, the Directors' and Middle Managers' Meetings, the revival of roundtables, the SIS reception which will be hosted by the University of Maryland Law School, and possibly two other opportunities for us to get together. The first is a chance for interested colleagues to get together informally for lunch, meeting at a restaurant to be determined later, so that we can meet each other and talk about whatever. I am looking for someone who would be interested in coordinating this. If you are out there, please contact me!!

The second possibility is an SIS program to be held on Wednesday afternoon (the last day of the conference). Last year was the first time that this slot was (*cont. p. 2*)

**-Message from the Chair, -**

*(continued from page 1)*

reserved for the SIS's, and we held a fascinating program on "LEXIS-WESTLAW Student Reps in the Academic Law Library -- Maximizing the Benefits, Optimizing the Relationship". This year I hope to arrange for a program on "High Profile Trials and their Impact on Libraries -- Coping, Surviving, Excelling". If this program is accepted, it will be coordinated by Sheryl Summers-Kramer (Chapman).

The fourth item is that we have set up is the ALL-SIS listserv. So far there has not been an overwhelming amount of activity taking place in this discussion group, but I hope that we can pick this up. There must be issues out there that you would like to get comments on from colleagues, especially those that work in similar environments that you do. I suspect that this might be a more effective place for some discussions than LAW-LIB, as there is a more cohesive membership present and a great deal fewer "irrelevant" messages to read through. In case you don't remember, the addresses for the listserv are as follows:

To subscribe:

listproc@assocdir.wuacc.edu

To send messages/reply to

the listserv: all-  
sis@assocdir.wuacc.edu

Last, several of our committees are brainstorming about ways to increase the membership in ALL-SIS. This includes more public relations efforts (website, listserv, newsletter), developing convenient

methods for registering for membership, and creating various techniques of torture or brainwashing or bribery that you can apply to your colleagues who have not yet joined you in this group. We really do want your thoughts and ideas on how we can best reach academics who are not yet members. Also, if you can suggest ways to make this SIS more relevant and appealing to these others, we would really appreciate it. Please feel free to contact me or any members of the Membership Committee with your comments. I look forward to hearing from any of you, either publicly or personally, on any issues you wish to discuss. Don't be shy, that's why I am here! Let me be of service to YOU.

**Coming Soon -- ALL-SIS on the WWW**

By Beth Smith, University of Nebraska

ALL-SIS will soon be on the World Wide Web. A team has been formed and work has begun on our home page. The team members are myself, Mike Dahn (Stetson University College of Law Library), Aletha Honsowitz (Thomas M. Cooley Law School Library), and Melanie Dunshee (Duke University School of Law Library). We would like our home page to be useful to all academic law librarians. We can't do this without your input. If you have any suggestions, including links to your favorite web sites, please contact me at Schmid Law Library, University of Nebraska College of Law, (402) 472-8306 / beths@unllib.unl.edu

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ALL-SIS COMMITTEES 1996-1997

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Nominations

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Do you have colleagues who aren't members of the Academic SIS?  
Encourage them to join today! There is a membership application  
form on the AALL website ([www.aallnet.org](http://www.aallnet.org)). Just click on the  
JOIN button and begin enjoying the benefits of SIS membership.



## 1997 Annual Meeting in Baltimore ALL/SIS Sponsored Programs

### Upside Down and Inside Out: Organizational Change in Law Libraries

Panel Moderator: Mary Jane Kelsey

We work in libraries that were created under a very different set of circumstances than exist today. It is vital that we understand the changes in this structure and their impact on the people, processes, and services involved. Can members of the staff really be "recycled" or retrained to do entirely new jobs; is staff "fungible"; are WE capable of handling such extensive retraining. As an administrator bringing in the changes or a staff member living with the changes, you will be better prepared to survive if you understand what is going on, how it affects you personally and professionally, and how you can work it to your advantage.

ALL/SIS is sponsoring an advanced level program for our annual meeting called "Upside Down and Inside Out: Organizational Change in Law Libraries", co-coordinated by Sara Robbins, Law Librarian and Professor of Law, Brooklyn Law School and Mary Jane Kelsey, Associate Director for Technical Services, Lillian Goldman Library, Yale Law School. This program will address some of the issues we share as we incorporate new technology, retrain staff and reorganize our libraries.

Intended learning outcomes:

- \* 1) to understand the effects of changes in the organizational structure of law libraries on the people, processes and services involved;
- \* 2) to learn how to deal with staff whose work is now probably redundant -- can they be retrained; should they; how can they?

The program, moderated by Mary Jane Kelsey, will be a dynamic interchange between Wendy Battles, an Associate with Good Work Associates, Louise Lantzy, Director of the Law Library and Associate Professor of Law, Syracuse University College of Law, Herbert Cihak, Director of the Law Library/Associate Professor of Law, University of Kentucky College of Law, and Roberta (Bobbie) Studwell, Associate Dean of Library and Information Services & Associate Professor of Law, The Thomas M Cooley Law School.

Ms. Battles received her Master's degree in Community Psychology from the University of New Haven with an emphasis in program development and evaluation. She has several years of experience in the nonprofit sector specializing in mentoring, diversity training, strategic planning and team building. Good Work Associates, New Haven and San Francisco, is a consulting firm whose goal is to create more humanistic organizations

by helping people understand and overcome obstacles to group effectiveness.

**Navigating Your Career for Optimal Success and Satisfaction: The Art of  
Smart Moves and Smart Choices**

Panel Coordinator: Joan Howland)

The purpose of this program, sponsored by the Committee on Diversity, is to offer newer and mid-career AALL members guidance on how to plan a successful, satisfying and secure career in law librarianship. The panel of speakers, who come from a variety of law library environments, and who all have productive and energizing careers, will offer insights on the importance of setting clearly defined effective strategies to achieve these goals. A critical element of the program will be discussion by each speaker on how to deal with the many types of "glass ceilings" pervasive in the law library profession as well as in the legal and business worlds.

The speakers, all outstanding librarians as well as leaders in the profession, include Ruth Bridges, a corporate librarian at Freddie Mac, whose past professional experience includes positions in the private and academic environments. Jonathan Thomas, the Collection Development Librarian at Boston College Law School Library, will provide guidance from the perspective of a law librarian who has built a distinct and marketable set of competencies by pursuing a career that offered training in technical services, public services, and administration. The third speaker will be Malinda Allison, who after holding professional positions in government, academic, and corporate libraries, moved into the law firm environment where she has a unique as well as satisfying and challenging position as her firm's Environmental Information Specialist. Joan Howland, Professor of Law and Director of Information and Technology at the University of Minnesota Law School, will discuss the relevance of strategically planning all aspects of a career path including professional development activities and continuing education; she will also address the importance of developing oneself into a "value-added librarian."

The formal Presentations will be followed by a question and answer period during which the speakers will respond to career strategy queries from the audience.

**Pulling up the Drawbridge: The High Tech Law Library - Diversity's Friend or  
Foe"**

Panel Coordinators: Cossette Sun and Richard A. Leiter

The ongoing introduction of library technology requires library patrons to use increasingly sophisticated skills to access legal information. Participants will

hear a discussion about whether automation hinders some law library users, especially older, low income, or infrequent patrons. Panels will also discuss whether technology will create barriers between wealthy, technologically sophisticated libraries and less technologically sophisticated, and, presumably, smaller and poorer libraries. Panel members will also consider whether, on the other hand, technology will act to bridge barriers. They will discuss how technology and resource sharing can lessen the gap between the information rich and the information poor.

Dr. Judith Dixon, Willem Scholten, and deana j. harragarra waters [capitols not in original] are the featured speakers on this panel. It is hoped that this discussion will increase sensitivity to the actual and perceived technological barriers patrons face, as well as provide ways to help alleviate these barriers, including practical ways to help "level the playing field" between the information rich and the information poor.

### **"Walking on Water: Making a Quality Presentation"**

Panel Coordinator/Moderator: Sara Robbins, Law Librarian & Prof. of Law,  
Brooklyn Law School

As librarians, we find ourselves faced with various opportunities and/or obligations requiring effective speaking skills. Whether through informal discussions, formal teaching opportunities, reports to senior administrators, fundraising efforts or even AALL programs, we all need to know how to best convey the ideas, information or messages that we want to share with others. In addition, the development of new technologies has both expanded our opportunities and made our efforts more complex.

- \* What issues, theories and practices must we understand and learn to make the most effective teaching and advocacy efforts?
- \* What are the important public speaking and presentation skills that we should learn in order to communicate our message to the greatest effect?
- \* How can we best incorporate new technologies into our efforts?

A certified public speaking trainer will share her knowledge and skills to help us improve the quality and effectiveness of our teaching and speaking opportunities.

Speaker: Jo Robbins, Jo Robbins Associates

**Notables at the Third Northeast Regional Conference  
Toronto, October 17-19, 1996  
Academic SIS Members' Contributions**

Two stellar members of our SIS, **Frank Houdek** and **Anne Crocker**, delivered welcoming remarks to over 400 attendees at the Third Northeast Regional Conference held in Toronto on October 17-19. Most of us know Frank as the 1996-7 President of AALL, but many may not know that Anne is the current President of the Canadian Association of Law Libraries. Frank was also a speaker on a panel on the U.S. legal system and legal research, designed primarily for Canadian librarians at the conference.

**Louise Lantyz** coordinated and moderated a two-part program sponsored by the ALLUNY Chapter: "Re-engineering/Reinventing the Academic Law Library for the 21st Century." The speakers were all members of the Barclay Law Library staff at Syracuse University College of Law. Each described and analyzed transformations which occurred within their respective units of the library. Those who attended the program were very enthused about the Barclay staff's innovative and creative use of information technology and academic computing to redesign the library's infrastructure and redefine library staff roles.

**Brian Baker** moderated a three-part program entitled "Internet in a Day: A Beginner's Guide to the Internet." **Rae Ellen Best** and **Diana Botluk** explained basic Internet commands and jargon and informed attendees of their favorite Internet sites. Other speakers covered Internet issues in a law firm environment and HTML design.

"Let's hear it for the Book!" was the cry of **Roger Jacobs**, speaking on a panel entitled, "The Monograph and the Microchip: A Cautionary Tale." Roger reminded the audience that book publishing is not diminishing, that according to Fall 1995 ABA statistics ABA-approved law schools added a mean number of 2,495 print titles to their library collections during 1994-95. The book still has its place in the modern repertoire of information technologies.

**Ann DeVenux** gave a presentation detailing the planning and design process for the new law library at Qunniac College School of Law. Ann also covered the topics of technological considerations in space planning and an assessment of the final results of the building project.

Panelists on the program "A Holistic View of Legal Research Libraries" discussed their approaches to assessing and choosing among competing information retrieval formats. **Roberta Studwell** presented the viewpoint of an academic librarian trying to satisfy the needs of students and faculty with a wide range of ages and computer experiences. Younger students and often a faculty member who has the ear of the Dean can be change agents in the process of integrating technology into the delivery of legal information services.

**James Heller** addressed electronic copyright issues on a panel entitled "Are Law Librarians the Next FBI's 'Most Wanted?'" Technology's impact on



library services was also the topic of a program coordinated and moderated by **Jean Wenger**: "Impact of Technology on Law Library Consortia and Other Cooperative Endeavors." **Harry Martin** and **Richard Amelung** discussed planning and policy issues faced by consortium libraries wishing to engage in cooperative efforts using Ariel, the Internet, scanning, etc.

Another program addressing ways in which technology has changed the role of the law librarian was "The Law Librarian and Law School Computing." **Claire Germain** was the program coordinator and moderator of the panel. **Dick Danner** and **Denis Marshall** were speakers discussing how the growing integration of information technology into all aspects of legal education affect the role of the law librarian as a new century approaches.

In one of the final programs of the conference, **George Pike** presented an oral pathfinder to Internet sources of business, economic and statistical information. He also compared and contrasted commercial databases with Internet resources.

In addition to the many interesting and stimulating programs, attendees also enjoyed the wonderful meals and social events planned by the Local Arrangements Committee. The Opening Reception, with festive decorations and a musical trio, was held in the exhibit area. The next evening there was a reception at Osgoode Hall, the home of the Law Society and the Ontario Court of Appeal. The reception included tours of the Great Library and Osgoode Hall. The final event of the conference was the Closing Banquet and dancing at the Royal Ontario Museum. In an informal setting, attendees could wander at leisure among the museum's exhibits, visit the museum gift shop, dine on a sumptuous buffet banquet and dance the night away! The Conference Co-Chairs were Kathie Sullivan of McNamee, Lochner, Titus and Williams in Albany, New York, and Anne Matthewman of the Count of York Law Association in Toronto. Dawn Urquhart of Blake, Cassels & Graydon in Toronto was the Local Arrangements Chair.

## NOTES FROM THE LEGAL REASONING, RESEARCH, AND WRITING FRONT

by Karen Beck  
Boston College Law Library

It has long been a goal of Legal Reasoning, Research, and Writing ("LRRW") professors and reference librarians at Boston College to integrate legal research more fully into the LRRW curriculum. This

year we are doing it! Since many academic law librarians are interested in this topic, I thought I would share with ALL-SIS members a bit about what we are doing and how the experiment is

going. This is a work in progress -- one semester down and one to go.

Librarians Irene Good and Karen Beck teamed up with LRRW Director Jane Gionfriddo and LRRW Professor Joan Blum (respectively) to teach two sections of an experimental curriculum to approximately 80 members of the first year class. Along with Public Services Librarian Susan Sullivan, the team of four has been planning the new curriculum since June 1996. If all goes as planned, the entire LRRW faculty and the reference librarians will adopt the new curriculum next year.

The revised research curriculum more fully integrates the tools and processes of legal research into the analysis and writing curriculum, so students understand that legal research is not simply a mechanical process, but an integral part of legal analysis and writing. We also wanted to expose students to electronic resources right away, so they could compare them to traditional print sources and make informed choices about the effectiveness of the various sources in an overall research plan.

To make the mechanics and process of legal research more meaningful, we use the legal problems the students were working on in their research memorandum assignments as the framework for the introduction to legal research. By learning research in the context of a writing and analysis project, the students could understand how all the research

sources and techniques fit into an integrated process of research, analysis, and writing.

At Boston College, LRRW is a two-semester, five-credit course. Six LRRW professors partner up with reference librarians to teach the research portion of the curriculum. Each of the six sections has thirty to fifty students. At the outset, we introduced the experimental curriculum in only two sections. Thus, most of our first-year class is still working with the traditional research curriculum. Both the traditional and the experimental sections use as their text Christina Kunz' *The Process of Legal Research*, fourth edition.

The course begins in September with a closed-universe research memorandum. In the traditional curriculum, librarians teach primary sources and citators in October through lectures, hands-on seminars, and library exercises. CALR sessions introduce students to some of the basic services on Lexis or Westlaw, such as citators and the Lexsee or Find commands. (Half the first year class learns each system.) In November, the LRRW faculty introduces a second, open-universe research, memo that gives students the opportunity to build on the foundations of the introductory research segment and the closed-universe memorandum by researching and writing a memorandum on a fairly complex problem.

This year in the experimental sections we also began with the closed-universe memo. Then in October, we introduced the facts and issues of the second, open-universe, memo. We used these facts and issues as the vehicles to teach our students about researching primary legal materials. Thus, instead of teaching research outside the memo context and then requiring the students to apply their new research skills with minimal supervision in a new context, we taught research within the context of a problem that culminates in a major piece of writing that goes through several drafts.

We took pains to emphasize that the research process is recursive, and that research cannot be conducted in isolation from analysis and writing. We were concerned that the "treasure hunt" type research exercises commonly used in legal research and writing classes foster the notion that the research process is entirely mechanical, and that research exercises are mere "busywork." So we made it a point whenever possible to link our exercises to the facts and issues we were asking our students to analyze in their research memos.

The first week in October, we used two full classes to introduce case reporting and teach our students how to find a case by citation in print sources. For the third session of the week, we divided the classes into sections of about 15 students and took them into the library's

Legal Research Lab, a computerized teaching facility with ten student workstations and one instructor's station. (Some of the students had to double up, but neither we nor the students saw that as a problem.) There, we held 50-minute "lab" sessions in which we introduced the students to Westlaw basics and to finding a case with a known citation using the Find command. (We decided to teach Westlaw in both of our experimental sections because on Westlaw we could draw parallels between digest searching and online topic and key number searching.) We distributed two short library exercises this week: the first introduced the library and our online catalog, and the second reinforced the Westlaw basics they had learned.

During the next two weeks, we moved on to case-finding by subject. We used West's legal research lecture disk show to introduce our students to digest searching. Results were mixed. After the disk show, students in one section seemed to have a fairly good understanding of the digest system; students in the other section seemed quite confused. We speculate that many students got confused because they had only been exposed to state materials at that point, yet the disk show used only federal materials. Fortunately, we had the time to devote a second class to digest basics, which seemed to bring all our students up to speed.

We followed with another hour on Westlaw, teaching topic and key

number searching hands-on to smaller groups of students. Students completed two more exercises: one for print digests and a second for online topic and key number searching. Occasionally, when we assigned a long exercise, we canceled a class to give the students more time to complete the exercise.

The final research topic we covered in the first semester was citators. We taught print citators first, followed by small hands-on Westlaw sessions in our Legal Research Lab. As usual, the students were given two exercises to reinforce these topics.

As I mentioned before, we decided to link most of our library exercises to the facts and issues that our students were analyzing for their research memos. The most obvious benefit of this decision was that students were highly motivated to complete their exercises. If they didn't do the research, they couldn't write their memos! Also, we think our decision helped keep our students from getting confused or distracted by research materials that were irrelevant to the legal problem they were trying to solve. It remains to be seen, however, how well they are able to apply what they have learned to new legal problems and new research tools and processes. We will have at least a partial answer by the end of the school year.

In the assigned exercises, we also asked them to evaluate their experiences with print and online

sources, and to discuss the advantages and shortcomings of each. So far, the students seem to understand that the computer certainly has its advantages, but is far from a magic black box that contains all the answers they will ever need. In my experience, this is a common problem that's fiendishly hard to combat. It will be interesting to see whether this group continues to evaluate resources thoughtfully over the next two-and-a-half years, or whether the salutary effects of our new curriculum will wear off once the students are out of our clutches.

As we think about using this new research curriculum for the entire first-year class, a couple of logistical concerns have arisen. First and foremost, this is a very time-intensive curriculum for LRRW faculty and reference librarians. At this point, librarians teach most of the research classes and all of the computer lab sessions, and the LRRW faculty assist at the classes and the labs. Will we all be able to sustain the effort while still performing our myriad other duties?

Space and scheduling are related concerns. Depending on the size of each LRRW class, we must teach each computer lab session two or three times. When we introduce this curriculum in all the LRRW sections, we may run into some serious logjams as we attempt to teach approximately sixteen one-hour lab sessions each week in one Legal Research Lab. It will be a challenge to squeeze all of us in

there, and to find enough times when all the 1Ls can attend lab sessions outside of their other class times. Things get more exciting when the network crashes in the middle of a class. This happened only once, and we were able to reschedule quickly. But it will be harder to reschedule when we are teaching 280 students rather than 80.

Although the jury is still out, the LRRW faculty, librarians, and students have been pleased with the results to date. The students seem to be enthusiastic about the new curriculum, and they appear to understand at a deep level both the mechanics and process of legal

research. They have been patient and understanding when occasionally we have had to revise our syllabi. They have grumbled not a whit when we peppered them with research exercises. And most encouraging of all, they really have seemed to understand what we are trying to accomplish with this new curriculum, and they have been more than willing to stay on board with us for the ride.

The experiment continues, with a focus on Boolean searching, statutory law, and secondary materials. A progress report will appear in a future issue of this newsletter.



## AALL NOMINATIONS COMMITTEE

The AALL Nominations Committee has begun the process of identifying possible candidates for the 1998 AALL election. Candidates are needed for the office of Vice President/President-Elect, Treasurer, and two Executive Board members.

The Committee must, to the best of its ability, present a slate of candidates that reflects the diversity of AALL's membership. Members of the Executive Board must maintain a balance on library type, geography, gender, and minority representation.

Each AALL member is encouraged to submit names to be considered for candidacy by writing any members of the Nominations Committee or AALL Headquarters by April 18, 1997.

### 1997 Nominations Committee

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The following article was reprinted, with hearty permission, by a new member of the ALL SIS -- Terry Cullen, University of Colorado Law Library. I found this article while reading the July, 1996 issue of *CoALL SCUTTLE*. Every once in a while a patron wants a non-legal resource and this article, "Non-Legal Resources on the Internet," is good reading.

**Non-Legal Resources on the Internet,**  
by Terry Cullen, University of Colorado Law Library

Regardless of your work setting, you may frequently need to locate information that does not relate directly to law. The Internet can be an excellent source for non-legal materials, especially if you are seeking very current information. Internet resources available range from the latest stock quotes to telephone directory information for the entire nation. This article will give you an overview of practical applications and locations for some useful non-legal Internet resources in the law library setting. The emphasis is on the World Wide Web portion of the Internet.

Finding the best sites for non-legal information is often more difficult than locating legal resources on the Internet, primarily because there is so much more non-legal information available, and it is poorly indexed. Much of the work of "indexing" non-legal resources is performed by computer professionals who are unfamiliar with how users go about searching for information. In addition, as the World Wide Web grows in size and scope, and as commercial sites migrate from provider to provider, the Internet addresses of the most useful non-law resources become outdated faster than directories listing them can be published. Because of these limitations, the best way to locate useful non-law sites is to use the more comprehensive and powerful Internet search engines such as HotBot ([www.hotbot.com](http://www.hotbot.com)), OpenText ([www.opentext.com](http://www.opentext.com)), and Infoseek ([www.infoseek.com](http://www.infoseek.com)). These are user-friendly search tools for the World Wide

Web, newsgroups, and other databases, which require a web browser such as Mosaic or Netscape.

The most up-to-date directory sources are those that use automated tools to search the 'Net for email and web addresses. A comprehensive site for Internet directory information is the WhoWhere service ([www.whowhere.com](http://www.whowhere.com)). This service allows one to search for email addresses, telephone numbers and postal addresses, Internet business listings, and yellow page listings by company name or business type. Because WhoWhere provides databases for more than one type of directory listing, it is somewhat more useful than most of the other Internet directory services.

A great way to find postal address information is to use Switchboard ([www.switchboard.com](http://www.switchboard.com)). In fact, the WhoWhere service links to Switchboard for postal address searches. The service is based on print telephone directory information, so listings may be outdated, and it does not supply information for individuals who have requested non-published telephone listings. However, searching is fast and easy and the database is quite extensive.

Numerous sites provide yellow page directory information for American businesses. One of the best is BigBook ([www.bigbook.com/](http://www.bigbook.com/)), which includes a local map locator for listed businesses. Other good searchable yellow page directories include YellowNet

([www.yellownet.com](http://www.yellownet.com)), Yellow Pages Online ([www.ypo.com](http://www.ypo.com)), and BigYellow ([s18.bigyellow.com](http://s18.bigyellow.com)).

Telephone Directories on the Web ([www.c2.org/~buttle/tel/](http://www.c2.org/~buttle/tel/)) is an index containing links to online telephone, fax, and business directories from around the world. The index lists fifty-six nations, but unfortunately the directory information available for each country is not comprehensive and varies considerably. For example, the entry for the Philippines contains only a fax directory from World Telex, the United Kingdom entry lists only Electronic Yellow Pages, and the entry for Argentina provides only white page listings for northern and central Argentina. Thus, the directory may be only moderately useful for obtaining international listings.

The number of sites providing directory type information on the Internet continues to grow. In addition, many sites provide other helpful general reference information. Some of the most invaluable include the Internet 800 Directory ([inter800.com](http://inter800.com)) for toll-free telephone numbers, Four11 ([www.Four11.com](http://www.Four11.com)) for email addresses, and the U.S. Postal Service Zip Code and Address Information site ([www.usps.gov/ncsc/](http://www.usps.gov/ncsc/)), for both zip +4 information, city-state/zip code associations, and official abbreviations.

Requests for information relating to quotations often appear in the lawlibref listserv. One useful source for such information is Michael Moncur's Quotations Page ([www.xmission.com/~mgm/quotes/index.html](http://www.xmission.com/~mgm/quotes/index.html)). The site has a searchable database of quotations as well as a "Quote of the Day" feature. It also provides a random quote generator, a terrific source for quotations to spice up your email signature file. The quotations database is also available for downloading to your computer by ftp (file transfer protocol).

Almost any reference desk will need a good source for maps for traveling patrons and history buffs. The Perry Castaneda Library at the University of Texas provides a huge collection of online world maps, including more than 300 U.S. Maps ([www.lib.utexas.edu/Libs/PCL/Map\\_collection/Map\\_collection.html](http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html)). The collection is quite comprehensive, and includes a wonderful array of National Park Service maps. Unfortunately, many of the maps are not current, including the U.S. metropolitan city maps. In addition, some of the available maps are quite large, so they will download very slowly without a fast Internet connection. The historical map collection is quite good, however, and includes early Indian tribal maps.

Of course, once your patrons decide where they wish to go, they will often want the latest weather information for their chosen destination. There are many superb weather sites available on the Internet. The National Weather Service site ([cominfo.nws.noaa.gov](http://cominfo.nws.noaa.gov)) and the National Center for Atmospheric research ([www.ucar.edu/wx.html](http://www.ucar.edu/wx.html)) provide forecasts and warnings, as well as climate and satellite information and links to other weather sites. Some excellent commercial weather sites include Intellicast ([www.intellicast.com](http://www.intellicast.com)) for the national weather outlook and downloadable image files, and USA Today's weather page ([www.usatoday.com/weather/wfront.htm](http://www.usatoday.com/weather/wfront.htm)) for forecasts and weather news.

Attorneys and public patrons often request a variety of financial information, and there are many outstanding Internet sources for these data. Newpage ([www.newpage.com](http://www.newpage.com)) provides business information, including company financial data, for many industries; the site also contains links to sources for free stock quotations. Financenter ([www.financenter.com](http://www.financenter.com)) is another very useful site; it provides the latest in interest rate information and over



35 interactive financial calculators that let the user compare rates on home mortgages, automobile loans, and credit

the University of Michigan gopher site

(<gopher://una.hh.lib.umich.edu:70/11/ebb/monetary>) or use the Universal Currency Converter ([www.xe.net/currency](http://www.xe.net/currency)) from Xenon Laboratories.

cards. For world monetary exchange rates and a wealth of other monetary information, try

One can easily see that comprehensive coverage of the abundant non-legal Internet resources of use in the law library setting is essentially impossible. Although I have listed only a small portion of the available resources, I chose the ones I have found most useful for general reference purposes. Remember, you can always locate additional resources by using a powerful search engine and good query syntax. Happy cybersearching!

## Law Librarians Abroad

Have you noticed surprise on a law student's face when s/he sees you outside the law school library? Say at the grocery store, at church or on the line at your local bank? Do they really think that all our lives are spent at the library? Our professional lives, yes -- and as WE know, we are interested in many things in our personal lives.

To illustrate: Kelly Browne and Melinda Davis, both of University of Tennessee College of Law Library, Knoxville, published this review on an item of current popular culture in *Inter Alia*, their law library newsletter, and Kelly contacted me to see if their recent review was suitable for this newsletter. I said yes, and before many of you flip past these pages I will tell you why I felt that such a review was warranted here.

To provide the most current information and best service to our patrons we have to keep our eyes and ears open to what is happening in the world: whether it is through computers, newsprint, multimedia, video, CD-ROM, film, politics, or theology. It will have an impact upon the ways in which we serve our patrons. In keeping our ears open we also could listen to the terminology and the events that have significance for our patrons.

Enough! Now to the review by Kelly and Melinda. If you haven't seen this movie yet and you want to be completely surprised you may want to save this review until later.

[Editor's note]

## Movie Review: A Time to Kill

by Kelly Browne  
Assistant Professor  
and Reference Librarian

and Melinda Davis  
Assistant Professor  
and Catalog Librarian

**Kelly:** My husband and I recently went to see "A Time to Kill" at the movies. I couldn't sit still--I kept jumping up, shouting, "A real lawyer wouldn't do that! In reality, . . ." Tim just told me to sit down and suspend my disbelief, but the incident inspired me to attempt a movie review based on the discrepancies between what I remember from my own experience and the film's depiction of legal practice. I asked Melinda, who usually writes the book review column for *Inter Alia*, if she had ever read "A Time to Kill" (I generally try not to read John Grisham books until after I've seen the movie, so I won't be disappointed in the movie). Melinda had read the book, but was looking for an excuse to see the movie, so she came up with this "Siskel and Ebert" take-off.

**Melinda:** A friend who had just finished Grisham's "The Rainmaker" told me, "No wonder lawyers have such bad reputations--they deserve it!" I enjoyed "The Rainmaker," albeit a fluffy beach book, with cardboard characters engaged in a cliched battle of good and evil. I never thought it was the definitive treatise on the relative honor and merits of the legal profession, though. But then I also don't believe all dogs are as smart as Lassie or that Oliver Stone is a historian.

**Kelly:** It really bothered me that the legal profession was depicted this way. We do have ethical rules, you know--one of the major ones being that an attorney can't represent anyone in a case in which he or she may be called as a witness if the other side objects. I don't know if the prosecution didn't challenge Jake's representing Carl Lee because they thought Jake was a bad attorney and they were better off with him than anyone else, but there should have been some kind of hearing and finding by the trial court that it was OK--otherwise it could have been reversible error on appeal.

**Melinda:** Yeah, Jake was a witness; and it looked to me like every one else in Canton, Mississippi was too--maybe even the judge. If you're worried about the American public getting a false impression of legal ethics, I think I'd be more concerned about what they might be thinking about Jake's responsibility (ethically and morally) when he had good reason to believe Carl Lee was going to commit murder. I don't think the average movie-goer should be expected to appreciate the finer points of whether Carl Lee was, at that point, Jake's client and, if so, whether that relieved Jake of any responsibility to do anything.

**Kelly:** Another thing that really bothered me was when Sandra Bullock (the law clerk in the movie) tossed Jake a stack of printouts and said, "You might want to take a look at these cases from the WESTLAW database." You don't know how many times a day I have to remind law students that our contracts with LEXIS and WESTLAW don't allow use of those databases for work!

**Melinda:** Well, I can split hairs on this one as well as the next person. At the time that Sandra Bullock thrust the pages at Jake, she was not "working" for him or anyone else. She had stated her personal interest in capital murder cases, so it was perfectly logical that "these cases" were originally pulled from WESTLAW for educational purposes. But who cares? How many "civilians" do you really think have a clue what the "WESTLAW database" is? And under what terms law students can access it?

But you've given me an excellent segue into the depiction of law clerks. Apparently there are two kinds: buttoned down and dumber than dirt, or rich and beautiful, long on brash self-confidence and short of skirt. The former kind works for the district attorney. Asked to work on a response to the defense's motion for a change of venue, the law clerk asks why they would oppose it. Granted it is important to clarify assignments and objectives, but this interchange only served to tell the audience why, while making the poor law clerk look hopelessly in over his head. On the other hand, Sandra Bullock's character, bordering on impudent and skating on the edges of legality, sets up an image that generations of law students will have to live down.

**Kelly:** What about the way the movie depicted jury selection? They made no distinction between peremptory challenges, which may be for any reason and are limited in

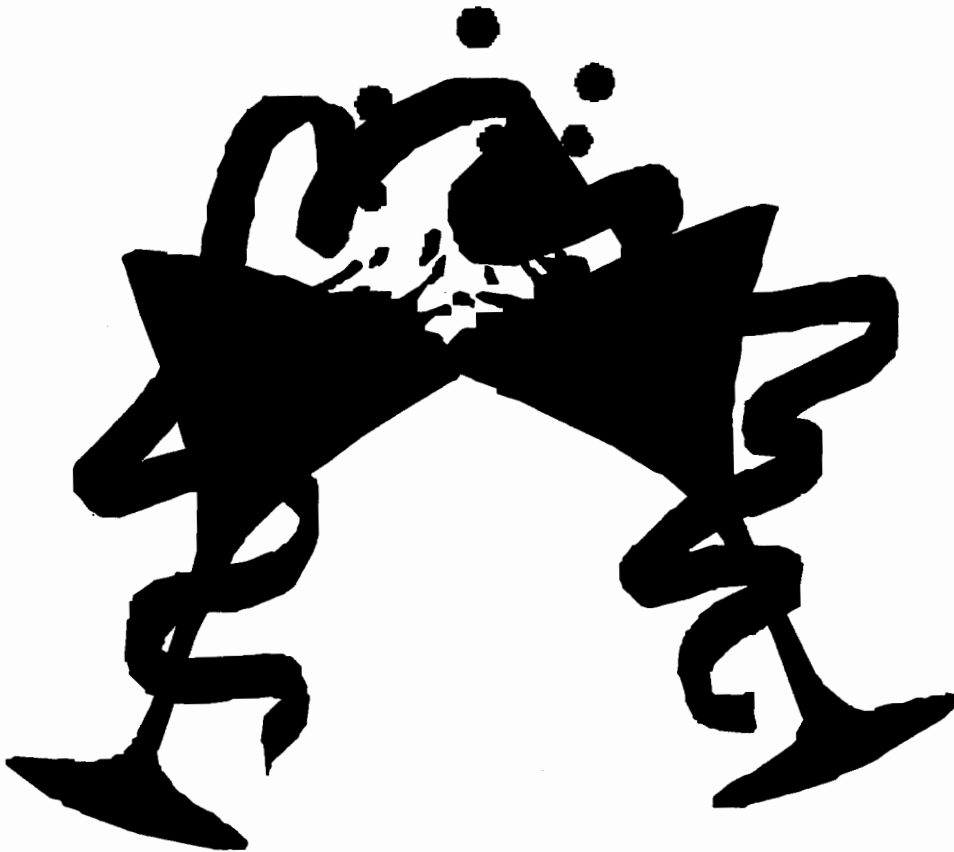
number, and "for cause" challenges, which are unlimited. Granted, it leads to the best line in the movie, but the Sixth and Fourteenth Amendments apply even in Canton, Mississippi!

**Melinda:** I'll concede that omitting the distinction between challenges for cause and preemptory challenges is an unnecessary weakness, but in light of the complete oversimplification of the jury selection process (the "civilians" in the audience may be forgiven for assuming the lawyers "divined" the unsympathetic souls based on looks or mental telepathy), I'd have to say "harmless error."

**Kelly:** One last thing. I want to tread lightly here so as not to give anything away, but you're not supposed to talk about anything in your closing argument as if it were a fact unless it has been introduced into evidence. And you are not supposed to appeal to the passions and prejudices of the jury in your closing argument. I think they went way over the line in this movie.

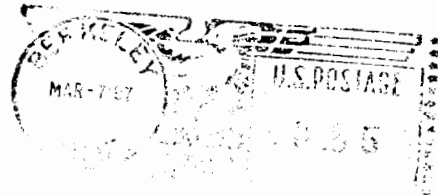
**Melinda:** This is my closing argument: imagine a story that presents you with a "what-if" that defies a pat answer--a piece of fiction that pits your reason against your emotions, that tests what you believe about prejudice and justice. If you could identify with anything in that story, if it made you take a closer look at yourself, if you learned anything from that introspection, then what difference does it make if it is technically accurate?

For those of us old enough to remember Point/Counterpoint, we hope that, although we may not have risen to the level of Shana Alexander and James J. Kilpatrick, we have not embarrassed Jane Curtin and Dan Ackroyd either!



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