The ALL-SIS Newsletter

MESSAGE FROM THE CHAIR

Michael J. Slinger
2005 - 2006 ALL-SIS Chair

Greetings ALL-SIS Friends & Colleagues,

I hope that your academic year is now off to a successful start. Personally, I would like to know how the summer went by so fast? I am confident that ALL-SIS is set for a productive year.

We are truly an organization of members that volunteer of their time and energy to make our profession more useful to our membership. I have the privilege of working with an outstanding Executive Board consisting of: Suzanne Thorpe, Vice Chair/Chair Elect; Susan Lewis-Somers, Secretary-Treasurer; Carol Bredemeyer, Executive

Board Member; and Carole Hinchcliff, Immediate Past President. Our Committees, which are the very heart of our organization and do so much of the important work of our SIS, are staffed with dedicated Chairs and enthusiastic and talented Committee Members all of whom come from our own ranks.

Many of you were able to attend the AALL Annual Meeting in San Antonio, and I trust you, like me, found it very productive. Attendance and interest in our programs and roundtable sessions was high, tributes to the work of our Program Committee (Lee Peoples and Ajaye Bloomstone, Co-Chairs) and all of those who took part in the

ALL-SIS Committee Members: 2005 - 2006

Note: Charges for this year's Committees will be posted on the ALL-SIS Website, at www.aallnet.org/sis/allsis/committees/charges/index.html.

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AALL Program Reviews

Roy Tennant - Building the Libraries Our Users Deserve

Diane Murley
Reference/Web Services Librarian
Southern Illinois University School of Law

Those of us who attended the first plenary session at this summer's AALL annual meeting were treated to an inspirational talk by Roy Tennant, User Services Architect for the California Digital Library, who challenged us to give our users the libraries they deserve.

Mr. Tennant began by discussing Google, Yahoo, and Amazon, companies that also serve the information needs of our users. While we should continue to hold these companies up to the same standards that we hold other information providers, we should also recognize what they are doing well and when they can be helpful tools for our clientele. We should also pay attention to the tools and protocols that are being used by others to provide interactive, personalized services that work.

For example, Open WorldCat allows Google, Yahoo, and other search engines to access abridged WorldCat records, which then appear in search engine results with links to the websites of libraries that have cataloged the item. Another good example is RedLightGreen (www.redlightgreen.com), a project of RLG designed for undergraduates, which uses a simple search box and relevance ranking for search results; provides controlled vocabulary links for users to narrow their search; adds thumbnail images of book covers and links to book reviews; links to libraries and booksellers having the item; and provides citations in the format of the student's choice. Both of these projects work because they focus on the users' needs and abilities, rather than requiring users to learn to search like librarians.

Mr. Tennant also talked about the fact that much of the information our users need isn't even in the library catalog. In order to provide access to other information, we subscribe to a growing number of "disparate databases, most with indecipherable names and inexplicable interfaces," which users must search individually, using different search interfaces and search results displays for each of them. Of course, this is a problem with which law librarians are all too familiar.

He challenged us to provide better finding services for our users by focusing on our particular audiences and their needs; building tools that maximize the power of our licensed databases while minimizing the pain our users have to go through to access them; listening to what our users want to find and how they want to find it; and using our own knowledge and experience about what is available and possible.

Mr. Tennant closed his talk by summarizing what our users deserve: a library that is focused on their needs; a library that understands that librarians may enjoy searching, but users prefer finding; a library agile enough to work with players like Google and Yahoo when helpful, yet offering focused, tailored, and effective solutions for users needs when appropriate; and a library staffed with professional up-to-date staff conversant with appropriate technologies and able to deploy those technologies effectively. In other words, users deserve modern professional library services.

Roy Tennant's credits include:

- Managing the Digital Library (Reed Press 2004)
- XML in Libraries (Neal-Schuman 2002)
- eScholarship Repository: http://repositories.cdlib.org/escholarship/

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- eScholarship Editions: http://texts.cdlib.org/escholarship/

- Web4Lib: http://lists.webjunction.org/web4lib/

- XML4Lib: http://lists.webjunction.org/xml4lib/

- Current Cites: http://lists.webjunction.org/currentcites/

- SWISH-E software: http://swish-e.org/

- Librarians' Index to the Internet: http://lii.org/

- KidsClick!: http://sunsite.berkeley.edu/KidsClick!/

Specialized Legal Research Courses: When Advanced Legal Research Isn't Enough

Cynthia Burress, Dee J. Kelly Law Library
Texas Wesleyan University School of Law

This detailed and informative program featured presentations by Joseph A. Custer, University of Kansas Wheat Law Library; Joan Shear, Boston College Law Library; and Robert Mead, University of Kansas Wheat Law Library. Program handouts for this session are available via the AALL Handout Materials Collection website.

Mr. Custer introduced the program and described the Wheat Law Library's Advanced Legal Research (ALR) courses. He began by describing the law school's traditional ALR course, then explained how the library staff came up with the idea for additional ALR courses in specific subject areas. Among the reasons given for adding these additional courses were the inherent limitations of traditional first-year courses, the increasing complexities of legal research, and the heightened expectations of legal employers. He explained how the library chose which particular subject-specific research courses to offer based on librarian expertise in a subject, the law school's emphasis on a subject area, and the expressed desire of students to gain research expertise in potential practice areas.

He went on to describe the basic features of the courses themselves, including such details as assignments and syllabi, and then spent some time discussing the curriculum approval process at the University of Kansas. This section of the presentation was especially intriguing and gave some practical advice to librarians seeking to implement similar ALR courses in their own libraries. To illustrate this process, the program materials included a copy of a memo sent to law faculty requesting approval of the new courses. Finally, Mr. Custer described the reaction of law students and faculty to the new courses as "tempered enthusiasm" and reported that the courses have generally received positive feedback.

Ms. Shear focused on several of the same things as Mr. Custer, describing the traditional ALR classes at Boston College and explaining how the Boston College Law Library went about developing several specialized courses. She then focused on some of the issues involved in putting together a new ALR course, such as what the course should try to accomplish and what sort of materials and information should be included. Her tips included reinforcing basic legal research concepts, demonstrating tools and techniques not covered in first-year legal research, and drawing examples and research problems from the subject area covered by the course. She also stressed that instructors should be aware of time limitations and take care to introduce students to the most useful resources.

Ms. Shear also gave advice on successfully getting a new course approved. In particular, she

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suggested finding a faculty champion who wants the new course as much as you do. A professor who teaches or writes in the subject area you want to create a course for would be an ideal sponsor.

Mr. Mead rounded out the program by giving a general overview of the reasons why specialized ALR courses are becoming increasingly popular. He described the differences between traditional and specialized ALR classes and emphasized the MacCrate Report's finding that lawyers must be able to design and implement research strategies.

Mr. Mead then detailed the benefits to students of having an opportunity to integrate research strategies with the substantive law they are learning, then followed this analysis with a description of the less visible benefits to faculty, who are presented with students who are better researchers and thus produce higher quality work and may have potential as research assistants. Finally, Mr. Mead examined the benefits of specialized ALR to librarians, who gain additional opportunities to teach and publish as well as the chance to become experts in a particular subject area.

This interesting session provided valuable advice to those considering or developing specialized ALR courses. The experiences of all three presenters illustrated the challenges and rewards involved in offering these classes and gave a personal touch to the information offered.

Publishing Outside the Law Library Box: Opportunities Beyond Law Library Publications

Debora Person, George William Hopper Law Library
University of Wyoming College of Law

Publishing opportunities specific to law librarianship are limited, but librarians have found that their knowledge and expertise give them the flexibility to publish in interdisciplinary studies as well. Law librarians are regularly adding to the professional literature of law, librarianship, legal education, research, technology, and current awareness issues. Certainly print materials dominate, but writing for e-journals, web sites, and computer-assisted instruction showcase the profession's talents, too. This session explored the experiences of some librarians and library groups. The panel was composed of Carol Bannen, Director, Information Resources, Reinhart, Boerner, Van Deuren, S.C.; Shannon Gilreath, Law Librarian and Associate Professor of Law and Divinity, Wake Forest University; and George Pike, Law Library Director and Assistant Professor of Law, University of Pittsburgh.

Ms. Bannen began by describing Wisconsin's regional AALL chapter (LLAW) efforts to organize opportunities for publication in local bar and law-related organization publications. LLAW established a committee to develop these opportunities and identify authors for articles. The committee approached the state bar association and presented possible topics for articles. Upon approval, the committee began collecting articles for submission from librarians within the organization. Wisconsin librarians also publish regularly in the *Wisconsin Law Journal*, a weekly newspaper, and the Wisconsin Association of Legal

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Administrators' quarterly publication, *Class Action*.

Professor Gilreath talked about the practical aspects of writing and submitting works to publishers. He stressed the importance of writing on topics that interest you, and he advised authors to be persistent about submitting materials. The publishers are there; it is a matter of locating the one for which your writing is appropriate.

Regarding format and pay for submitted works, articles are usually submitted in completed format and the author is, in most cases, not paid for the work. Books are less likely to be submitted whole. It is usually sufficient to submit an idea for a book with a cover letter that outlines the chapter and a writing sample that represents the work. Publishers will pay authors for books, and they may offer an advance, which some academic authors use to pay research assistants.

Professor Pike, columnist for the monthly *Information Today*, advised the audience to make their areas of professional interest known. Publishing opportunities are sometimes redirected or referred by helpful colleagues who are aware of your interests. If you are looking for appropriate subject matter for articles to submit, try monitoring news pages and services and maintaining a folder of items of current interest. In an academic setting, not all works will contribute toward the author's tenure; however, an active publishing record and name-recognition can be viewed favorably by the dean.

Not only did the panel field some interesting questions, many of the participants had additional comments and advice to share. One of the editors of Online magazine encouraged submissions and advised that authors not 1) submit to multiple publishers at the same time, or 2) submit to publishers without investigating a publisher's

intended audience. CALI contributors were present who noted that CALI does pay for authored works.

One participant referenced the services provided by Expresso. Expresso (http://law.bepress.com/expresso), per the web site, is a service that is available to all legal scholars. The service helps authors manage the manuscript submission process by identifying appropriate sources for publication; actively maintaining submission policies of over 450 law reviews; checking your file format for submissions; and mailing out your cover letter, article, and CV, if you have submitted one, for each law review you are considering. Costs are minimal and institutional accounts are available as well as individual accounts. Electronically delivered manuscripts cost $2.00/ law review. Expresso will print and mail submissions to a select number of publishers for $6.50/mailing.

Some law faculties hold workshops to discuss publications in process and to get feedback from colleagues. One school holds a "Half-Baked" workshop where faculty come together to share their ideas and receive publishing mentoring. The panel addressed collegial feedback with additional suggestions. Professor Gilreath noted that such criticism, though constructive, can be difficult to accept, and the author's first reaction may be to disagree. It is, of course, not necessary to integrate all suggestions, and in general, comments focus on expanding certain areas, removing unnecessary arguments, or directing attention to additional resources that might be helpful. Professor Pike suggested that rather than a formal review, consultations can be performed informally by wandering to another faculty office to discuss a

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particular section or argument. This tends to reduce the stress of collegial review, not to mention the time commitment of the reviewing faculty.

In keeping with the topic of the presentation, the panel was asked about publishing within an area of personal interest rather than an area of professional expertise. Since this, in most cases, would assume a degree of expertise in another scholarly area, it is best to accentuate your qualifications in a cover letter to the publisher, along with a sample paragraph of your writing. The book, *Writers' Market*, was referenced as a good resource for learning how to approach publishers and what documents to include in your correspondence with them.

A Few Words of Warning

- Be aware of copyright ownership for any materials submitted. Note whether you are giving away your copyright with the publishing of the document, or whether you, as author, retain copyright. It is not unusual for journal publishers to have 90-day exclusivity rights after which copyright returns to the author.

- Read the contract. It can contain clauses that you, as author, will find questionable. One panelist found, in reading his contract, that he was to be liable for attorney costs if the publisher were to be sued for copyright infringement and lost.

The session was filled with practical information from both panel members and participants. The interest generated was obvious by the active question and answer phase. It is encouraging to see the interest among librarians in sharing knowledge with each other, both the substantive knowledge of our profession and

helpful hints for making that knowledge available to others.

Statistics for Electronic Resources

Sally Wise, Director of the Law Library & Professor of Law
University of Miami School of Law Library

Steve Hinckley, Associate Dean for Library and Information Technology and Professor of Law at the University of South Carolina, and Judith Wright, Associate Dean for Library and Information Services at the University of Chicago, moderated the discussion on "Statistics for Electronic Resources" at the Directors' Breakfast in San Antonio. Spencer Simons, the Director of the Law Library and Professor at the University of Houston, organized the program.

To start with, here is a bit of background on all the different committees and organizations that have interest in this issue. Judith is Chair and Steve is a member of the ABA's Section on Legal Education and Admission to the Bar Law Libraries Committee. According to the ABA web site (www.abanet.org/legaled/home.html), the Law Libraries Committee reviews matters relating to law libraries, including periodic review of the Standards relating to law libraries, the law library section of the annual questionnaire, and the site evaluation questionnaire. Membership of the committee includes law librarians and law school deans and faculty. Rita Reusch, the Director of the Law Library and Professor of Law at the University of Utah, is the incoming chair of the Law Libraries Committee.

Another committee involved in statistics issues is the Questionnaire Committee of the Section on Legal Education and Admission to the Bar. This committee is responsible for reviewing all

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questionnaires and instructions, including both the annual and the site evaluation questionnaires. The Law Libraries Committee advises the Questionnaire Committee on law library issues. There is also a Standards Committee which is charged with reviewing proposed changes in or additions to the Standards, Interpretations, Rules, Policies, Procedures and Criteria and a Standards Review Committee which periodically reviews all standards. The governing body of the Section is the Council. The House of Delegates of the American Bar Association reviews some Section recommendations.

Both the Academic Law Libraries - Special Interest Section's Statistics Committee which is co-chaired by Kim Clarke, the Director of the Law Library at the University of the Pacific, McGeorge School of Law, and Jonathan Franklin, Associate Law Librarian at the University of Washington and the Relations with Online Vendors Committee chaired by Stephanie Davidson, Head of Public Services at the University of Illinois, are also involved in the issue. The Technical Services - Special Interest Section is also interested in this issue. The Association of Research Libraries (www.arl.org) and the Association of Academic Health Sciences Libraries (www.aahsl.org/) have also been grappling with this issue and many of the "library" committees dealing with these issues have looked at the questions and schemes that these organizations have designed.

First of all, both the annual questionnaire and the site evaluation questionnaire are designed to track the ABA standards. The annual and site evaluation questionnaires are available on the ABA website (www.abanet.org/legaled/questionnaire/questionnairedocuments.html). At this time, we count Titles (excluding non-book titles), Microform

Titles, and Other Non-Book Titles. Non-Book Titles are defined to include manuscripts, photographs, audiotapes, videotapes, CD-ROMS, and DVD titles. We are told not to include electronic or web-based titles or products.

In the ABA annual questionnaire, we are also told to count Active Serial subscriptions and Active Serial Titles. Serial subscriptions are defined as any serial title, regardless of format, for which the library maintains an active record for continuous receipt. We are also told in the definition NOT to count serial subscription titles accessed via on-line databases (Lexis/Nexis, Westlaw/Dialog, Internet) unless the individual title within that database is a separately cataloged record in the library's catalog. A Serial Title is defined as a publication (bibliographic unit) in any format which is issued in successive parts bearing numerical or chronological designations and is intended to be continued indefinitely. It is active if any pieces/parts/updates have been and are expected to be received on a regular or irregular basis. In the financial section of the annual questionnaire, there is a question on electronic resources. We are told to include all monies for Electronic Resources including expenditures for all digital resources, DVDs, CD-ROMs, web based resources, such as Legal Trac, BNA or CCH Web versions, Lexis/Nexis, Westlaw, CALI, LSN, NetLibrary, etc., and contributions or payments to consortia or the university library. This is the only question in the ABA annual questionnaire that deals with electronic resources.

The two questions that the moderators posed for the discussion were: 1) do we want to measure; and 2) if so, how do we count or acknowledge everything we have available to our users.

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There was a general consensus that we do want to measure electronic resources with the realization that we will need to be creative to do so since our current model does not reflect the new reality that many of our electronic resources may be part of the university library's collection, part of a state-wide collection or a consortium collection, etc. Many directors thought that the "right" statistics would be useful to measure compliance with the Standards and to provide meaningful management comparative statistics. Some directors were interested in more statistics in order to see what others were doing. Others were interested in fewer but more meaningful statistics.

Some saw the solution to the problem to be to count as a serial title all titles included in the catalog. There was a discussion of the possibility of working with the vendors to get MARC records to add to our catalogs. Others suggested that this solution would dictate the use of the catalog when others might want to provide access to some information by other means. It was also brought up that cataloging records are changing and that the definition of title might change.

A number of the participants also mentioned that they were interested in exploring measures such as LibQual that have the possibility of telling us something about the quality and the true worth of the collection. Some thought it would be even more beneficial if many schools used LibQual and we could use the results for comparative purposes. Another suggestion was that we might want to brainstorm possible qualitative questions to be added to the annual questionnaire.

Another suggestion was for us to set up a dialog with U.S. News and World Report in order to educate them on the impact of their use of statistics on academic law libraries.

At its April 2005 Board Meeting, the Executive Board of AALL agreed to join Project COUNTER (www.projectcounter.org/), a nonprofit organization that exists to promulgate and promote an agreed international set of standards and protocols governing the recording and exchange of online usage data. COUNTER stands for Counting Online Usage for Networked Electronic Resources. AALL, the ALL-SIS committees, and others will be working with this organization and legal publishers to identify standards and protocols to count the use of electronic resources.

It was clear that the directors were interested in finding a solution. Since this is an issue that we all need to tackle, it was suggested that we all begin looking at information that we can retrieve on our integrated library systems and from our webpages and give our findings and suggestions to Rita Reusch, the incoming chair of the Law Libraries Committee. Since we would need time to react to any new statistical request, it was also suggested that the Libraries be given plenty of notice. Another suggestion was that once test questions are formulated that they be beta tested and vetted so that they can be implemented with as much ease as possible.

ALL-SIS Collection Development Committee Roundtable

Melanie Dunshee, Deputy Director
Duke Law Library

The lively discussion on "Coping with Budget Cuts," held at the 2004 roundtable during the annual meeting in Boston provided the background and impetus to continue the discussion for the 2005 roundtable. Doug Lind, co-chair of the Collection Development Committee began the discussion by posing two questions. Have libraries

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canceled print copies of what has traditionally been defined as the "core collection" and how are decisions being made between print copies and electronic access for services such as CCH looseleafs and BNA products?

Several libraries did report cancellation, or plans to cancel all print copies of a variety of "core" materials including advance legislative and session laws issues, state codes, journals and digests, relying instead on electronic access. Mike Chiorazzi of the University of Arizona has canceled print extensively and explained that in his view the library cannot justify duplication of resources given other demands. Even if there are no budget pressures, resources should be shifted to other areas, especially monographs and multi-disciplinary areas, or services to give patrons what they want.

Several participants expressed continuing frustration with the pricing models for print and electronic equivalents. CCH has announced increasing costs for electronic subscriptions if print subscriptions are cancelled. Although many libraries have purchased the BNA package, others felt that pricing and bundling were obstacles to moving to all electronic, even when this was preferred. Participants urged libraries to find ways as a group to bring pressure on publishers to change some of their offerings, and also to supply needed statistics and related data as part of their services.

Many of the themes of the discussion were further developed in 2005 programs and the committee hopes to develop more program proposals out of these annual discussions. If you have comments or ideas for ways to engage in discussion on these topics in the future and

between annual roundtables, please contact Collection Development Committee Co-Chairs Doug Lind at Lindd@law.georgetown.edu or Connie Lenz at lenzx009@umn.edu.

Preservation Committee of TS-SIS Seeks Outreach

Sally Wambold
Law Library, University of Richmond

The Preservation Committee of the Technical Services Special Interest Section is seeking to establish liaisons with other organizations in AALL. I am the liaison from the Preservation Committee to ALL-SIS. At the Annual Meeting in San Antonio, I distributed flyers inviting ALL-SIS members to the Preservation Program B-3, in which Pat Turpening described the Northeast Document Conservation Center Preservation Survey, which seven academic librarians from Arkansas, Indiana, Kentucky, Ohio, Utah, Virginia, and Washington State researched from August 2004 to June 2005. Three of the librarians, Ann Nez of the University of Washington; Curt Conklin of Brigham Young; and Joe Thomas of Notre Dame discussed their experiences and discoveries. I moderated the discussion.

Also part of the invitation flyer was the Preservation and Binding Roundtable featuring Ellen Cunningham-Kruppa, the Director of the Kilgarlin Center for Preservation of the Cultural Record at the School of Information at the University of Texas. The Center was established last fall with a $1M endowment from William Kilgarlin, a former Texas Supreme Court Justice. According to the press release announcing the Center, "Through research and education, the Center's mission is to advance knowledge and practice in the record of the human enterprise, creativity, and discovery. Building on the School of Information's top ranking programs in

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preservation management and conservation studies, the new Center will also address pressing concerns in digital preservation, and promote research, education, and public outreach in the broad area of cultural records management." Ellen also teaches courses in preservation management, preservation reformatting, conservation, and digitization. Ellen spoke about some exciting initiatives being undertaken at the Kilgarlin Center.

Please contact me with your preservation questions and challenges. I will be glad to research them for you.

Sally Wambold, Law Library,
University of Richmond VA 23173
Phone: 804-289-8226 Fax: 804-287-1845
swambold@richmond.edu

ALL-SIS Advanced Legal Research Roundtable Results

Notetakers:
Jennifer Murray, Susan Herrick, Louise Tsang, Rosalie Sanderson, Sara Kelley

COURSE MATERIALS & TEACHING METHODS

1. Would you be willing to share your research exercises in the Legal Research Sourcebook? Why or Why not?

- Most did not know about the Legal Research Sourcebook, but are willing to share their research exercises. They think it is a good idea.

- People at my table were largely unaware of the Sourcebook but seemed interested in checking it out.

- Most members had not shared and a few were not aware of the Sourcebook. Several would be willing to share. Concerns about sharing

included: fear that clarification would be needed; embarrassment about mistakes; getting consent in team teaching situations; library specific nature of exercises; lack of usefulness due to passage of time from event prompting exercise preparation.

2. What are some effective ways of teaching small groups legal research without using PowerPoint?

- Some effective ways of teaching small groups legal research without using PowerPoint:

  - Live internet demo

  - CALI

  - TWEN

  - "Clicks" technology - not very well-received by students mainly because of the way the classroom was set up, which hindered the use of the technology

3. Do you think that ALR instructors have a good grasp of what types of legal research practicing attorneys will need to perform? If not, how can they improve their understanding?

- Most agreed there was a need for improvement in this area. Several suggested that providing reference assistance helps. Others had practicing attorneys come as guest speakers come to their classes. (However, there was some concern that some practicing attorneys would say they don't do research anymore.) Some hoped to participate in exchanges. Some continued to do contract work as a way to stay in touch with the issues. About half of the librarians had worked as attorneys, and these librarians felt that that work was very helpful to them in teaching legal research and understanding needs of practicing attorneys. One librarian mentioned that it was important to remember that not all law students went to big firms, so that law practice models should encompass more than one type of practice.

Developments in Legal Education: Law Schools Adopting Business School Teaching Methods

Sara Kelley

Reference Librarian, Georgetown University Law Center

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

According to a recent article in the New York Law Journal, some law schools are mulling the question, "If the law is becoming more of a business, should law schools become more like business schools?"[1] The article went on to report on specific developments at a few top law schools, including the following:

- Northwestern University has adopted business schools' "case-study" instruction method (described below) in many classes. It has also embraced the common business school practice of making applicants' work experience a major factor in admissions decisions; and

- Columbia University "is giving increased attention to classes that 'show the interplay between law and business.'" One such course is Columbia's innovative "Deals" class, in which small groups complete corporate transaction case studies.[2]

The cornerstone of business school teaching is the case-study method. The major features of the business school case-study method are (1) the discussion of one case study per class meeting; (2) class participation makes up a large percentage of the course grade, generally as much as 50% (this is unlike most large law school classes, where class participation counts little or not at all); and (3) the final examination consists of another case study.[3] In MBA classes a case study is usually between five and twenty pages long. It lays out a fact pat-tern and requires students to plan a responsive course of action.[4] Advantages of the case-study method over law school's case method include its requirement of group effort, its encouragement of meaningful class participation, and its focus on problem solving. According to Professor Don Welch of Vanderbilt Law School, "Legal education helps prepare students to exercise professional judgment through the case method. But it may be that the kind of case method used in business schools . . . does this more effectively."[5]

Law professor Douglas Leslie of the University of Virginia likes the case-study method so much that he has developed a series of casebook alternatives utilizing a similar approach, which he sells over the Internet; he calls these "CaseFiles."[6] Currently CaseFiles are available for courses in contracts, property, employment law, labor law, and sports law.[7] Each CaseFile provides a fact pattern and a selection of authorities.[8] A CaseFile's authorities generally include several cases and sometimes include statutes and/or secondary sources such as Restatement sections.[9] In classes that apply the CaseFile teaching method, class discussion addresses one CaseFile per class and students are expected to extract legal rules from the selected authorities and apply them to the fact pattern.[10] In Professor Leslie's own classes, the final exam consists of another CaseFile.[11]

Not all legal educators are enthusiastic about business school teaching methods, however. Jonathan Macey, a law professor at Yale who teaches business law classes, has opined that, "The larger part of business school curriculums is about learning skills. Learning the law is much more subtle."[12] Columbia law professor Thomas Merrill, who used to teach at Northwestern, told the New

A Law School - County Law Library Partnership

Frank Y. Liu and Joel Fishman *

NOTE: This version of the article has been shortened to meet the space limitations of the paper version of the ALL-SIS Newsletter. A complete version is available at www.aallnet.org/sis/allsis/newsletter/25_1/partnership.htm.

In November, 1999, Duquesne University Center for Legal Information (DCLI) and the Allegheny County government located in Pittsburgh, Pennsylvania, entered into a contract for the DCLI to manage the operations of the Allegheny County Law Library (ACLL). This partnership between a private academic law library and a public county law library is the only operation of its kind in the nation.[1] The partnership has proven to be a success and a second five-year contract was implemented on June 1, 2004. This article is intended to share with the law library community the background, the operations, and the benefits to both libraries and the legal community of the greater Pittsburgh area from this unique partnership.

Background

ACLL, founded in 1867, is one of the oldest and largest county law libraries in the United States. ACLL is located on the 9th floor of the landmark City-County building built in 1911. The library has approximately 200,000 volumes, with an extensive rare book collection and one of the most comprehensive Pennsylvania records and briefs and legislative journal collections in the country. Duquesne University was founded in 1878 by the Congregation of the Holy Ghost Order. DCLI has over 281,000 volumes housed in a newly renovated facility of about 45,000 square feet. DCLI has an extensive Pennsylvania law collection and maintains the most comprehensive web site on researching Pennsylvania law.

DCLI is located at the Duquesne University campus on Locust Street which is three blocks and a ten-minute walk from ACLL. The close proximity of the two libraries is a key factor for the success of the partnership.

ACLL was a division of the Court of Common Pleas since the mid-1970s. In 1997 the law library's budget was cut by three quarters, from $800,000 down to $206,000. An outcry from the judges and bar association quickly led to a deal in which filing fees would be increased to increase revenue to approximately $300,000. However, the initial estimate was too high, and only $200,000 was collected to offset part of the county's funding. For eight months, there was no response. Finally, in December 1998, the County Solicitor announced to the bar and to the library staff that Duquesne University Law Library was taking over the library. During the year he had approached both the Carnegie Library of Pittsburgh and the University of Pittsburgh Law School, but neither felt it was in their interest to make some arrangement with the library.

Initially, the judges of the court and the Allegheny County Bar Association (ACBA) expressed opposition to the arrangement. However, after DCLI presented its detailed plan which would maintain ACLL in its current location and its collection and services as a separate entity, the bench and ACBA gave their strong stamp of approval. The county commissioners approved the plan in March 1999 to a five-year contract from June 1999 to May 2004 for DCLI to manage the library starting November 8, 1999. The contract was renewed on November 4, 2003, for another five years from June 2004 to May 2008.

Renovations

During the first year under new management, the staff members of the two libraries were involved in a complete

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Bylaws

Thomas L. Hanley, Chair
Jennifer Wagner
Hollie White
BOARD LIAISON: Michael Slinger

CALI

Sara Kelley, Chair
Patricia Fox, Vice-Chair
Nancy P. Johnson, Vice-Chair
Brian Huddleston
Kit Krelick
Kris Niedringhaus
BOARD LIAISON: Suzanne Thorpe

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Chair's Message, Cont'd

creation and offering of these events.

Preparations are already underway for the next AALL Annual Meeting in St. Louis. Phil Berwick and the staff of the Washington University Law Library agreed to host the annual ALL-SIS reception. Our Centennial Committee, Chaired by Rosalie Sanderson, is working on some great ideas to help us commemorate the celebration of AALL's 100th Anniversary. Lee Peoples and the Program Committee have proposed a good many interesting programs to the AALL AMPC. Also, some changes in the AALL method of selecting programs have given us increased flexibility to put together offerings of particular interest to our membership. In the coming weeks and months, please watch the ALL-SIS listserv and this year's issues of the ALL-SIS newsletter (wonderfully produced by Leah Sandwell-Weiss and her Committee) for more

information about our activities in St. Louis.

Serving as ALL-SIS Vice Chair last year afforded me the opportunity to learn more about the great activities and service to our members that are the hallmarks of this SIS. I would encourage you all to spend a little time examining our excellent website (produced and maintained by Webmaster Diane Murley and her Committee) to see for yourself how ALL-SIS can be helpful in so many ways. I hope you will share the good news about ALL-SIS with other academic law librarians, particularly with those who may not currently be members. Please encourage them to learn about what we are doing and to join our ranks.

I think that an SIS such as ours is only successful when it is being responsive to its members. If you have questions about ALL-SIS or ideas for activities that might better serve the ALL-SIS membership, please contact me at michael.slinger@law.csuohio.edu or (216) 687-3547 or contact the Chair(s) of one of our Committees whose contact information can be found on our web site: http://www.aallnet.org/sis/allsis/directories/index.html.

I look forward to continuing to work to make our SIS a valuable tool for Academic Law Librarians. I want communication to be a key element of our service to you, and I look forward to sharing with you news, questions, and comments from the Board and from our Committees throughout the year. Please consider this to be a two way street and let us know your thoughts and ideas.

With Best Wishes for the New School Year and for your Personal Success,

Michael

New Member Spotlight

Victoria Williamson
Co-Chair, ALL-SIS Membership Committee

In 2001, Debra Denslaw had been the Recruitment Coordinator for the Chicago Public Library for three years. She was inspired to enter library school by the enthusiasm and commitment of the many degreed librarians and support staff with whom she worked to fill career opportunities in this extensive urban library system. Debra pursued the first year of her MSLIS degree via distance education through the University of Illinois at Urbana-Champaign (UIUC). During the second year of the masters program she was a graduate assistant in the Albert E. Jenner Jr. Law Library at UIUC, a valuable experience which led to her transition from the public library sphere into the law library profession. Prior to joining the library world, Debra practiced law for almost nine years in the Detroit area and in Chicago. She received her law degree from Valparaiso University and her BA degree from Franklin College (Franklin, Indiana). Early career moves included positions in community education and college recruitment, and stints as a waitress and a bookstore clerk.

Since February 2004, Debra has been a Reference Librarian at the Indiana University School of Law at Indianapolis where she primarily provides reference services, faculty liaison services, and legal research instruction in the research and writing program and coordinates the law library's newsletter. She currently serves as Chair of the ALL SIS Education Committee.

Matt Steinke joined Michael E. Moritz Law Library, at Ohio State University in 2004. As Reference Librarian, he manages the Library's government documents, provides reference services to students, faculty and staff, and teaches a section of the first year Legal Research class. He is currently enrolled in the MLIS program at Kent State University and expects to graduate next year.

Born in Madison, Wisconsin, Matt grew up in Cincinnati, Ohio. He earned his Bachelor of Arts degree in Economics from the University of Cincinnati and his J.D. from the University of Minnesota. After law school, he returned to Ohio where he practiced law for four years with Altick & Corwin, specializing in municipal law and employment law. Matt is a member of both the Ohio and Minnesota State Bars. While he enjoyed the intellectual challenges of practicing law, he had a strong preference for working in the congenial and team-oriented setting present in academia. He adds, "I enjoy working with legal issues and assisting patrons in the collegial environment of the library."

Matt learned about law librarianship from AALL's Recruitment to Law Librarianship site. He states, "The AALL site has resources on recruitment which helped me decide whether a career in law librarianship is right for me. I contacted individuals on the Recruitment Committee, asked questions and got quick responses. I joined AALL, and I'm glad I did."

Member News
Awards and Honors

Congratulations to **Kristin A. Cheney**, Executive Law Librarian at **Seattle University Law Library**, who is this year's recipient of the **Spirit of Law Librarianship Award** for outstanding contributions in serving the elderly and their pets in Pierce County, Washington. In 1998, Ms. Cheney established the Seniors With Pets Assistance (SWP) Program (www.seniorswithpets.org), which provides vital support to low income seniors with pets.

Barbara Swatt Engstrom, a **Seattle University Law Library** reference librarian, is the recently elected Treasurer of the Law Librarians of Puget Sound.

New Positions:

Toni Aiello is pleased to announce that as of August 1, 2005, she has joined the staff of the **Deane Law Library, Hofstra University**, as a full-time Reference Librarian.

James G. Durham is the new "Head of Public Services" at the **Touro Law Center Library** in Huntington, New York. He also will occasionally serve as Program Administrator for "The New India," a summer study abroad program for law students, conducted in Shimla and Dharamsala, India. He formerly served as "Publications and Reference Librarian" at The Fred Parks Law Library, South Texas College of Law, Houston.

Edward Hart has joined the **University of Florida** as Acquisitions Librarian for the **Chiles Legal Information Center**.

Druet Cameron Klugh has bid a fond farewell to her colleagues at the University of Colorado Law Library and returned to her home state of Iowa. In late June she began her position as Senior Reference Librarian and Bibliographer at the **University of Iowa College of Law** in Iowa City. She is delighted to be back at her alma mater.

Gail Partin is the recently named Interim Director of the Law Library at **Penn State Dickinson School of Law**.

Amy Wright joined the staff at **Santa Clara University School of Law's Heafey Law Library** as Electronic Services Reference Librarian. In addition to maintaining the law library's website, she will be teaching Advanced Legal Research with my colleagues.

Presentations

Seattle University Law Library reference librarian **Kerry Fitz-Gerald** recently participated in the National Conference of State Legislatures Annual Meeting as part of a panel presentation entitled "Research and Legal Resources on the Internet." Kerry addressed legal research on the web in general, evaluating web-based legal resources, and administrative law research.

Lee Peoples, Oklahoma City University Law Library's Associate Director for Faculty, Research & Instructional Services, presentation "Strategies and Sources for International

Legal Research" was heard at the Global Issues in Law and Finance Conference, London, England, on June 30, 2005. His paper from the conference will be published in a forthcoming issue of the *Consumer Finance Law Quarterly Report* and is available for download at: http://ssrn.com/author=432259.

Publications

Kristin Cheney, Executive Law Librarian at **Seattle University Law Library**, recently published an article entitled "Is an Annual Report in Your Library's Future?" in the summer 2005 issue of Law Library Journal.

Joel Fishman, Asst. Director for Lawyer Services, **Duquesne University Center for Legal Information/Allegheny County Law Library**, has two books and an article being published:

- Frank Bae, Edward Bander, Francis Doyle, Joel Fishman, & Paul Richert, SEARCHING THE LAW (3d ed 2005);

- INDEX TO THE PENNSYLVANIA BAR ASSOCIATION QUARTERLY VOLUMES 1-75 (1929-2004) (PLRI 2005) and on the PA Bar Assn. web site;

- Justice Michael A. Musmanno and Constitutional Dissents, 1967-68, 68 ALB. L. REV. 349-71 (2005).

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

Professional Legal Management Week, Oct. 3 - 7, 2005

Professional Legal Management Week (PLMW) provides a forum for recognizing those in legal management for what they do and the roles they play in the success of the organization and in its service to its clients and those who work in the organization. AALL is one of six associations co-sponsoring the event with the Association of Legal Administrators.

The objectives of **Professional Legal Management Week** are:

- To provide awareness, understanding and education about the legal management profession, and

- To increase knowledge of the diverse roles within the profession.

AALL members are encouraged to plan and promote events for the week. The Professional Legal Management Week Web site (www.plmw.org) includes resources to help you set up events, including a fact sheet, suggestions for planning events, a flyer, logos and advertisements.

Please join the fun in celebrating the first annual Professional Legal Management Week.

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

- Georgetown's Electronic Services/Reference Librarian, Bill Taylor, has recently undertaken a research project in order to find out how well-equipped recent law school graduates are in terms of doing legal research. Recent graduates, young associates, judges, law librarians were interviewed. The report of that research will be of great use. One Georgetown librarian, Chris Knott, talked about his 1-credit Practical Research course which deals with the structure of legal research - more about the process than bibliographic.

- One participant had done an informal survey of law firm librarians, who indicated that the areas in which new or summer associates were least prepared to do research were legislative history and administrative law. Another participant who went from a firm to academia concurred. (More on this below under Course Content.) It was noted that statutes and regulations - and the relationship between them - are very confusing areas for students.

- Some require interviewing an attorney about legal research.

- Many survey students after summer clerkships to get an idea of what research they did.

4. Is your course taught by one librarian or by a team of librarians? If taught by a team, how do you divide the duties?

- Most ALR courses are team-taught. Some teams were made up of only two instructors. In this case, the two instructors planned and graded everything. There was some discussion about the duplication of effort required when both instructors grade each exercise. Other teams were composed of multiple members of the library staff. In the case of multiple members, some were assigned topics/responsibilities and others simply sat down and discussed duties prior to class. The primary difficulty discussed with team teaching was the assignment of grades (either letter or P/F).

- One librarian thought that team teaching is better for the students because of different teaching styless. At this point, the discussion turned to Westlaw and Lexis training. There were mixed feelings about inviting Westlaw and Lexis trainers to do the training:
  - Pros:
    - They know the pricing structure.
    - They know what new changes are coming.
  - Cons:
    - Nuances not covered;
    - Hard to tie the training sessions by Westlaw/Lexis trainer to the assignments.

- The group was relatively evenly split on whether the ALR course at their institution was team taught or taught by individual librarians.

5. What approach do you use for drafting class exercises and simulations? Do you use canned exercises or do you draft your own? If you draft your own, is there a particular method you use to come up with the questions?

- All of those who commented created their own questions by:
  - Reverse-engineering: find an interesting topic and create questions that cover most aspects of legal research;
  - In order to find good topics:
    - Keep a file of current affairs
    - Seton Hall Circuit Review's section on circuit splits is a good source (http://law.shu.edu/journals/circuitreview/)

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

- Use research memos kept during law-practice years

- Start off from the desired answer in drafting exercises and work backwards.

- All group members agreed that they look at the canned exercises but draft their own. A variety of methods for drafting questions were suggested including: reading National Law Journal and adjusting facts for hypotheticals. Another idea mentioned was checking the briefs for "big" cases, examining the issues and facts, and using these as the basis for class exercises and assignments. Another librarian mentioned using the Federal Register or newspapers such as the Wall Street Journal for ideas. Other ideas included reference questions as sources of hypotheticals; using practicing attorney contacts to suggest possible issues from ongoing cases, and looking at other ALR websites.

- The group discussed the desirability of using more open-ended rather than "treasure hunt" assignments but commented that it was time consuming to develop those types of problems. Most of the participants used some variation of the "Pathfinder" as their major course assignment. One participant described a "Research Diary" with five chapters (secondary sources, statutes, etc.) in which the students describe the research process on a topic of their choice. The difficulty of balancing the more bibliographic with the "process" approach was discussed. One participant described using an assessment at the beginning of the course, then giving a similar test at the end to enable students to see how much they had learned.

- Hastings has a live web site for research exercises.

6. Do you use a published textbook? If so, what is your choice of text? Why? If you are not happy with your textbook what would you like to see in a text?

- Uses a textbook he co-wrote

- Uses various articles

- Uses *Legal Research Illustrated*

- Uses *Where the Law Is*

- Four participants who teach topical ALR courses (e.g., immigration law research, health law research) assigned reading materials prepared in-house. One who teaches tax law research assigns readings from Gail Richmond's *Federal Tax Research: Guide to Materials and Techniques*, but does not require students to purchase it.

- One participant who teaches general ALR switched from Cohen & Berring's *How to Find the Law* to Jacobstein and Mersky's *Fundamentals of Legal Research* due to concerns about the first book's currency; this participant later switched to Jacobstein & Mersky's *Legal Research Illustrated* because as a paperback it is less expensive for students.

- Nutshell for legal research is often used as text; Sloan, Kunz, and Nolo came up as well.

- There is a new ALR textbook by Jody Armstrong called *Where the Law Is*.

- The Sloan book is used at one school. However, there is some question whether the students really read it. Mersky is used at another school. Some like Berring's *Finding the Law*. Most do not have one text but instead place a number of textbooks on reserve or use their course website to post articles. One group member expressed the view that it is a skills course and the students learn by doing. As a result, she

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

does not use a text.

What would you like to see in a text:

- Explains how things fit together without getting into excruciating bibliographic details.

COURSE CONTENT

1. How much time do you spend in your advanced legal research course reviewing material the students should have learned as first years? For those who have to spend a significant amount of time reviewing first-year materials, who teaches your first-years legal research: librarians, writing instructors, or students?

- First few weeks

- Assume they don't know anything

- 1 week

- Use a questionnaire to determine how much they know

- Participants concurred that a great deal of remedial work is usually necessary in the advanced course and that first year students don't often absorb the research instruction very well.

- Many spend a significant amount of time reviewing basics of legal research. Those schools where librarians teach first years don't tend to do that though.

- Most members of the group agreed that they spend a significant portion of the ALR course (up to 50%) reviewing materials that should have been learned the first year. The general perception was that most first year research programs "barely introduced the students to the library." This was in part due to the fact that librarians were not responsible for first-year legal research programs. Great sympathy was expressed to the university which had student instructors for first-year research. The majority of the group members represented schools in which adjunct faculty taught the

first year research. Some sentiment was expressed that the adjunct faculty were often practicing attorneys that were taking a break from practice due to family concerns and were perhaps distracted by other issues.

- Two participants regularly use ungraded quizzes on the first day of class to see what students already know, and go over the answers in class as a form of review. One of these participants pulls questions from his first year legal research exam. The other participant noted that she's careful not to make the quiz too elaborate because she doesn't want students to drop the class after the first day!

2. What are the advantages/disadvantages of teaching topic-specific courses rather than survey courses? If you have taught a 1 credit or "compressed" advanced legal research course, what has your experience been?

- One librarian's experience of teaching a 1 credit compressed online legal research course: Students complained of too much work

- The group discussed the teaching of legislative history - which one participant commented was a very common type of assignment for summer or new associates. The consensus was that it's still important to include fairly extensive coverage of legislative history in advanced legal research courses, in spite of some publicized negative comments by U.S. Supreme Court justices that it's not a legitimate tool for statutory interpretation. A couple of participants had used some non-traditional ways of teaching legislative history - such as bringing in a guest speaker who worked for the state assembly. Another participant commented that she had tried to teach it along with a class on statutory drafting, but that approach didn't work very

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

well.

- Some discussion of special needs of research instruction for LLM programs (some with many foreign students) and clinical programs took place.

- One of the primary advantages of topic specific courses is that students are able to select which class they wish to enroll in. As a result, the students either have an interest in the topic or are aware that this is a topic in which their future employer is interested.

- The representatives from the University of Arizona shared their experience with a compressed class. At Arizona, the class has been taught during the break between semesters. It is a week long course that runs from 9 A.M. to 5 P.M. The course is offered on a Pass/Fail basis. Because of the scheduling, it is difficult to have assigned reading or exercises. Attendance is the primary means of evaluating the students.

- 6 out of about 10 participants at our table had taught specialized legal research courses. One participant, whose immigration law research course is tied to a substantive course on immigration law, felt that it was an advantage that she could create research problems from materials that would be covered in the substantive class. She noted that it is extremely important to get the support of the faculty member when you tie a research class to a substantive class.

- One advantage of specialized research classes that all participants agreed on was that students in specialized research classes are usually very interested in the subject you have them researching.

- One disadvantage of specialized legal research

classes is that for certain subjects it is hard to find enough students to fill a class.

3. What role, if any, does non-law or interdisciplinary research instruction play in your advanced legal research course(s)? What approaches have you employed to introduce law students to research in other disciplines?

- Company/business research is important

  - Spend some ALR class time on it

  - Introduce different databases that have the usual info needed in law firm practice

- Most participants agreed that they see advantages to interdisciplinary courses and suggested that the faculty are often involved in trying to incorporate such instruction. However, no specific examples were discussed.

- One librarian commented: Different topical courses are taught in her law school, but they are survey courses in disguise.

- Among the non-legal or law-related materials that people taught were statistical sources and business/corporate information.

- At our table it was most common to teach non-law research in specialized ALR classes such as health law research and business law research. One participant who teaches health law research teaches students about medical literature databases and finds that students like this since they can use these databases to research their own health concerns and those of their family members! Another, who has taught business law research, taught her students the basics of company research. One participant who teaches a survey course takes a one-on-one approach to teaching non-law research when he meets with students about their course projects.

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

4. How important is it to include international legal research in advanced legal survey courses if no specific course in international law research is offered?

- Important even with a stand-alone international legal research course. It is introduced, with a focus on treaty research, towards the end of the ALR course.

- Most of the represented schools offered a specific course on international research. There was not a great deal of discussion on the importance of including the topic in an ALR course; however, one individual did comment that because of the limits placed on enrollment in such a course, it might be seen as essential to include this topic in an ALR course.

- Answers to the question of whether international legal research should be covered in an advanced legal research course varied widely. Some participants at the table taught in LLM programs that influenced the choice of topics covered.

- The participants at our table seemed to agree that it is important to cover at least U.S. treaty research. Two participants also felt that it was important to talk about comparative law, and to educate their students on the fact that common law is only one possible legal system. The participant who teaches immigration law research noted that international law research is an essential component of her course. There were two suggestions for sources of reading materials on international and foreign law topics: articles on LLRX (which the recommender noted make good handouts) and research guides on the NYU law library web site.

5. Do you use the CALI materials? If yes, do you require that students complete any particular lessons, or that they complete several unspecified legal research lessons?

- Students tend to like subject-specific CALI lessons rather than the general legal research lessons

- Several ALR instructors recommended CALI lessons but did not require completion. Others do require completion of lessons and reporting of scores. One instructor commented that she had reviewed the CALI lesson on administrative law for possible inclusion in her class. She decided not to include the lesson because of the time (at least one and one-half hours) required to complete the lesson. She felt it was not appropriate to require the students to put that much time into a single lesson and then also require completion of a local exercise which more closely fit the course.

- CALI lessons tend to be too bibliographic.

- One participant indicated that she had used CALI lessons as a substitute for background readings in her course.

6. Are there legal research topics that should be covered by CALI lessons but are not at this time?

- Business research

- Most realized that CALI had recently added materials. They agreed that they would need to further review CALI lessons before making recommendations about additional topics.

ELECTRONIC RESEARCH

1. How do you present the online legal research component of your cours(es)? For example, do you integrate print and electronic by topic, or do you separate your discussion by format? Do you discuss Internet research in the context of online research systems? Why/why not?

- Print/online all integrated

- The group was split between those who try to integrate print and online from the start and

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

those who present print sources first and limit use of online sources until later in the semester.

- Several indicated that they do separate discussion by format. For example, the representative from one school said they discuss "low rent law" for those that may be going into public service and may not have access to a great deal of electronic databases. Most representatives agreed that they do discuss Internet research as well. Two individuals specifically mentioned instruction on LexisOne was provided.

2. Do company vendors do your online training - alone or in conjunction with the librarians? Would you consider asking law firm librarians to participate in the training? What advantages and/or drawbacks have you experienced with your current approach(s)?

- One librarian invited CCH and Loislaw, but was not impressed by the teaching quality. There are benefits in asking vendors to do online training:

  - Knowledge of the cost, up-to-date developments of the products

  - Bring students up to a certain level so as to alleviate the teaching burden on the teaching librarians.

- Some ALR courses require Wexis certification. There was pretty much a split between ALR courses where instructors did Wexis training and those taught by vendors.

- Some participants had the vendor reps (after being involved in the introductory training for 1Ls) return to the advanced legal research course to cover billing practices and cost effective search techniques. Some had a law firm librarian come to their class for the same purpose. A couple of participants discussed having the reps "turn on" the cost feature while students were working online.

- Most of the schools represented used company vendors. However, the librarians observe vendor training to ensure that the vendor representatives do not get off track and provide basic research instruction. One instructor expressed the opinion that by the time the students are in ALR they should have already developed their CALR skills. As a result, she explains to students that they are responsible for knowing how to accomplish CALR and if they do not know how, they must sign up with the representatives to receive additional instruction. She indicated that this approach appears to be successful.

- Several participants have vendors come to teach online research, but different participants have vendors lecture on different topics. For example, one has vendors come to show students the basic features of the system, then has students do hands on exercises in the lab to compare the two services. One participant prefers to have vendors talk about sources students don't normally consider, such as news databases and public records. One participant has the Lexis and Westlaw reps use the same problem to separately demonstrate their systems, then the participant discusses one impact of vendor consolidation: that sometimes the same source is better on one service than the other because one of them owns the source while the other licenses it.

3. How you incorporated blogs, newsfeeds, or aggregators into your courses? If so, what have you done, and what results have you seen?

- Two said yes

- Others think that they should be introduced in the context of current awareness.

- Little if no use of blogs.

ALL-SIS Advanced Legal Research Roundtable Results, Cont'd

- Most members of the groups have used RSS feeds. Lewis and Clark requires that students use a blog as part of their course.

4. Do you make a point to cover government and other high quality free sites that offer useful sources of electronic legal information?
- Yes

- One says he taught students how to evaluate web sites.

5. What kinds of electronic databases, services, products do you cover other than Lexis or Westlaw?
- BNA, CCH, almost all databases because we paid a lot of money for them

- HeinOnline, Pacer, LegalTrac, LOIS, BNA

EVALUATION

1. How do you evaluate your students?

2. What kind of tests, quizzes, etc. do you require?

- Individual research journal which can be the research log of a paper they are writing for another course (but most students write policy-related papers which do not lend well to show different types of legal research)

- Research guides as a final project (some are good, some are really crap, considering doing something else)

- Research project + class participation +presentation

- Pathfinders + a presentation + in class exams + take home exam

- Research plan + annotated bibliography + memorandum with footnote

- Take-home assignment + exam (1/3: multiple-choice; 1/3: short answers; 1/3: extremely difficult research questions, students have to describe how they would tackle them)

- The table was about evenly split between

schools where the advanced legal research course was offered "Pass/fail" and those where the course was graded.

- In response to a question, no one indicated that they used graded CALI lessons

3. What kind of student work projects do you require?
- One person who reuses the same major problem year after year has students keep research journals and show their process.

- One participant described an approach in which he has students choose an article from a suggested reading list on research-related topics (examples he gave were legislative history; unpublished opinions; use of social sciences and use of Internet sources by judges; notion of precedent in constitutional law issues); students write a summary of the article and come to class prepared to lead a discussion on the topic. They are graded on this (as well as on the Research Diary - see above.)

- Most participants agreed that they continue to experiment with evaluation tools. The discussion was thus based on historical practice. - In one pass/fail course, only a good faith effort of attendance and some exercises are required. - In three courses, the students are required to prepare pathfinders. In one of these courses the pathfinder is a group project and the students then teach a class period using the pathfinder. In another course, students have short assignments in addition to the pathfinder. In the other course, students also have an open book/computer final exam. - In another course, students are required to prepare a memorandum and research logs. - In another past/fail course there are "very basic" assignments and a short answer final exam.

ALR Roundtable Results, Cont'd

- Some participants have tried using class participation as a grade-distinguishing tool, but these participants agreed that it is difficult to get students to speak up in class. One participant requires students to do research outside of class on something in the news, then calls on people to talk about the process. Another participant, who requires her students to monitor a topical legal periodical throughout the term and write about what they read suggested that students could instead be required to discuss what they read in class.

Developments in Legal Education, Cont'd

York Law Journal that his former employer's efforts were "a little mechanical and a little overboard in trying to superimpose the business school model."[13]

Furthermore, law school's "case method" of teaching, in which students read and analyze selected appellate cases in order to extract from them generally applicable rules of law, has been around since 1870,[14] and will not be abandoned lightly. Law professors tend to like the case method "because that was the system under which they themselves learned the law. The fact that the law professors themselves, who generally have outstanding law school records, thrived on the case method only heightens their natural affinity for employing the method."[15] Widespread law school adoption of business school teaching methods is therefore likely to meet with considerable inertia.

1 Anthony Lin, *Law Schools Steal a Page from Business Schools*, N.Y.L.J., Apr. 28, 2004, at 1.

2 *Id.*

3 Douglas L. Leslie, *How Not to Teach Contracts, and Any Other Course: PowerPoint, Laptops, and the Case-File Method*, 44 St. Louis U. L.J. 1289, 1307 (2000).

4 *Id.*

5 D. Don Welch, *"What's Going on?" in the Law School Curriculum*, 41 Hous. L. Rev. 1607, 1617 (2005).

6 Leslie, *supra* note 3, at 1307-14.

7 *CaseFile Method: An Approach to Teaching Law*, http://www.casefilemethod.com (last visited Aug. 11, 2005).

8 Leslie, *supra* note 3, at 1306.

9 *Id.* at 1306, 1310.

10 *Id.* at 1306.

11 *Id.* at 1309.

12 Lin, *supra* note 1.

13 *Id.*

14 David D. Garner, *Comment, The Continuing Vitality of the Case Method in the Twenty-First Century*, 2000 B.Y.U. Educ. & L.J. 307, 316-17.

15 *Id.* at 339.

Law Library Partnership, Cont'd

refurbishment of the ACLL facility. Under the new DCLI administration, the library's beautiful large main reading room, with its magnificently designed high ceiling, was restored by refinishing the walnut tables, cleaning the brass lights, painting the walls, and carpeting the floor. The old six-foot long card catalog was removed and replaced with a six-carrel computer station, along with a new reference desk. All the book stacks were removed from the balcony of the reading room, and a tastefully furnished lounge area was created for the public's popular reading pleasure. In 2001, the Pittsburgh History and Landmarks Foundation awarded Professor Frank Y. Liu, DCLI Director, with a certificate of merit for his work restoring the library's main reading room.

A Law School - County Law Library Partnership, Cont'd

Other rooms in the library were also carpeted and painted. Finally, in 2003, after persistent and methodical public relations work, the DCLI management persuaded the Allegheny County Public Services Department to install air conditioning in the library with county funds, a $200,000 investment. The ACLL facility was the last facility in the entire City-County building to be air conditioned. Now, ACLL is a clean, attractive, comfortable, well-equipped and organized modern public legal information center enjoyed by the Pittsburgh legal community and general public. Compliments and accolades from patrons on the success of the renovation are still frequently heard.

Administration

The management of the two libraries is under the direction of the Director of DCLI, Professor Liu. All personnel of ACLL report to DCLI and are employees of Duquesne University and members of the DCLI staff. Fortunately, no staff members lost their positions as a result of the new management agreement. By November, 1999, only the head law librarian Dr. Joel Fishman and reference librarian Paul Recht, Esq. remained on staff. Dr. Fishman became the Assistant Director of Lawyer Services of DCLI, and Mr. Recht retained his title as Reference Librarian. Three part-time workers were added to assist in the daily work in the library.

In all matters relating to ACLL, the DCLI Director reports to the Dean of the Duquesne Law School. However, he maintains a close working relationship with the county's Law Department Administrator who is in charge of the enforcement of the management agreement. Based on the contract terms, the Director is required to submit a management report to the Administrator every six months. The Administrator has no direct administrative authority over the Director.

However, the incumbent Administrator, Robert Reith, Esq., was instrumental in developing this partnership. He is a strong supporter for the day-to-day operations of this management arrangement. It is fair to say that without his support, this partnership might not have worked out as well as it has.

The Director heads a management team which is composed of all the librarians and technical professionals of the two libraries. The management team meets once a month to determine the major professional and operational policies for both libraries.

Financial Management

The annual ACLL operating budget comes from three sources: the annual management funds paid to the DCLI by the Allegheny County government, a specific allocation of the filing fees from civil law suits of the Common Pleas Courts of the county, and funds generated by the ACLL, including the annual borrowers' fees paid by law firms, individual lawyers, and members of the public; copying and document delivery charges; rental of the computer lab and conference room; and income from the continuing legal education programs. With the exception of the filing fees, all funds are payable to DCLI and are deposited in special accounts created by the Duquesne University Controller and managed by the DCLI staff. The filing fees are exclusively used for the acquisition of library materials. As the filing fees account is controlled by the county, a set amount of vendor invoices are sent to the county's accounting office each month to be paid with these funds.

Under the DCLI management, the salaries of the ACLL librarians and their benefits in travel and professional development were significantly

A Law School - County Law Library Partnership, Cont'd

increased. DCLI staff members also received additional salary incentives for the extra work performed for ACLL.

Acquisitions and Collection Development

Acquisitions, checking-in and processing print and electronic library materials are centrally handled by the DCLI. ACLL materials remain the property of the county and bear its property stamps where appropriate. The processed print materials are delivered to ACLL through a daily courier service.

Each library has its own collection development plan. Cost sharing measures were undertaken to maximize the use of the library material budgets for both libraries. For example, ACLL no longer maintains a periodical collection except for Pennsylvania law reviews, and it keeps only a small state collection of surrounding states, plus California and Florida. Patrons needing printed state statutes are dependent on the DCLI collection. For treatises, the two libraries share the costs of multi-volume treatises with each library keeping at least one major set, e.g. *Couch on Insurance* at ACLL and *Appleman on Insurance* at DCLI. On an on-going basis, the librarians examine both collections topically to identify areas of shared acquisition responsibilities.

ACLL continues to be a Federal Depository library separate from DCLI, but the documents are routed to and processed through DCLI.

Under the new management, ACLL has increased significantly the number of electronic resources for its patrons. At the present time, patrons have free on-site access to Shepard's Citations, West's KeyCite, LegalTrac, HeinOnline, and Loislaw. Library card holding patrons also have access to Lexis and Westlaw (federal and state primary sources).

Bibliographical Control

Fortunately, both ACLL and DCLI had online cataloging systems from Innovative Interfaces (III); it was relatively easy to merge the two systems. Patrons can view both collections through an integrated public catalog, called SOLCAT (School of Law Catalog), at http://library.law.duq.edu. All patrons can search the catalog to see the holdings of both libraries simultaneously or, through the use of scopes, limit their searching to just one library. All new titles are cataloged and classified at the DCLI. One of the major savings for both libraries is sharing the costs for maintaining and upgrading the Millennium on-line system. The libraries are also able to share selective OCLC charges for cataloging and authority control. However, the libraries retained separate OCLC holdings symbols.

Technology

Under the new management, the DCLI information technology staff has applied technology to the operations of ACLL. ACLL also has ready access to the extensive infrastructure support provided by the Duquesne University Computing Technology Services, which include continuous upgrades in computer hardware, software, networking and email capability. One web site was created for both libraries, at www.lawlib.duq.edu.

One of the first major improvements was the installation of new Internet accessible computers throughout ACLL. A carrel with six computers was installed in the main reading room for public access to the Internet, SOLCAT, and other electronic resources. All staff members were provided with networked computers and access to the Duquesne University email system.

A computer lab with twenty computers and

A Law School - County Law Library Partnership, Cont'd

an overhead projector was installed in the former acquisitions office. The regional office of West Group contributed to the equipment and facility of the lab. The lab has become useful for a variety of programs, including CLE classes, attorney training for electronic filing, and general county and bar association training for installation of new software in their respective organizations. The installation of additional public computer workstations in the main reading room has been planned for the near future.

Circulation Services

Under the new management, ACLL extended its daily hours from 5:00 pm Monday through Thursday to 7:00 pm, and is now open on Saturdays from 12:00 to 5:00 pm.

ACLL permits a large part of its collection to circulate to its patrons. In 2002, DCLI received the unanimous support of the Board of Governors of ACBA to institute a new fee structure: $30.00 per person for members of the public and lawyers with up to 30 lawyers in a firm; $1,000 for 31 to 60 lawyers; $2,000 for 61 to 100 lawyers; and $3,000 for 101 lawyers and above. The library card fees have generated over $40,000.00 additional annual revenue for ACLL.

Beginning in 2003, DCLI opened its collection for circulation to all ACLL library card holders. Duquesne law faculty, staff and students can also check out ACLL materials. Since the collection development policies of the two libraries are based on the sharing of the collections, this extends both collections to all patrons and helps to justify the additional fees charged for ACLL library cards.

Books from both collections can be checked out at either library's circulation desk; a daily courier service transfers library materials between the two libraries.

Reference Services

The combined resources of the two libraries provide one of the most comprehensive collections of print materials and electronic data bases in Pennsylvania law in the country. The two libraries field legal reference or research questions relating to Pennsylvania law from all over the world. Working together, it is unusual to find a Pennsylvania legal information question without a credible answer.

Continuing Legal Education (CLE)

Beginning in April 2001, Mr. Dittakavi Rao, Associate Director of DCLI, and Dr. Fishman began to teach CLE courses approved by the Pennsylvania Supreme Court in the ACLL computer lab. There are four three-hour courses on manual and on-line legal research, and a one-hour legal ethics research course. These courses are taught throughout the year; and have brought significant income to the ACLL.

Teaching Legal Research to First Year Law Students

Both ACLL librarians, Dr. Fishman and Mr. Recht, participate in teaching legal research to the first year law students at the Duquesne Law School. With three DCLI user services librarians, including the Director, there are a total of five legal research instructors. This allows the program to group the first year law students into smaller sections of approximately twenty students per section. Each legal research instructor is in charge of two sections of first year students. This small group approach to legal research instruction allows the instructor to provide more personal attention to the legal research skill needs of each student.

Publications

Under the leadership and scholarship of Dr. Fishman, ACLL has published a number of significant legal research reference books in Pennsylvania law. With the joint effort of the

A Law School - County Law Library Partnership, Cont'd

librarians of the two libraries, the first comprehensive and in-depth legal research guide for Pennsylvania law, titled *Pennsylvania Legal Research Handbook*, co-authored by Dr. Liu, Dittakavi Rao, Dr. Fishman and Tsegaye Beru, was published by American Lawyer Media in 2001. After joining the DCLI library staff, Dr. Fishman has been actively working with Duquesne Law faculty members to produce other scholarly works, such as the monumental treatise titled *The Pennsylvania Constitution, A Treatise on Rights and Liberties*, published in August 2004. During the past five years, Dr. Fishman has published numerous articles in a variety of publications.

Conclusion

The partnership between DCLI and ACLL has significantly benefitted both libraries in many areas. Financially, both libraries have realized substantial savings by sharing costs in acquisitions, processing, collection development, bibliographical control, system maintenance, and upgrades. The staffs of the two libraries have formed an expanded single service team; their combined expertise provides much more knowledgeable and in-depth services to their respective patrons. The patrons of both libraries now have access to a comprehensive collection of information resources of close to a half million volumes of books and extensive electronic databases of the two libraries. This is a win-win situation. The Pittsburgh legal community and the Duquesne Law School faculty and students have been very pleased with the results of the partnership.

However, the success of the DCLI - ACLL partnership is based on a unique set of circumstances including the proximity of the locations of the two libraries, the community service tradition of Duquesne University in the greater Pittsburgh area, the vision and leadership of the incumbent County Law Department Administrator, Robert Reith, Esq., the support of the bench and bar, and the close working relationship between the two library staffs before the partnership was instituted.

This partnership is not a model for substituting a properly funded public county law library system, but an experiment for sharing and maximizing limited resources between a county law library and a private academic law library. In fact, it is a unique and creative way for preserving and expanding the functions of a county law library which did not have sufficient operating funds.

Free access to basic legal information for the bench and bar and the general public is essential for preserving the true democratic system. The government must provide sufficient funding to finance a viable county law library system throughout the United States.

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* Frank Y. Liu is a Professor of Law and Director of the Duquesne University School of Law, Center for Legal Information and Allegheny County Law Library. Joel Fishman, Ph.D. is the Assistant Director for Lawyer Services of the Duquesne University School of Law, Center for Legal Information and Allegheny County Law Library.

1 The joint operations in Arkansas between the two law schools and their public law libraries started early in their history; John Marshall U. Law Library purchased the Chicago Bar Association collection and maintains it within its library. Our libraries have been two distinct libraries since 1867 (ACLL) and 1911 (DCLI).

ACADEMIC LAW LIBRARIES–SPECIAL INTEREST SECTION
AMERICAN ASSOCIATION OF LAW LIBRARIES

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

Michael Slinger, Chair	michael.slinger@law.csuohio.edu
Suzanne Thorpe, Vice-President/Chair-Elect	s-thor@tc.umn.edu
Carole L. Hinchcliff, Past President	hincliff.1@osu.edu
Susan Lewis-Somers, Secretary/Treasurer	slewis@wcl.american.edu
Carol Bredemeyer, Executive Board Member	bredemeyer@nku.edu

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