

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

The ALL-SIS Newsletter

Message From the Chair

Leah Sandwell-Weiss
2012 - 2013 ALL - SIS Chair

Here we are, over halfway through the academic year! And already planning, I hope, to attend the AALL Annual Meeting in Seattle. We'll have a lot more details in the Summer issue, but I think you'll find that, even with the changes in the scheduling process, ALL-SIS has a fine line-up of programs and roundtables. To view the Roundtable and SIS activities go to <http://aall2013.crowdcompass.com/activities> and check the SIS box.

One roundtable I'm especially looking forward to is the Future of Legal Education in Academic Law Libraries, scheduled for Monday, July 15, at 5:30. Our institutions are dealing with the demand for change brought about by the job market for our graduates and the resulting declining numbers of applicants. Changes in our institutions have and will

continue to impact law libraries as well. I recently participated in an AALL Future of Legal Education Response Task Force; our charge was to draft comments to be submitted to the ABA Task Force on the Future of Legal Education. We were to introduce and highlight the AALL Legal Research Principles, Competencies and Standards for Law Student Information Literacy and recommend to the ABA Task Force that AALL be kept in mind as a constituency in terms of input, impact and/or notification regarding work of task force and its subcommittees. You can read the AALL comments at www.americanbar.org/content/dam/aba/administrative/professional_responsibility/taskforcecomments/201302_american_assoc_law_libraries_comment.authcheckdam.pdf.

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From the Editor

Welcome to our second issue for the 2012 – 2013 academic year! In addition to our regular columns, we received some wonderful articles from the membership. I am especially pleased that several folks responded to outreach by the Newsletter Committee and submitted articles. I invite more of you to follow suit.

As legal practice and legal education continue to move 'global,' so do

our jobs as librarians. Many of our institutions now offer L.L.M. degrees for foreign-educated attorneys and that presents us with entirely new issues as teachers of legal research. This can affect all of us, since even if one does not teach a for-credit course, we constantly teach via inter-

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Teaching Legal Research and Writing to International Students

Ingrid Mattson, Moritz Law Library, Ohio State University

Law schools are enrolling international law students in increasing numbers¹, whether to seek alternative revenue streams as traditional law school applications decline or for other reasons (e.g., an understanding that American law students entering a global legal economy could benefit from schooling with their international colleagues). Some law schools welcome international law students with a comprehensive plan in place designed to give those students a solid foundation in the American legal system, legal research, and writing. It may be the case, however, that other law schools are putting the cart before the horse, welcoming international law students in droves without considering how to address students' varied English language skills, whether grading standards will be different among different student groups (e.g., J.D., M.S.L., and LL.M. students), and other factors that may affect the education international students receive at U.S. law schools.

I think that teaching international students can present different challenges for law librarians, but I do not have much cross-cultural international experience to really understand those challenges. Given that I may soon find myself in the position of teaching legal research and writing to a class comprised of international students, I decided to prepare in my usual way: reading and talking to the experts.

Not yet familiar with any issues that might arise, let alone particularly complex issues that have been explored in sophisticated and refined ways², I found a few basic articles to get me started. One helpful article I recommend is *Bridging an*

Intercultural Communication Gap at the Reference Desk: How to Have an Effective Reference Interaction with Asian LL.M Students.³ Ms. Garner covers the gamut of issues focusing on differences between Americans' law and cultural experiences compared to those of Asian students. She identifies five cultural and five functional barriers to successful communication and wraps up her article with practical advice and tips. (One big lesson I'll need to keep in mind: avoid jokes! Fortunately, she presents an alternative: "[L]ibrarians should use analogies instead of jokes and allusions, which are often culture bound and may not "translate" well.")

Alison Craig's article, *Failing My ESL Students: My Plagiarism Epiphany*⁴, helped me realize I may not even know an issue when I see it...that is, if issues with my students' comprehension are actually the result of my own errant assessment of students' work.

I've also always felt that understanding my students' bigger goals (e.g., goals beyond getting an A) is useful to ensure I am teaching them what they need in a way that will engage them. With that in mind, I read *States Side Story: Career Paths of International LL.M. Students*, or "*I Like to Be in America*"⁵ and the companion piece "*Homeward Bound: What Does a Global Legal Education Offer the Indian Returnees?*"⁶

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¹ Karen Sloan, *Non-J.D. Candidates Easing the Strain on Law Schools*, NAT'L LAW J., Dec. 21, 2012, <http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1202582328993&slreturn=20130206102146>

² See, e.g., Rosemary Clerahan, *Taking It Down: Notetaking Practices of L1 and L2 Students*, 14 ENGLISH FOR SPECIFIC PURPOSES 137 (1995) (analyzing international students' ability to track the hierarchical discourse structure of a commercial law lecture).

³ Sarah Devotion Garner, *Bridging an Intercultural Communication Gap at the Reference Desk: How to Have an Effective Reference Interaction with Asian LL.M Students*, 22 LRSQ 7 (2003).

⁴ Alison Craig, *Failing My ESL Students: My Plagiarism Epiphany*, 12 PERSPECTIVES 102 (2004).

⁵ Carole Silver, *States Side Story: Career Paths of International LL.M. Students*, or "*I Like to Be in America*," 80 FORDHAM L. REV. 2383 (2012).

⁶ Swetha Ballakrishnen, *Homeward Bound: What Does a Global Legal Education Offer the Indian Returnees?*, 80 FORDHAM L. REV. 2441 (2012).

Teaching Int'l Students (cont'd)

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Feeling somewhat confident I at least had a sense of the issues, I turned to the experts. Gabrielle Goodwin recently launched her blog, Resources for Teaching Legal Writing to International J.D. and L.L.M. Students, a site where she includes links to conferences and relevant articles for those teaching international law students. Professor Goodwin and I had an enlightening discussion, which caused me to realize two things: (1) I have barely scratched the surface when it comes to uncovering the variety of unique issues that might arise when teaching international students, and (2) we do not yet seem to have a comprehensive resource to turn to that can give us all the answers. Instead, it seems, I am left with more questions.

With that in mind, I invite your expert opinions on the following questions:

- What issues arise when your legal research and writing class is comprised of people from several different countries and, consequently, different cultural backgrounds? How do you address these issues?
- What issues arise when your legal research and writing class is comprised of people with widely varying legal experience, from those who practiced in their home countries for years to new graduates?
- Do you have any particularly useful exercises for explaining the common law legal system to those with a civil law foundation?
- Should international LL.M. students be graded on the same curve as J.D. students? Are there advantages or disadvantages to such a practice?
- What are some strategies for addressing a variety of English-language skills in one class?
- Any other thoughts?

Thank you for your assistance as I research this aspect of law librarianship. I hope to turn my research into a more comprehensive work to serve as a guide for other law librarians, and I appreciate any time you give to this endeavor.

Faculty Service Survey to be Updated

Christina Tsou, Univ. of California, Irvine

The 2012-2013 Faculty Services Committee is currently updating the 2005 [Faculty Services Survey](http://www.aallnet.org/sis/allsis/committees/faculty/surveys.asp) (available at <http://www.aallnet.org/sis/allsis/committees/faculty/surveys.asp>). This Survey has been extremely useful for providing a snapshot of the breadth and depth of faculty services being offered by academic law libraries throughout the country. However, because the survey is already more than seven years old, the survey update will capture a more contemporary profile of faculty services that are now offered in order to better understand how library services have evolved in the last few years. This understanding can help us better prepare for faculty services in the future, in response to budget cuts, changing dynamics in faculty structure, and technology developments. Electronic database services and training are especially timely considerations, given newer research platforms such as WestlawNext, Lexis Advance, and Bloomberg Law as well as the growing popularity of e-books.

While the original survey was quite comprehensive in its questioning, the survey update will be more narrowly focused and highlight the primary library services available to faculty in most academic law libraries. We'd like to ask 20 - 30 questions to assess the current state of faculty services, including:

- Current awareness services/acquisitions/routing
- Research assistants
- Faculty liaisons
- Research training (guest lectures)
- Course readings/copyright
- Research services
- Document delivery services
- Electronic resources

The survey will be distributed in the near future. We encourage your participation in the upcoming survey and thank you in advance for your time and involvement. Your answers will help us assess the evolving nature of faculty services and help librarians tailor library services to meet the needs of law school faculty. The updated survey will be made available on the ALL-SIS Faculty Services Committee website.

FOIA Requests Go Digital (Again)—Welcome to the New FOIAOnline

Taryn L. Rucinski, Pace Law Library

On October 1, 2012, FOIAOnline (<https://foiaonline.regulations.gov/>) was released;¹ a new online portal designed to provide the public with one-stop shopping access for all of its Freedom of Information Act (FOIA)² needs. Included among the features of the site is the ability for user's to "submit FOIA requests to all participating agencies from this website, track the status of requests, search for requests submitted by others, and generate up-to-the-minute reports on FOIA processing."³ In keeping with President Obama's Open Government Initiative,⁴ FOIAOnline, formerly known as the FOIA Module, was originally spearheaded by the Environmental Protection Agency (EPA),⁵ and reflects an odd joint partnership between six federal agencies. The strange bedfellows currently participating in this project include: the Department of Commerce (excluding the Patent & Trademark Office), Department of the Treasury (including the Departmental Offices, Alcohol and Tobacco Tax and Trade Bureau, Bureau of Engraving and Printing, Bureau of the Fiscal Service, Financial Crimes Enforcement Network (FinCEN), and United States Mint), EPA, Federal Labor Relations Authority, Merit Systems Protection Board, and the Office of General Counsel of the National Archives and Records Administration.⁶

Unlike the Department of Justice's website, FOIA.gov (<http://www.foia.gov/index.html>), which was released in March 2011 as a purely informational site,⁷ FOIAOnline, is the federal government's first comprehensive attempt at streamlining FOIA submissions and tracking requests across agencies. This contrasts with the ad hoc system that was previously implemented (and still is to a greater or lesser extent) pursuant to the eFOIA amendments of 1996,⁸ which mandated that each individual agency maintain its own FOIA contact information, or proprietary portal, on its agency website.⁹ Aside from centralizing the FOIA process and creating a much needed level of consistency, the new FOIAOnline also offers the ability to search (from October 1, 2012 onward) FOIA requests, appeals, responsive records and referrals. Moreover, where electronic versions of documents have been requested (as opposed to print copies which have been mailed), lists of responsive documents and PDF links are often provided.¹⁰

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¹ See also Taryn L. Rucinski, *EPA and other Federal Agencies Release FOIAonline a New Freedom of Information Act Portal*, PEN-e Blog, (Oct. 22, 2012, 1:01 PM), <http://paceenvironmentalnotes.blogspot.com/2012/10/epa-and-other-federal-agencies-release.html>.

² Freedom of Information Act of 1966, Pub. L. No. 89-554, 80 Stat. 383 (codified at 5 U.S.C. § 552).

³ FOIAOnline, <https://foiaonline.regulations.gov/> (last visited Jan. 29, 2013).

⁴ Memorandum from Peter R. Orszag, Dir. for the Heads of Executive Departments and Agencies, RE: Open Government Directive (Dec. 8, 2009), available at http://www.whitehouse.gov/sites/default/files/omb/assets/memoranda_2010/m10-06.pdf.

⁵ *FOIA in the 21st Century: Using Technology to Improve Transparency in Government*, Hearing Before the H. Subcomm. on Technology, Information Policy & Intergovernmental Relations and Procurement Reform of the H. Comm. on Oversight & Gov't Reform, 112th Cong. 28-34 (2012) (statement of Andrew Battin, Director, Office of Information Collection, EPA Office of Environmental Information) [hereinafter *FOIA Hearing*], available at <http://oversight.house.gov/wp-content/uploads/2012/09/2012-03-21-Ser.-No.-112-140-SC-Tech-FOIA-in-the-21st-Century.pdf>.

⁶ FOIAOnline, *supra* note 2; see also Press Release, Nat'l Archives & Records Admin., National Archives Joins Federal Agencies to Launch New Freedom of Information Act (FOIA) Online System (Oct. 1, 2012), available at <http://www.archives.gov/press/press-releases/2013/nr13-01.html>.

⁷ Gretchen Frizzell, *Sunshine! The new www.FOIA.gov*, 42 TRENDS, no. 3, 2012 at 15.

⁸ Electronic Freedom of Information Act Amendments of 1996, Pub. L. No. 104-231, 110 Stat. 3048.

⁹ See *Where to Make a FOIA Request*, FOIA.gov, <http://www.foia.gov/report-makerequest.html> (last visited Jan. 29, 2013) (providing a list of FOIA contact information organized and nested by agency name).

¹⁰ Exceptions to public disclosure vary depending on the scope and target of individual inquiries. See *FAQ*, FOIAONLINE, <https://foiaonline.regulations.gov/foia/action/public/home/faqs#19> (last visited Jan. 29, 2013).

FOIA, (cont'd)

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Also, aside from the significant savings witnessed by the participating agencies (estimated at over \$3.5 million over a five-year period)¹¹ the FOIAOnline site, which was modeled after the website Regulations.gov (<http://www.regulations.gov/>), correspondingly provides for real-time statistical gathering and reporting of FOIA inquiries and agency annual reports.¹²

The largest drawback of the site appears to be its lack of historical data, as information is only now available prospectively from October 1, 2012. That being said, the interface is simple, clean and easy to use. Moreover, the results screens are reader-friendly and the status of each request is clearly denoted—an excellent benefit for tracking faculty inquiries. A forty-one page Public User Guide is also available under the top-navigation bar titled “Resources.”¹³ As more information is added to the site, it may benefit from either the addition of a topical browse or an advanced search feature which could include Boolean operators. This would be of particular value for many complex environmental inquiries as currently only a generic keyword search is available.

¹¹ Savings witnessed by the EPA in its FOIA Module, *FOIA Hearing*, *supra* note 4, at 3.

¹² FOIA annual reports are also available from *Reports*, FOIA.gov, <http://www.foia.gov/reports.html> (last visited Jan. 29, 2013).

¹³ FOIAOnline, Public User Guide(2012), <https://foiaonline.regulations.gov/resources/public/FOIAonline%20Public%20User%20Guide.pdf>

A Caveat to the Past

Christine George, S.U.N.Y. Buffalo Law Library

William Faulkner once wrote, “The past is never dead. It’s not even past.” While that short quote is the subject of its own litigation, it also nicely sums up the Belfast Project’s legal situation. What is the Belfast Project? It’s an oral history project, hosted by Boston College, that collected interviews from paramilitaries involved in sectarian violence in Northern Ireland during a thirty-year period known as the Troubles. The interviewees, who gave their interviews in the early 2000s, were promised absolute confidentiality—their interviews would only be opened if they gave express permission or died. Since there are codes of silence in paramilitary organizations such as the Irish Republican Army, as well as the potential that interviewees may have participated in illegal acts, it appeared that strict confidentiality was necessary to insure participation. In May 2011, the U.S. federal government subpoenaed several interviews to aid the Police Service of Northern Ireland (PSNI) in its investigation of a murder from 1972.

The requested interviews are, at the time of writing, still in legal limbo. The challenge to the subpoena has played out in district court and in the First Circuit, and is now in the hands of the Supreme Court, which has yet to determine whether or not it will grant certiorari. *See In Re Request from United Kingdom*, 685 F.3d 1 (1st Cir. 2012) and *Moloney v. U.S.*, 133 S. Ct. 9 (2012) (order staying mandate of 1st Circuit until Nov. 16, 2012, when petition for writ of certiorari must be filed). During the course of this legal brouhaha, several groups have voiced their concerns. Irish-American organizations are concerned about how handing the interviews over to the PSNI will affect the Peace Process. Academics are concerned about intellectual freedoms in pursuing their research. Interestingly, there has not been a statement from archivists about how a ruling could potentially affect their institutions.

Potential litigation outcome aside, the Belfast

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Caveat, (cont'd)

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Project has exposed the vulnerability of archives—and indeed any institution with special collections holdings. What the USA PATRIOT Act was to librarians and their patrons, the Belfast Project is to archivists and their donors. Archivists can only go so far to protect collections, and their institutions may not be prepared for potential litigation. Just as archivists have learned to prepare for natural disasters, they must also plan for litigation. How well can the archivist articulate legal limitations to donors? How far is an institution willing to go to protect its collections? These are questions that require answers that will lead to new policies and best practices.

When a donor hands his papers to an archivist, he is essentially handing over a paper trail. Perhaps that collection is only of interest to the historical record, but there is the chance that it may be of interest to parties in a legal proceeding. Archives are not black holes where collections can fade into obscurity. No, in archives, the past is organized and cataloged and made available to the present. Now, because of the Belfast Project, all potential donors should be warned—caveat donator.

ALL-SIS Awards Committee Announcement

The ALL-SIS Awards Committee is pleased to announce that the Management Institute Grant was awarded to **Maribel Hilo Nash** of the Pritzker Legal Research Center at Northwestern University School of Law. Congratulations Maribel!

The AALL Management Institute provides new and aspiring managers the opportunity to build management skills, collaborate with colleagues from different types of libraries, learn in a small group setting and develop techniques to manage with confidence.

Video Collections on Demand and the End of Physical Multimedia

Terry McCormack, S.U.N.Y. Buffalo Law Library

Law faculty often use video in the classroom to illustrate points or enhance students' understanding of a law related topics. In the recent past, faculty enlisted the aid of librarians to help identify titles on DVD or VHS for purchase and subsequent viewing in the classroom or via library reserve. With the ubiquity of streaming video services on the Web and enhanced bandwidth, insurgent groups of faculty are employing convenient alternatives to the traditional library model. As was the case with print resources, faculty are now embracing electronic delivery of video to the classroom resorting to popular content distributors such as Vimeo, YouTube or Netflix.

The dynamics behind the streaming trend are simply a better digital fit into the electronic flow of instruction and the seamless integration of video with other electronic teaching materials. Media selection with an emphasis toward teaching agendas is now made thorny by requests implying that any title acquired should be digital: "I want to post the video link to my students by next week," or "I want to link to this documentary in my PowerPoint." For electronically enabled faculty, the point and click flow from PowerPoint to streaming video content is much easier than going to the library, retrieving the DVD and interrupting a lecture to operate the DVD player. Similarly, students, conditioned by portable devices, prefer streaming video rather than the inconvenience of going to the library and checking out a DVD copy. While challenging, these trends create opportunities for librarians to reinvigorate their media collections with accessible streaming titles that can serve the current needs and preferences of faculty and students.

During the last four years, film distributors have developed streaming license programs that offer agreements to libraries for select video titles. The programs vary between distributors and may

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ALL-SIS Task Forces 2012 - 2013: A Status Report

Margaret A. Schilt, University of Chicago D'Angelo Law Library

The ALL-SIS Executive Board establishes task forces each year to undertake projects of interest and value to the academic law library community but are either time-limited or outside the charge of regularly-established committees. Each task force has a charge and works throughout the year, producing an annual report or other deliverable by the time of the AALL Annual Meeting in July.

ALL-SIS has a number of task forces this year! As it is the middle of the year, it's a good time to check in with them and find out what they are doing.

Bluebook Task Force

The Bluebook Task Force' Mission is: "To advocate on behalf of academic law libraries for a comprehensive Bluebook that meets the needs of the Bluebook editors while considering the resources available to law libraries as they meet the needs of their student journals." Strategies to accomplish the mission include serving as a clearinghouse for input from members to be conveyed to the Bluebook publishers and to solicit comments and suggestions for the next edition. Ryan Harrington, Co-chair of the task force, reports:

The Bluebook Committee has worked to create a discussion forum on the AALL My Communities page. We broke up portions of the Bluebook into themes and created threads that focused on those themes....We publicized the forum on ALL-SIS and RIPS and currently have 66 members in the community. Ideally, this newsletter article will remind some members that they should come and join the discussion over the next semester as issues arise when dealing with Bluebook questions.

Our goal is to use the opinions gathered on the My Communities page to draft a report to distribute to the editors of the Bluebook for their next edition. We are hopeful that our input will have significant impact coming from the force of academic law librarians at large.

All of us who work with the Bluebook (and who doesn't?) should think about joining the forum and contributing our comments as well!

Task Force on the Use of Mobile Technology

The goal of the task force is to draft a report to help academic law libraries evaluate mobile technologies and determine how to best use them to meet the needs of their patrons. Jennifer Wondracek, Chair, states that the report is well underway, on schedule to be presented to the Executive Board by May 1. The task force reviewed the literature on the evaluation of tablets, smartphones and e-readers. Their report will feature a list of best practices pertaining to evaluation of these devices and a master list of criteria for evaluating mobile technologies in general. As someone who finds the integration of mobile devices into Library work challenging, I am looking forward to this report!

Task Force on Identifying Skills & Knowledge for Legal Practice

This task force began its work in the 2011-2012 year by compiling a comprehensive survey addressing the views of both practitioners and librarians as to the current and future skills needed to succeed in law practice. Its annual report with more detail about the survey is here: http://www.aallnet.org/sis/allsis/committees/practicetf/draftreport_05012012.pdf. A large amount of data was collected – 139 responses from librarians and 603 responses from practitioners. The task force's work in the 2012-2013 focuses on analyzing and interpreting that data. Chair Susan Nevelow Mart reports that the group is formulating the coding parameters for the analysis of the quantitative data and creating the list of empirical questions to address with regression analysis. The task force expects to have a report ready for the Executive Board

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ALL-SIS Task Forces (cont'd)

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in May.

Task Force to Review and Update the ALL-SIS Web Presence

This task force's charge is to work with the web and archive committees to update the ALL-SIS website to take advantage of new technology, to enhance the social media presence of ALL-SIS, and to create branded spaces for ALL-SIS on multimedia services like Flickr and YouTube. Ellen Augustiniak, Chair, reports that content from the old site has been moved to the new site but it still needs to be reorganized and updated. Creighton Miller, the ALL-SIS webmaster, is handling that work and predicts a launch date of late Spring 2013. The Report on the 2012 Survey on the ALL-SIS Website that informed the changes is posted to AALLNET's ALL-SIS Community Library.

Task Force on Scholarly Communication

This task force is charged with "Identifying the most significant scholarly communication issues in the legal academy and libraries; recommending ways in which the SIS could provide a forum for information sharing and collaboration on such issues, including specific projects; and connect[ing] with other AALL and external groups on scholarly communication issues." Co-Chairs Kenneth Hirsh and Michelle Pearse report that the ALL-SIS Scholarly Communication Task Force group is scheduling a conference call in February. A Zotero group <https://www.zotero.org/groups/allsischolcomm/items> and interim web page <http://scholarlycommunication.weebly.com/> have been set up for references and resources related to the report.

Task Force on Library Marketing and Outreach

The task force has been working since 2011 to create a report, compile appropriate materials to assist academic law libraries in marketing their services to their patrons, and organize those materials into a marketing toolkit with resources that libraries can customize to their own needs. Aman-

da Runyon, Chair, gleefully reports that they are in the final stretch. The toolkit is substantially complete and the report is almost done. Both should be submitted to the Board by May. Soon after, the rest of us will have the benefits of their work to inform and improve our marketing and outreach efforts in our own libraries!

Taken all together, an impressive amount of work has been completed by all of the chairs and members of the task forces! We are fortunate in having a hard-working and productive membership, adding to the value we all receive from being members of ALL-SIS.

(Continued from page 6) **Video Collections (cont'd)**

include subscriptions to titles based on single course use or three- to five-year agreements. Some distributors send data files to libraries for licensed use on servers and often in perpetuity. In other cases, if a library owns the titles on DVD, the distributor may authorize the library to copy (rip) the data from the discs and use the duplicate streaming files in perpetuity for a one-time per title fee. In cases of term subscriptions and "electronic ownership," libraries can easily integrate the streaming file URL links into their catalog records and for faculty into course management software.

Licensed use of digital multimedia content is still an evolving concept, however, with changing teaching styles and student expectations. It may serve as an opportunity for librarians to take back some control by providing access to multimedia resources in the classroom. The following is a select list of distributors that offer streaming services:

- **Bullfrog Films** www.bullfrogfilms.com
- **California Newsreel** www.newsreel.org
- **Filmakers Library** www.academicvideostore.com
- **Films for the Humanities & Sciences** www.Films.com
- **Icarus Films** <http://icarusfilms.com>
- **New Day Digital** <http://newday.iriseducation.org>
- **Docuseek 2** (aggregator for distributors such as Bullfrog, New Day, and Icarus) <http://docuseek2.com>

A Law Librarian in the Dark

Welcome... A Law Librarian in the Dark discusses movies for law libraries and law library feature film collections. Movies about lawyers, law schools, litigation, famous trials, crime and punishment, or movies that contain legal themes are all possible topics. If you have a DVD title that you would like reviewed, e-mail Yasmin Sokkar Harker at yasmin.harker@law.cuny.edu. In this issue, guest contributor Alex Berrio Matamoros (C.U.N.Y. School of Law Library) takes a look at *Exit Through the Gift Shop: A Banksy Film*.

Directed by Banksy, the famed yet still anonymous British street artist, this documentary presents the story of what happened when Thierry Guetta, a French immigrant residing in Los Angeles, tried to make a documentary about Banksy and street art. Street art is visual art presented in public spaces, most often on the sides of buildings, sidewalks, billboards and bridges. Similar to traditional graffiti, the predecessor of street art, this art form is considered vandalism by most of law enforcement when it is unsanctioned, and the vast majority of street art remains unsanctioned. Many street artists have been arrested and prosecuted for their art and controversy remains as to whether such creations are truly “art.”

This documentary follows Guetta, who films nearly every moment of his life because of his obsession of carrying a video camera everywhere. While visiting France, he discovers that his cousin is the street artist Invader and Guetta quickly becomes engrossed in the street art his cousin and friends create in their homes and garages and install and execute under the cover of night, taking the camera along for some of the installations.

During a visit to L.A., Invader introduces Guetta to Shepard Fairey, the American street artist best known for his Obama “Hope” poster. Guetta begins filming Fairey constantly and convinces him to collaborate on a documentary about street art. This leads to the two men traveling across the U.S. interviewing and filming numerous street artists at work, but Guetta never turns his footage into a film. As

Guetta hears more and more about the elusive street artist Banksy, he makes it his mission to meet and potentially work with Banksy. The two men finally do meet, and with time Banksy begins to trust Guetta and begins shaping him into a film director and artist in his own right under the moniker of “Mr Brainwash”.

The film provides an intriguing look into street artists and their creations that will be enjoyed by art lovers and appreciators of street art alike. Since Guetta’s shooting of the film wasn’t planned, but instead the footage is taken from Guetta’s obsessive recordings, the film does feel disjointed at times. While distracting, this disjointedness fits wells with the non-traditional approach to art taken by street artists. As the film progresses and Guetta accepts Banksy’s challenge to turn his footage into a film, the filming feels more deliberate to match Guetta’s deliberate attempt to make a film about Banksy and Mr Brainwash.

The film also stands out as a good example of how the law is full of grey areas. While many consider street art to be a crime, others consider it to be a form of urban expression for artists that should be protected by the law. Street art also often uses copyright protected images as the basis of a work that will then parody that image or satirize or criticize something represented by that image. Some copyright owners have sued street artists, especially those that have been financially successful, for copyright infringement, while others argue that such uses should be protected as fair uses since parody and criticism are recognized in the U.S. under the fair use exception to copyright infringement.

SPOILER ALERT! While the following does not reveal any details of scenes from the film, it may change your experience of the film. **YOU’VE BEEN WARNED!** Upon its release, the film stirred a lot of controversy as some viewers were

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The Collaborative Law Librarian How Important is Business Research?

Thomas Sneed, MacMillan Law Library, Emory University School of Law

For the second edition of *The Collaborative Law Librarian*, I wanted to focus on something near and dear to my heart: business research. Not only have I had the opportunity to teach business and tax research for several years, but when I practiced law, I often needed to access certain business information. Whether it was to find a registered agent or basic company documents, this research was valuable to my everyday practice of law. Most academic law librarians are experts at teaching basic legal research, but how many of us are comfortable with business research? What happens when you are asked to assist with a search for a SEC filing or competitive intelligence information?

For some background, I recently posed the following questions to the director of a law firm library.

Q: How important are business research skills to new associates?

A: Very. Most law firms are focused on knowing more about their clients (which requires business research skills) and much of the work a lawyer does in the transactional area requires business research skills. Basic business skills are also seriously important, especially project management and budget management. Many law firms are focused on teaching these skills to all their lawyers.

Q: Do new associates generally have relevant business research skills?

A: Not from what our librarians see. In fact, in general they often do not have good basic research skills.

Some of the takeaways from these responses, such as the need for stronger legal research skills in general, are issues for another day. However, it was intriguing to hear how business research skills are essential, but not well developed, in new associates.

So what can we, as academic law librarians, do to help our students develop their business research

skills? As a starter, we can cultivate relationships with the business librarians within our larger university. These business librarians often have significant experience in the private sector and can be a wealth of knowledge from a perspective other than law. Secondly, spend the time to become familiar with relevant governmental and commercial databases. Most secretary of state web sites are somewhat similar with only minor peculiarities, and databases such as Hoovers, Captial IQ and even the business features of Bloomberg Law are not overly complicated to use. And while EDGAR may strike fear into many a researcher, the interface and search features are not as terrifying with just a little practice.

In closing, I want to relay another story from personal experience. After a session of my business and tax research class this past semester, I was chatting with a student who had summered with a firm and accepted a position for post-graduation. He had felt particularly behind the other summer associates who had MBAs and familiarity researching business related issues. Based on his experience, he had a heightened interest in the business topics of the class and appreciated their usefulness. If my time and effort to learn and teach a subject slightly outside the normal scope of legal research can help other students like this, then isn't it worth it?

(Continued from page 1) **From the Chair**

ALL-SIS is also planning to provide comments to the ABA concerning proposed revisions to Chapter 6 (Library and Information Resources) and Chapter 7 (Facilities, Equipment, and Technology) of the ABA Standards and Rules of Procedure for Approval of Law Schools. You can take a look at the proposals at www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/

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Researching the Financial Crisis

Gail F. Whittemore, Pace Law Library

Finding unbiased, accurate information about the U.S. financial crisis can be difficult. Tremendous amounts have been written about it, much of it based on political philosophy. Research requires looking at sources other than Westlaw or Lexis, many of them fascinating, but also difficult to authenticate.

For anyone just getting started, it can be useful to review a timeline showing significant events leading up to the collapse of Lehman Brothers, the Wall Street financial firm, that marked public awareness of a crisis. The Federal Reserve Bank of St. Louis has published a very detailed timeline from 2007 until mid-2011 (<http://timeline.stlouisfed.org/index.cfm?p=timeline#>), and the Wall Street Journal website also has one, at <http://online.wsj.com/article/SB120576387418941803.html> (although only 2007 – March 2008 can be seen without a subscription).

Most authorities trace the beginning of the crisis to February 2007, when Freddie Mac, the Federal Home Loan Mortgage Corporation, announced that it would “no longer buy the most risky subprime mortgages and mortgage-related securities.” The roots extend much further back, of course, and even by the time New Century Financial, a large sub-prime mortgage lender, filed for bankruptcy protection in April 2007, and Countrywide Financial, the largest sub-prime lender, warned in July of “continued weakness in the housing market” (news release available at http://www.sec.gov/Archives/edgar/data/25191/000110465907055537/a07-20103_1ex99.htm), not much attention was paid. We did not learn until very recently that in 2007 officials at the Federal Reserve were “deeply skeptical that problems rooted in housing foreclosures could cause a broader crisis” (“On Eve of Housing Crisis in 2007, Top Officials Doubted the Need to Act,” Binyamin Appelbaum,

N. Y. Times, Jan. 18, 2013, at B1, col. 2, available at <http://www.nytimes.com/2013/01/19/business/economy/fed-transcripts-open-a-window-on-2007-crisis.html?smid=pl-share>) because the Fed imposed a “standard five-year delay” on release of transcripts of its meetings. Notwithstanding the government’s doubts, however, by September 2008, the Federal Housing Finance Agency (FHFA), announced that it had put both Freddie Mac and Fannie Mae (Federal National Mortgage Association) into conservatorship because of their “inherent conflict and flawed business model. . . .” (Henry M. Paulson, Jr., “Statement by Secretary Henry M. Paulson, Jr. on Treasury and Federal Housing Finance Agency Action to Protect Financial Markets and Taxpayers.” U.S. Dep’t of the Treasury, available at <http://www.treasury.gov/press-center/press-releases/Pages/hp1129.aspx>).

A number of books have been published since 2008 analyzing the causes of the financial crisis and discussing proposed solutions, notably Gretchen Morgenson & Joshua Rasner, *Reckless Endangerment* (2011), which details the roots of the financial and housing crises and the roles of Fannie Mae and Freddie Mac as far back as the 1990s. Economists Simon Johnson and James Kwak published *Thirteen Bankers: The Wall Street Takeover and the Next Financial Meltdown* in 2010 (and see “Financial Crisis for Beginners” by the same authors, available at <http://baselinescenario.com/financial-crisis-for-beginners/>). Former head of the FDIC Sheila Bair wrote *Bull by the Horns: Fighting to Save Main Street from Wall Street and Wall Street from Itself*, published in 2012. Nobel laureate Joseph Stiglitz has written several books on the crisis, including *Freefall: America, Free Markets, and the Sinking of the World Economy* (2010). Henry Paulson, the Secretary of the Treasury from 2006 through the end of the Bush Administration, presided over the U.S. government’s bailouts of major banks, automobile manufacturers, and A.I.G., and wrote of his experiences in *On the Brink: Inside the Race to Stop the Collapse of the Global Financial*

(Continued on page 12)

Financial Crisis (cont'd)

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System in 2010. Mandatory reading on the financial crisis is also The Financial Crisis Inquiry Report: Final Report of the National Financial Crisis Inquiry Commission, released in 2011 and available at <http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf>.

Consult government websites for additional information and details about the crisis. As mentioned above, the Federal Reserve Banks are valuable sources of information and statistics (see, for example, the Federal Reserve Bank of San Francisco's Financial Crisis guide at <http://www.frbsf.org/economics/crisisresearch/>). Additional government resources on this topic include: the Treasury Department (www.treasury.gov – see: “financial crisis response in charts”), the Securities & Exchange Commission (SEC) (www.sec.gov - note SEC Financial Crisis Enforcement Actions), The Commodities Futures Trading Commission (CFTC) (www.cftc.gov - all about swaps & derivatives), and the Federal Deposit Insurance Corporation (FDIC) (www.fdic.gov - see “Industry Analysis”) websites. The websites of congressional committees publish statement transcripts and live videos of hearings, such as those held by the House Financial Services Committee (<http://financialservices.house.gov/>), the Senate Finance Committee (<http://www.finance.senate.gov/>), the Senate Banking Committee (<http://www.banking.senate.gov/public/>), and the Joint Economic Committee (www.jec.senate.gov/public/). The Troubled Asset Relief Program (TARP) has been wound down, but information about the TARP program is still available at <http://www.treasury.gov/initiatives/financial-stability/Pages/default.aspx>.

The World Bank's library has published a research guide on the financial crisis from a global perspective, available at <http://researchguides.worldbankimflib.org/content.php?pid=26117>. Financial crisis research guides have also been published by a number of academic libraries, including Pace Law School's “Financial Crisis and

Recovery” guide at <http://libraryguides.law.pace.edu/financialcrisis>.

News and magazine articles are excellent sources for keeping abreast of new developments in the economic recovery in the United States and worldwide. The business sections of the New York Times and Washington Post contain articles by experts on financial matters, and of the course the Wall Street Journal's focus is on financial news and information (access to these materials may depend on having subscriptions to the papers themselves or to databases such as LexisNexis). Bloomberg and BloombergLaw are also excellent resources for finding business and financial news, particularly now that Bloomberg has acquired BNA. Another great resource that is readily accessible is PBS Frontline, which has broadcast several informative shows on the crisis – in particular, “The Warning” and “The Untouchables,” both available for viewing at <http://www.pbs.org/wgbh/pages/frontline/>.

(Continued from page 1) **From the Editor (cont'd)**

action at the reference desk and ‘special-request’ lectures for doctrinal courses.

With that in mind, I direct your attention to Ingrid Mattson's article, “Teaching Legal Research and Writing to International Students.” At the end she asks a series of questions, which I invite you to answer. I have been teaching Legal Research to international students since 2008, and certainly having the information Ingrid seeks would have been (and still would be) very helpful to me. It is time for such a dialogue to begin.

Ingrid is planning a follow-up article for the June *ALL-SIS Newsletter* to report on the feedback she gets. Please contact her at mattson.30@osu.edu or by phone at (614) 292-9476.

Law Librarian in the Dark (cont'd)

(Continued from page 9)

reluctant to accept that the film was a documentary made by Banksy from Guetta's footage. Instead, many believe that the film is a mockumentary orchestrated by Banksy and Fairey as a prank on its audience. At times it can be difficult to believe that Guetta is so obsessed with filming that he films every moment of his day and has a stockpile of footage that he never reviews. Also, at times it can seem as though some of the events that take place in the film were planned out, but that may be because they are in fact planned execution of the public street art installations that are completed quickly and secretly so the artists can avoid being arrested. See for yourself and decide whether you believe these series of events are just happenstance or whether they were deliberately planned by the parties involved.

Exit Through the Gift Shop: A Banksy Film is available on DVD and Netflix, Hulu, and Amazon Instant Video streaming.

Member News

The **Georgetown Law Library** is thrilled to welcome **Ann Hemmens** as the new Head of Reference. In her position she will coordinate with Mabel Shaw to supervise the library's reference librarians and the faculty liaison program.

Ann was previously at the University of New Mexico School of Law Library, where she managed the public services department for over 3 years. Prior to that she was part of the reference department at the University of Washington Law Library.

Leslie Street is the new Assistant Director for Public Services at the **Kathrine R. Everett Law Library at the University of North Carolina at Chapel Hill**. Leslie began working at UNC in 2010 as a Reference/Faculty Research Librarian

and continues her appointment as a Clinical Assistant Professor of Law at UNC. She was previously a reference librarian at Georgetown Law. Leslie received her M.L.I.S. from University of Washington and her J.D. from Brigham Young University.

Margaret Hall is now the Head of Access Services/Reference Librarian at the **Kathrine R. Everett Law Library at the University of North Carolina at Chapel Hill**. Previously, she was the Reference/Student Services Librarian at UNC. Margaret continues her appointment as a Clinical Assistant Professor of Law at UNC. She received her M.L.I.S. from Dominican University and her J.D. from William Mitchell College of Law.

Alicia Brillon joined the **S.J. Quinney Law Library at the University of Utah** as Acquisitions and Government Documents Librarian on February 1, 2013. Alicia formerly worked at the William A. Wise Law Library at the University of Colorado School of Law. She received her MLIS from the University of Washington and her JD from Seattle University School of Law. She also has a BA in Communications from the University of Washington.

Yolonda P. Harrison is the new Legal Research and Digital Initiatives Law Librarian at **Florida International University College of Law**. Prior to her arrival at FIU in January 2013, Yolonda served as an Assistant Professor and Reference/Electronic Resources Librarian at Seton Hall University School of Law and an Adjunct Professor and Web Development Librarian at North Carolina Central University School of Law.

PLEASE SHARE YOUR NEWS WITH YOUR COLLEAGUES! Send Member News to the Editor or to **Karen Schneiderman** at karen.schneiderman@law.csuohio.edu

TS-SIS Educational Grants 2013

Calmer Chatoo, University of Miami School of Law Library

Application for the 2013 TS-SIS Educational Grants is now open. The deadline to apply is April 13th. The accompanying form includes instructions for applying. For more information about the grant see also the Educational Grants section in the TS-SIS Handbook at www.aallnet.org/sis/tssis/handbook/related/educationalgrants.htm. A list of previous recipients and the application form are also available at www.aallnet.org/sis/tssis/grants/educational.

TECHNICAL SERVICES SPECIAL INTEREST SECTION

Application for Educational Grants
(Attach additional pages if necessary)

Name _____ Date _____

Address _____

Telephone _____

Email Address _____

Are you a member of AALL? _____ If yes, how long? _____

Are you a member of TS-SIS? _____ If yes, how long? _____

Are you a library science/information studies program student? _____

If yes, what institution do you attend and what is your expected graduation date and degree? _____

For what AALL educational event do you wish to use this grant? Please give specifics including location, and date(s): _____

Total estimated cost of activity (Registration, tuition, airfare, housing, etc.) _____

Amount of estimated total that your employer will provide: _____

Have you ever received a TS-SIS grant? _____ If yes, when and what amount? _____

Have you ever received an AALL grant? _____ If yes, when and what amount? _____

Present place of employment, title, and length of service or student status and expected date of graduation: _____

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TS-SIS Educational Grants 2013 (cont'd)

(Continued from page 14)

List all previous employment in law librarianship: _____

Participation in and service to the profession (AALL, TS and other SIS's, chapter activities, committees, projects, etc.) Attach additional sheet if necessary.

To what extent will receipt of a grant affect your ability to attend the desired event? (Will you be able to attend if you do not receive a grant?)

Why should you be given this grant? (200 words or less):

Signature required: I understand that the grant funds will be sent to me after the event upon receipt of the registration form by the Secretary/Treasurer of the TS-SIS. I agree to write a report about the event for possible inclusion in the Technical Services Law Librarian.

Your signature _____ Date _____

At least two letters of recommendation are required. They may be sent with this application, via email or regular mail, or sent separately by the letter writers. The writers should be individuals who are familiar with your work and/or your interest in professional development as a technical services librarian.

Application must be received no later than 3 months prior to the scheduled event.

Send all materials to: Calmer Chattoo, University of Miami School of Law Library, 1311 Miller Drive, P.O. Box 248087, Coral Gables, FL 33146-2300. If you have questions, contact Calmer at (305)284-6260 (phone); (305)284-3554 (fax); or cchattoo@law.miami.edu (email)

AALL Announcements

2013 Webinar Proposals

Are you (or do you know) an expert who can share best practices? Is your library re-thinking value and delivering services in an innovative way? Is there a new process that your library has instituted? If you've got a great idea to share, AALL invites you to submit a webinar proposal for 2013.

We are looking for content that will provide a combination of just-in-time and practical learning, as well as provide solutions and new ways of thinking that stretch or change traditional approaches. Topics/areas to consider include but are not limited to:

- Technology (existing/emerging)
- Electronic resource management
- New competencies for law librarians
- Library/patron services
- New applications
- Library leadership
- Work flow/efficiency
- Teaching techniques/instructional technology
- Collection development
- Management, library value
- Personal/professional branding

Presenters for webinars can be members or nonmembers with expertise on the topics. Webinar proposals must relate directly to topics valuable to law librarians and legal information professionals in associated environments. Proposals (see guidelines) will be reviewed on an ongoing basis, and you will be notified within 30 days of your submission.

Submit a webinar proposal today!

AALL2go Pick of the Month



November

AALL's Continuing Professional Education Committee presents the AALL2go pick of the month: [Attorney-Client Confidentiality and the Law Librarian](#).

Although librarians do not meet with clients or function as attorneys in their libraries, librarians do have to be aware of the rules of attorney-client confidentiality. Disclosing confidential client information, even if done so accidentally, could result in waiver of privilege and work-product protection, damage to the client of the client's business, or even lead to ethical claims of breach of duty or malpractice.

In this session, moderator Anne Klinefelter and attorney Marc Laredo review attorney-client confidentiality and explain the ethical and legal requirements for librarians who do legal research. The presenters also give concrete and practical tips on how to support the work of their attorneys and stay compliant with confidentiality requirements.

This program was originally presented at the AALL Annual Meeting in Boston. It is available as a streaming video with accompanying PowerPoint slides and can be accessed via [AALL2go](#).

December

[Leadership Skills: Developing the Library Leaders of Tomorrow](#)

This one-hour MP3 recording features Wendy Reynolds of the Ontario Workplace Tribunals Library as moderator and Vicki Whitmell from the Ontario Legislative Library as speaker. In the re-

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AALL Announcements (cont'd)

(Continued from page 16)

ording, Whitmell asks various questions regarding leadership in law libraries and in our professional organizations, including who is next, what does it mean to be a leader, how can we become leaders (or better leaders), and where do we need to demonstrate leadership? She then goes on to answer each of these questions, frequently calling upon her personal experience and the responses she has received from library students over the years. Whitmell discusses who our law library leaders are, where they are found, and how they are created. She acknowledges how difficult it can be to keep up strong relationships but states that good leaders are those who work at these relationships.

Whitmell then goes on to discuss how we recognize leaders in law libraries and how we develop them. She offers insight into the issues that current leaders should be considering, such as strategic and succession planning, and what qualities are needed in developing leaders, such as being forward thinking and having excellent customer service skills.

Whitmell ends with the question of who is next? Her answer is that everyone has a role to play where leadership in law libraries is concerned, be it big or small. Listening to this recording may help you begin to identify your role and begin planning how to develop it.

January

[Glass Half Full? Explore Techniques for Putting Optimism to Work as a Management Tool in Difficult Times](#)

Law librarians have been dealing with some difficult times at work, in the profession, and on the homefront for the past several years. These economic times have prompted us to have more management discussions than ever before. This presentation by Gail Warren and Jean Holcomb helps prepare the library director/manager to deal with pessimistic focus. The program helps identify three elements of the “explanatory style” after completing a model assessment tool. Learn some tech-

niques for challenging pessimistic thinking and building a positive operating framework. You will discover strategies for strengthening your personal resilience and decision-making skills, leading to a happier and more productive life in the office and at home.

Find these and more than 80 other free continuing education programs and webinars for AALL members at [AALL2go!](#)



(Continued from page 10) **From the Chair (cont'd)**

[council reports and resolutions/20130222 notice and comment standards chs 6 7.authcheckdam.pdf](#).

This issue also has articles relevant to our changing responsibilities. I’m especially interested in the article by Ingrid Mattson on Teaching Legal Research and Writing to International Students, as that’s something we’ve recently added to our 1L Introduction to Legal Research course at my institution. Margaret Schilt’s status report on ALL-SIS task forces shows how our members are doing with the many task forces established in the last two years on issues from the use of mobile technology to scholarly communication.

Finally, don’t forget that nominations and applications for ALL-SIS Awards and Grants are due by March 15. You can get information on how to apply or nominate someone at <http://www.aallnet.org/sis/allsis/awards/criteria.asp>.

Hope the rest of your semester goes well. Feel free to contact me if you have any questions about these topics.

ACADEMIC LAW LIBRARIES--SPECIAL INTEREST SECTION

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General Information

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

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to approximately 1200 members and is the largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS's broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are en-

ALL-SIS Officers

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Lauren M. Collins Vice-Chair / Chair-Elect	collinsl@nccu.edu
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Deborah Person, Executive Board Member	dperson@uwyo.edu

The ALL-SIS Discussion Group

The ALL-SIS discussion group, aka mailing list, is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. To read or post to the discussion group go to <http://community.aallnet.org/aallnet/communities/viewcommunities/viewallcommunities>. If you are not logged into AALLNET, you will have to do so. You can then choose the ALL-SIS Group from the list of eGroups. For more information consult the AALL My Communities Quick Start Users' Guide available at

<http://www.aallnet.org/main-menu/Member-Communities/discuss/mycommunities-qsguide.pdf>

ALL-SIS on the Web

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

Newsletter Information & Deadlines for 2012 - 2013 Academic Year

Please submit all articles and announcements to the ALL-SIS

Newsletter Editor. Are you working on any interesting special projects? Have you attended a meeting and learned something you want to share with colleagues? Do you just want to rant and rave about some problems related to academic law librarianship? If you answered "yes" to any of these questions, please send your thoughts. Any format, printed, faxed, or e-mailed will do, but it would be easiest for Newsletter production if the article is sent either as an attached text or word processing file or as the body of an e-mail. **The deadline for the June issue is May 21.** Thank you for your contributions and for your consideration.