Digital Signatures

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The Certification Cycle
The National Equal Justice Library (NEJL) opened at American University's Washington College of Law (WCL) in September. Pictured before a library exhibit are, from left to right, Danna Bell-Russel, curator of NEJL; Patrick Kehoe, law professor and director of WCL's Law Library; and Harriet Ellis, development and acquisitions consultant for NEJL. The library commemorates the thousands of men and women who have served as legal services and legal aid lawyers, defenders and assigned counsel, and pro bono attorneys.

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Volunteering: A parable

by Michael Saint-Onge

One of my favorite fairy tales is called “Stone Soup.” A man comes to a village, bragging that he can make a delicious soup made from water and a few stones. The villagers all gather around to watch. He lights a fire, fills a big pot with water and a few stones, and begins to stir. As he’s stirring, he sees a woman with a few carrots. “Woman,” he calls out, “the only thing better than stone soup is stone soup with carrots!” She reluctantly agrees to surrender the carrots just for the opportunity to taste a soup made from stones!

Next he spies a man with a potato, and he talks the man into adding the potato to the soup as well. You know the rest of the story. One by one, the villagers contribute what little they have until a delicious soup is made, and the villagers shake their heads and say, “Who could have believed such a wonderful soup could be made from stones?”

Committee work is like making stone soup. The contributions by the committee members, however small, add flavor and body to the soup. Different people add different items, each ingredient being vitally important to the overall flavor of the soup. There are several other parallels: the individual ingredients, taken by themselves, don’t amount to much. It is the pooling together of the resources that make enough soup to feed the village. In these days when no one ever seems to make enough soup to feed the village, don’t amount to much.

Committee work has time. The soup takes on an amazing flavor and aroma that literally feeds the multitudes. The villager, too, has to recognize that it requires working together—each according to his or her ability. Grumbling that one contributed more than the others does nothing for the flavor of the soup. People do what they can do, and ultimately every little bit helps. We are all in this together.

Leaving aside the fairy tale, I must tell you in all honesty what volunteering has meant to me. I have seen first-hand how fulfilling it can be. I have fallen in love with my profession all over again. Yes, I know it sounds corny, but I have. Do you know what that means? It means I get up in the morning and look forward to going to work. My self-confidence has grown a great deal (and I needed to, let me tell you!) and I have met so many wonderful people, colleagues and friends, that support me and encourage me to keep reaching.

Now I know what you’re saying, “Who has time?” No one, and everyone. The wonderful thing about an organization as diverse as ours is that there are so many opportunities to serve, some that demand a great deal of time and energy, and others that require but a few hours. You can decide on what level you’d like to be involved, but I urge you to do something on the Chapter, SIS, or national Association level that demonstrates your commitment to your profession. Talk to people. I assure you, somewhere there is a group, a committee, a task force that could use your particular skills and talents. Fair warning, though: Psychologists say that volunteering professionally tends to be addictive, and I know it’s true. Once you see what a difference you can make, you’ll want to do more.

And just wait until you taste the soup!

Michael Saint-Onge, a member of AALL’s Special Committee on Volunteerism, is librarian at Coudert Brothers’ Northern Office in San Francisco, California.
October 30, 1997
Review of the 1st Session of the 105th Congress—on the Horizon for 1998

Looking back at the 105th Congress, we can take heart in the impact we have had on many key issues. The major national library associations, with more than 80,000 members, are recognized as a community whose voice is important. The secret to our heightened level of respect on Capitol Hill and with other policy makers is visibility. We've been more active and engaged; our participation in several broad coalitions is a big positive. Areas in which the library community has made a significant impact on legislation this year include efforts to slow down ratification of the World Intellectual Property Organization (WIPO) treaties and implementing legislation; participation in drafting a bill to preserve user and library rights in the digital age; opposition to industry efforts to create new database protection; drafting a revised Chapter 19 of Title 44 to strengthen the database protection; drafting a revised Article 2B of the Uniform Commercial Code (UCC2B); and finally, participation in the lawsuit culminating in last summer's Supreme Court ruling that the Communications Decency Act is unconstitutional.

Below are the top issues, in no special order, that will keep us busy while Congress is adjourned and when its Second Session convenes in January.

WIPO Implementing Legislation. There has been little news since Bob Oakley's testimony during House hearings last month on implementing legislation for the WIPO's treaties. As a member of the Digital Future Coalition (DFC), AALL will continue to support the treaties while opposing any implementing legislation that fails to preserve the balance between creators and users of electronic information that is inherent in the Copyright Act.

S. 1146—the Ashcroft Bill. The library community and the other members of the DFC played a proactive role in the drafting process for S. 1146. This private, pro-library legislation, the "Digital Copyright Clarification and Technology Act," was introduced last month by Sen. John Ashcroft (R-MO). S. 1146 would ensure that fair use, preservation, and distance learning are protected in the electronic environment. On the House side, the DFC has been working hard behind the scene to find a Republican cosponsor to a similar bill that Rep. Rick Boucher (D-VA) is prepared to introduce before Congress adjourns. How refreshing to have legislation that addresses our concerns. Be prepared for some grassroots lobbying next year to support both bills.

H.R. 2652 on Database Protection. Rep. Howard Coble (R-NC) introduced the "Collection of Information Antipiracy Act." This would prohibit the unfair use of data extracted from a collection of information. James Neal (Director of the Eisenhower Library at Johns Hopkins University) presented testimony on behalf of the library community before the House Subcommittee on Courts and Intellectual Property. The statement listed our major concerns with this legislation: no data exist to support the need for a new form of intellectual property protection; it would have serious consequences for libraries and consumers, and fails to provide adequate exemptions to support education and libraries; its terms are ill-defined and overly broad; and lastly, no term limits are provided.

Title 44. A labor dispute between unions and the White House has stalled any action this year on the Senate Rules and Administration Committee's efforts to revise the law governing printing and procurement for agencies, Congress, and the courts. Ranking Minority Member Sen. Wendell Ford (D-KY) has delayed endorsing the latest version of the draft bill until the labor issue is resolved. Ford and his staff share the concerns of the library community with many of the draft bill's provisions, including the lack of strong enforcement, the definition of government information, the scope of the FDLP, and the failure to address adequately the government-wide transition to electronic dissemination. Due to this delay, the bill will not be posted to the Committee's Web site until bi-cameral, bi-partisan consensus has been reached. The process of our negotiating favorable public access provisions will continue throughout the recess, and AALL expects that a bill will be introduced in late January. We will continue to urge that the final draft be posted to the Committee's Web site before it is introduced to allow adequate time for public comment.

UCC2B. A new commercial law being drafted by the American Law Institute (ALI) and the National Conference of Commissioners on Uniform State Laws (NCCUSL), UCC2B would provide for mass market licenses for online information. Oakley recently addressed the annual meeting of the Association of Research Libraries on the redrafting of Article 2B of the Uniform Commercial Code [www.amazon.com/aallwash/librarybron.html]. Worried that librarians are unknowingly signing away their fair rights under the Copyright Act, Oakley has been attending ALI and NCCUSL meetings around the country to raise awareness of the concerns of the library community.

Welcome to the New SuDocs, a Librarian!

Librarians were delighted with Public Printer Michael DiMario's recent announcement of the appointment of Francis J. Buckley, Jr. as Superintendent of Documents. Buckley comes with many years of experience as regional depository librarian and later associate director for public services at the Detroit Public Library. Since 1994 he has been director of the Shaker Heights Public Library in Ohio.

Buckley has filled top leadership positions within the American Library Association, including serving on Council, ALA's Legislation Committee, and chairing its Subcommittee on Government Information. Most recently, he chaired the Inter-Association Working Group on Government Information Policy (IAWG) that was formed last February. While we will miss his leadership in that role, his appointment as the first librarian to serve as Superintendent of Documents is a cause for celebration.

Buckley takes great pride in having testified before the House Subcommittee on Libraries and Memorials on June 22, 1977, in support of H.R. 4751, the legislation that allowed accredited law schools to become depository libraries. Law librarians will have the opportunity to meet Buckley at the Annual Meeting in Anaheim, where he will participate in one of the programs sponsored by the GovDocs SIS.

Mary Alice Baish, Assistant Washington Affairs Representative, Edward B. Williams Law Library, 111 G Street, N.W., Washington, D.C. 20001-1417 * 202/662-9200 • fax: 202/662-9202 • baish@law.georgetown.edu • Internet: http://www.ll.georgetown.edu/aallwash
Actions taken at the July meetings:

The 1997/1998 Budget was approved.

Committee charges were revised for the Awards and the Public Relations Committees to bring them into agreement with the changes approved at the March 1997 meeting on the awards granted by AALL. The Public Relations Committee charge was also clarified.

At the Board meeting following the Annual Meeting, the wording of the proposed Bylaws Amendment to open membership was officially referred to the Bylaws Committee for further consideration. A report of proposed new wording was to be submitted to the Board at the Fall 1997 meeting. This was a follow-up to the action taken at the Business Meeting, where a motion had passed to have the Bylaws Committee consider further clarification of wording.

The Fall 1997 Board Meeting

For the last several years, the Fall Board meeting has been preceded by Board Leadership Orientation training. This fall, we benefitted from the leadership of Grace McGartland, who led the Board in a variety of discussions and activities to bring us to a better understanding of our roles and responsibilities as Board members. She presented information to us, but also drew a great deal from us to help us shape our ideas so they can be used for future planning. We also identified the major leadership issues facing AALL that we will need to focus on in the coming years. The sessions were long, but we all felt we gained a great deal from the meetings and that our functioning and focus this year will be the better for having participated in the meetings.

Judy Meadows has appointed a new Board committee to document Board operating policies. Much of the Committee’s work will be done in conjunction with the report Grace McGartland will be preparing for the Board summarizing our sessions.

At the actual Board meeting, the following actions were taken:

The charge of the Copyright Committee was revised to better reflect new issues it addresses, such as intellectual property licensing, and database protection.

A Committee-of-the-Whole discussed suggested revisions to the AALL 1994-1998 Strategic Challenge. The Board’s plan is not to prepare an entirely new document. Instead, the Board will be revising and updating AALL’s existing plan to carry over to at least the year

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Digital Signatures: Identity in Cyberspace

In March of 1997, the Social Security Administration (SSA) made its Personal Earnings and Benefit Estimate Statements (PEBES) database available over the Internet so that individuals could access their information online. Individuals wishing to see their personal data over the Internet filled in a form with their full name, Social Security number, date of birth, the state of birth and mother's maiden name. The PEBES system returned earnings history and benefit estimates.

On a Monday in April a story about the PEBES database ran in USA Today. By Tuesday, the system was so flooded with users that it was nearly impossible to get through. By Wednesday, there was a public outcry over the insecurity of the system, and by Thursday the SSA system had been denounced in Congress and the access to PEBES over the Internet had been withdrawn. Something had gone very wrong.

The outcry was over the fact that the system did not successfully prevent someone else from accessing an individual's PEBES information and therefore from seeing some fairly personal financial information. To prove this fact, some privacy advocates retrieved PEBES records for prominent public figures. The five pieces of information required by PEBES, while not obtainable from common sources like a phone book, are not terribly difficult to determine for any given individual. Some people felt that the SSA had been negligent in its implementation of the PEBES Internet service. But it takes only a little investigation to understand that the SSA had run into one of the key problems facing today for online transactions: authentication. In plain language, how do you know who you are talking to on the Internet?

And Who Are You?

The Internet was designed for almost anonymous communication. When someone accesses information over the World Wide Web, the site visited sees only a return Internet address. This return address identifies the computer that will receive the requested information, such as a Web page, and is necessary for delivery of the information. The address is merely a set of numbers that serves as a kind of street address that relates to a point in cyberspace, i.e. 128.48.104.15. The address can reveal the identity of the larger institution with which the user has an account—for example, the address of the computer on my desk reveals that it is on a University of California subnet—but it does not say anything about the identity of the person who is using that computer at that moment. As far as the Internet is concerned, cyberspace consists only of computers; that there are humans sitting at some of these computers simply isn't relevant to how the Internet works. So there is no way for the SSA's PEBES database to look past the Internet address and identify the human sitting at the keyboard, even though that person has a logon and password at the local system.

This is a particular dilemma for the commercial potential of the Internet. Business transactions require contracts; contracts require signatures that are legally binding and can stand up in a court of law ("Is this your signature here at the bottom of the contract?"). Even e-mail messages are unreliable in their identification of the human sender. An e-mail message is like a typed letter with no signature. The "From" portion of the e-mail message is not by any means proof of who actually sent the message. It takes only rudimentary knowledge of how Internet e-mail works to produce a message that looks like it came from someone else. Even worse, an e-mail message is only a plain ASCII file that can be typed in on a keyboard, so one person could produce dozens of phony e-mail messages.

One proposed solution to this general problem of authentication is called "digital signatures." A digital signature is not a digital copy of a handwritten signature. That would be useless since anyone who obtained a copy could then attach it to other electronic documents. Digital signatures instead make use of current encryption technologies to produce a mark that is yours and yours alone. This "signature" would be the result of some very complex mathematics that are controlled by a secret password known only to its "owner." The digital signature wouldn't look like a handwritten signature at all. As a matter of fact, it would probably look something like today's encrypted signatures (Fig. 1). However, the signature could be read by an authenticating program and would be able to assure that, mathematically, the signature is indeed no one else's.

And Who Are You?

The Internet was designed for almost anonymous communication. When someone accesses information over the World Wide Web, the site visited sees only a return Internet address. This return address identifies the computer that will receive the requested information, such as

A Digital Signature

iQA/AwUBNEkQNejkQpniTSshEqQLanQcPg8SL00SBvJ75mUcQp/Dwz4MZ4FecAn2QCMZ5L5pXh3Q/C5fmsstMD88b

==OZ7
Digital signatures are actually quite interesting and can do things that handwritten signatures cannot, such as authenticate documents, and that fits in neatly to how the signatures work. If the digital signature were the same every time, it would be easy for someone else to copy it and re-use it. But a signature is never "visibly" the same, it is only deeply mathematically the same. It responds to the same verification, even though the actual value is different. To make the signature different each time, other elements beyond the password must be thrown into the mix.

One convenient way to accomplish this is to perform an algorithm using the text of the document being signed. This results in a unique, but valid, digital signature, and it also provides a way to verify that the document has not been changed after the signature was affixed. The signature itself works also as a checksum on the document (Fig. 2). This makes a signed contract un-modifiable.

We have the encryption technology today to create digital signatures. A free copy of Pretty Good Privacy, an encryption program that is widely used on the Internet, can be downloaded (see http://web.mit.edu/network/pgp/html) and used to encrypt documents and to sign documents. So, why aren't we using digital signatures more widely? And why didn't the SSA choose this method for its PEBES database? There are two major barriers to the use of this technology: one is organizational, and the other involves national security.

Encryption and National Security

Let's start with the national security issue first. The national security barrier relates to the fact that encryption devices (and that includes computer programs) are considered munitions because of their role in allowing the transfer of secret messages in times of war. Export of encryption is therefore controlled by the U.S. Department of State and regulated under the Defense Trade Regulations. Weak encryption devices are allowed to be exported or included in products that will be sold internationally, but the kind of strong encryption that would be needed to produce digital signatures of a quality required for business and other legal transactions falls under these export restrictions. The purpose of this is to keep strong encryption out of the hands of enemies of the U.S. While computer companies could produce programs for use only within the U.S., so much of our commerce today is international in nature that a product of that type would be nearly useless. In general, computer companies have not been willing to invest in the development of products that make use of encryption until this issue is resolved with the federal government. And in spite of many years of arguments back and forth on the question, a resolution seems to be no closer than it was five years ago.

Even beyond the national security issue, the U.S. government maintains that strong encryption will lead to an erosion of the power of law enforcement since criminals will be able to mask their communications with unbreakable encryption. It would also mean that it would be very hard to monitor monetary transactions and business deals and that whole systems of accountability could be rendered obsolete. Opponents of the restrictions (which include a number of our larger software companies) argue that strong, secure cryptography can and has been developed outside of the U.S., so criminals only have to purchase their programs from a non-U.S. source. The federal government, however, is not swayed by this argument, and the two sides are as far apart as ever.

Fig. 2. Two Digital Signatures: Same Signer, Different Documents

Managing Digital Signatures

The barriers imposed by management issues are no less difficult than those imposed by the issue of encryption strength even though there is no similar legal opposition. It, too, is compounded by the global nature of electronic commerce. For a digital signature system to be truly useful, its use must be widespread. The system must also be recognized by courts of law and must be in accord with the many thousands of national, state, and local laws—wherever a person's signature is required for a transaction. A search of the online version of the California state commercial code brings up over one thousand different sections where the word "signature" is used at least once. The body of law that must be brought into the digital age is enormous.

In 1996, the American Bar Association Information Security Committee produced a report (Digital Signature Guidelines: Legal Infrastructure for Certification and Secure Electronic Commerce—http://www.abanet.org/scitech/ec/isc/dsg-toc.html) making recommendations for a national digital signature standard. H.R. 2003, the Computer Security Enhancement Act of 1997, provides for digital signatures but without the level of detail on management of signatures presented in the ABA report. Although the recommendations in the ABA report have not yet been translated into federal legislation, they have heavily influenced a number of efforts at the state level. At this point nearly forty states have discussed digital signature legislation and 31 have passed at least one piece of legislation relating to digital signatures. (Survey of Electronic and Digital Signature Legislative Initiatives in the United States, prepared by Albert Gidar and John P. Morgan for the Internet Law and Policy Forum, September 12, 1997: http://www.ilpf.org/digsig/digrep.htm)

Some of the state schemes set up very specific mechanisms for the creation of systems of authentication with rules for certifying agencies. Other states have passed legislation that is much less specific but that supports the use of any known and reliable digital signature scheme. It is clear that at both the state and the federal level there is a fear of over-regulating digital signatures since this is technology that is still in its infancy. Many of the legislators

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to be invalid. Too much liability on the when a certified signature does turn out another important issue is who is liable agencies. Many state governments are light of the lack of a federal digital authority to regulate these validating subsequent uses of that signature. Then there is the question of who has the responsibility and authority to validate signatures. Others would like to have an open market for certifying agencies so that consumers could choose an agency that they trust. Either way, these agencies would hold certified copies of signatures against which they could validate subsequent uses of that signature. There is the question of who has the authority to regulate these validating agencies. Many state governments are assuming that is their task, especially in light of the lack of a federal digital signature structure.

Another important issue is who is liable when a certified signature does turn out to be invalid. Too much liability on the shoulders of certifying agencies and few will be willing to enter that market. At the same time, some resolution on liability is necessary before businesses can be expected to risk accepting digital signatures. It is no simple task to develop this structure and to create a level of confidence such that the signatures can be used when important business deals are at stake.

The same interest in facilitating commerce through digital signatures exists at the international level. The World Wide Web Consortium (W3C—http://www.w3.org) is a technical body that develops standards for the Web. This organization has a working group that is looking at the technical issue of how digital signatures will be integrated with Web software for the greatest security and maximum ease of use. While the management structure of certifying authorities and encryption standards works in the background, a successful digital signature program needs an easy-to-use interface and an interconnected with the most common online communication tools. The Consortium hopes to have the tools ready for use when the management structure is settled.

**The Real World**

After the abrupt closure of its online PEBES service in April 1997, the Social Security Administration held a series of five public forums across the United States to gather the testimony and ideas of citizens and computer security experts. In light of that testimony, SSA has arrived at a new design for its Internet service. In the future, users will be required to log on to the SSA site and give the same five pieces of identifying information that were previously required. No information about benefits will be immediately available from the PEBES site. Instead, the user will receive an access code via e-mail, after which he or she can access a select set of benefits data. Users will be allowed to expand the amount of data they can access over the Internet, but only if they “opt in” for such a service, and only after receiving a warning about the possible privacy implications of allowing that information to be made available online.

Until this new service is ready, PEBES data can still be obtained the old-fashioned way by U.S. mail. This process can be initiated on the PEBES Internet site, and the same five pieces of information provide the key to an individual’s file. But instead of getting instant access to the information, the user gives a mailing address and waits three to six weeks for the benefits summary to arrive.

We should be asking ourselves why we consider this method more secure. The method of authentication is identical to that of the online service. And that method of authentication requires two more pieces of information than are required when a request is mailed to the SSA rather than requested over the Internet. Yet there has been no outcry over the insecurity of the “real world” service and no privacy experts have used it to demonstrate the ease with which they can obtain information about public figures. Why is this? It probably has more to do with human nature than with the design of systems and security, and human nature is the real bug in all of our code. We feel anonymous at the computer, but not when the mailman delivers a letter to us even if that goes to a post office box. And the wait for something to be produced by a large bureaucracy and then delivered in hard copy discourages the frivolous invasion of privacy that is so tempting when the response is instantaneous.

Authentication in the real world is fraught with error. Surely we don’t believe that the bank checks the signature on each of our checks, or that no one else could call the bank’s customer service number with our Social Security Number and mother’s maiden name to get detailed information on our checking account. Most of our data is secure only because others have little to gain by accessing it. With digital signatures, security over our personal data could be much more secure than today, perhaps offsetting the ease with which anyone with a computer will be able to get close to where those data are stored. There will not be perfect security in the future, as there is not today; the best that can be done is to increase the amount of work needed to crack a system beyond the value of the data it holds—a simple, economic concept of cost and benefit.

Karen Coyle ([http://www.dlo.ucop.edu/~kec](http://www.dlo.ucop.edu/~kec)) is the author of Coyle’s Information Highway Handbook, published by the American Library Association in 1997. She works at the University of California on the development of the California Digital Library. She is also on the board of Computer Professionals for Social Responsibility, a public interest group concerned with computers and society.
In this age of rapid technological advance and industrial innovation, few professions remain static. To the contrary, professions change, shift, evolve, and mutate. New job titles and responsibilities that are essential in today’s workplace didn’t exist a few years ago. Professionals find themselves in the position of having to learn new, often computer-based skills in order to accomplish old tasks. Old skills and outdated knowledge are continuously replaced with new ways of accomplishing tasks and solving problems.

Many professions have met the challenge of keeping pace with the evolving demands of their work by instituting professional certification programs. The decision on whether this is a worthwhile endeavor is best made with a full appreciation of what certification can offer and what is required to make the program effective. We have addressed some of these issues in a model for certification called the Certification Cycle, a name reflecting a process that is ideally both dynamic and recursive (feeding back). Optimally, certification is a means to remain current, vital, and competitive at a time when fast-moving technological innovations are a constant challenge to the understood definitions of the roles a profession plays in today’s workplace.

A certification program potentially offers benefits to employers, certified professionals, and customers. Employers gain an indication of employee skills and may realize an increase in efficiency of operation. Customers are assured that a highly competent professional is addressing their concerns. And, the certified professional has potential for increased salary and prestige. Furthermore, many professional certification programs guarantee a means for remaining current in the profession through periodic recertification or ongoing education.

However, these benefits are not automatic. The success of certification rests on both credibility and marketing. A credible certification program is a guarantee of advanced competence in required knowledge, skills, and professional judgment. A lack of rigor and standards in any certification program casts doubt on the value of this credential for all professions. This concern was clearly voiced by Frederick Hunt (president of the Society of Professional Benefits Administrators), who writes, “we find that so many accreditations are fluff or mere member-retention that the whole idea is getting tarnished.” (As found in P.A. Barnhart’s A Guide to National Professional Certification Programs, p. xix. Human Resources Development Press, Amhurst, Massachusetts, 1994).

Certification standards revolve around mastery or advanced levels of performance. Achieving an advanced level of performance usually requires some job experience; thus professionals typically must practice in the field for a period of time before acquiring a level of mastery necessary for certification. In most cases, the certifying body is a professional organization independent of particular educational institutions. Thus, the certification often represents a third-party endorsement of an individual’s level of professional skill and knowledge.
Some professions pursuing the question of certification may discover that it is difficult or impossible to identify a common body of professional knowledge and skills. This begs the key question in implementing a certification program: “What does it take to become one of us?” The “us” must be definable. For some professions, there may be little consensus with respect to the answer, making certification unfeasible.

**Types of Certifications**

Certification falls into three broad categories. A **qualifications-based** certification requires certain training, such as academic or profession-sponsored course work, specific degrees, and/or on-the-job experience, perhaps coupled with letters of endorsement from job supervisors. These various criteria may be rated on a point system that allows for more than one avenue for meeting standards for certification. For example, 10 years in a profession, a satisfactory supervisor review, but without a specific degree may be accorded the same number of points as five years in the profession, a satisfactory supervisor review, with the degree. Furthermore, there is no single objective evaluation of the candidate. This means there is no guarantee that the certification is a real indication of work-related competence based on the comparison of a sample of the candidate’s demonstrated skills to an absolute standard.

A **test-based** certification program requires achieving a certain score on an exam, though there may be no formal prerequisites for being able to take the exam. The exam is aimed at measuring a range of professional knowledge, skills, and judgments reflecting common job content. Sound exam questions and an appropriate cutoff score reflecting mastery are of fundamental importance to a meaningful test-based certification program, especially in the absence of other prerequisite qualifications.

A **combination-based** certification is both qualifications- and test-based. This type of certification requires achieving or exceeding a mastery score on an exam in addition to fulfilling other requirements. These requirements may be academic or association-sponsored coursework, specific academic degrees, sponsorship by a supervisor or certified professional, evidence of professional development, or a minimum number of years as a practicing professional.

**Certification Development**

The figure on the facing page represents the stages of the certification cycle and reflects the dynamic nature of the certification process. What follows is a summary of this process.

**Professional Domain:** The certification cycle has as its cornerstone the professional domain, which is defined as all the jobs that fill the breadth and scope of a profession. Since most certifications are affiliated with a professional association or associations, the task of formally defining the profession and keeping up with changes typically falls to the association. While the professional domain dictates the broadest parameters of the certification, specific jobs as well as professions can be certified. Within the profession of real estate, for example, there are no fewer than 19 certification programs, each tapping a different aspect of the sale or lease of landed property.

A carefully planned certification program provides a prescribed vehicle for tapping the pulse of a profession by periodic and formative evaluation of the roles and responsibilities of its professionals in the workplace. This information can then be used in a continuous prescription for planned growth and directed evolution of that profession.

**Job Analysis:** Many professions reflect a tremendous expense of services, responsibilities, and content. The multitude of jobs falling within a profession can be delineated by a job analysis. The purpose of a job analysis is to systematically document common task areas within a profession by separating and weighing those tasks in a variety of settings, organizations, and regions. A reference librarian, for example, may perform similar tasks whether employed in an academic institution, a law firm, or a court library. The goal of the analysis is to define a common body of knowledge, skills and responsibilities that will form the core of a certification program. A carefully conducted job analysis is fundamental to establishing a strong correspondence of standards and skills across professional education, assessment, development, and employment domains.

**Competency Model:** The Standards for Educational and Psychological Testing from the American Educational Research Association, the American Psychological Association, and the National Council on
Measurement in Education (American Psychological Association, Washington, D.C., 1985) states that the content covered in a certification or exam must be established in terms of its importance to competent performance. What makes up competent performance? For purposes of a certification program, not only must relevant knowledge and skills be identified by a job analysis, but also how well, under what circumstances, and in what combination the knowledge and skills are important to competent job performance. A competency model is established by operationally defining an appropriate level of work effectiveness. In an academic law library, for example, a job analyst may find that the skill “teaches legal research methods to law students” is an important component of an academic law librarian’s job. The measure for this skill may be a weighted combination of an evaluation form rating quality of teaching a legal research class and the average grade assigned in that class. “Competent” may be defined as scoring at the 75th percentile or higher on that measure.

Certification Program Components: Curriculum:
Many certification programs require both professional experience and specific coursework or academic degrees. Typically certification curricula consist of some formal schooling, such as a specific degree or coursework, as well as specifically designed training in the form of workshops or association-sponsored continuing education units. Once a job analysis has been conducted and the purpose of the certification program is established, a curriculum is designed and implemented (or augmented in the case of an existing curriculum) in order to address the knowledge/skills core established by the job analysis and competency model. This is accomplished by constructing instructional objectives, that is, statements of the type of behavior certified professionals should be able to exhibit in order to demonstrate a high level of competence. These objectives include the performance to be mastered, a specification of conditions under which the task must be performed, and a standard against which the task will be measured.

An advantage to designing a curriculum on the basis of data generated from a job analysis is that important theoretical aspects of the job can be identified and formally incorporated into a curriculum. K.E. Carlisle, in Analyzing Jobs and Tasks (Educational Technology Publications, Englewood Cliffs, New Jersey, 1986), points out that this can make the critical difference between an average employee and a highly competent one. Job analyses reveal job tasks that may be on the one hand ubiquitous within a profession or field, but also poorly defined, unstandardized, or not taught formally. They may also reveal skills that are formally taught, but are fundamentally unimportant to the job. This gives curriculum designers an opportunity to clarify and formalize a method for teaching those tasks. In short, a job analysis can help curriculum designers determine the primary content, appropriate level, prerequisites and experience necessary, and optimal format for the certification program.

Certification is a means to remain current, vital, and competitive at a time when fast-moving technological innovations are a constant challenge to the understood definitions of the roles a profession plays in today’s workplace.

Exam:
A second prong in the certification process is the assessment of job-related skills and competencies. Instructional objectives used for implementation of a curriculum are also used to create test specifications from which exam items are written. These specifications are important for further describing and clarifying the specific behaviors being measured in the certification examination. A test specification may include the following: a general description of the behavior being measured, a description of the eligible range of content, a sample test item, and response attributes, which include a discussion of correct answers and distractors. The value of test specifications is that they help insure that exam items link logically with the objectives written from the job analysis.

The format for certification examinations can be anywhere from multiple choice, true-false, and essay or short answer, to adaptive tests using simulations and multiple ratings. Whatever the case, The Standards specify that the content of the examination be clearly explained in terms of its importance to competent professional performance and its relevance to the purpose of the certification program, i.e., tied to a job analysis. Not only must the exam exhibit these and other psychometric objectives (reliability, validity, a lack of item or test bias) covered in The Standards, but it must also incorporate any changes occurring within the certified profession. As such, the exam itself requires periodic psychometric evaluation.

Mastery Decision:
The decision to grant the certification rests on meeting predetermined standards. These standards exist in both test-based and qualifications/combination-based certification programs. In qualification-based programs, the standard is often a set number of points indicating that certain criteria in education, professional development, and professional experience have been met. In test-based and combination-based certification programs, the ultimate decision to grant the certification is based on achieving or exceeding a predetermined “mastery” score on the certification exam or exams. Determining this absolute standard and translating it into a cut score (the score below which certification is not granted) is perhaps the most important and difficult aspect of certification-related test construction. Too low a cut-score results in the admission of some to mastery status that are unqualified for that designation, thus diluting the value of the credential. Too high a cut-score has the opposite effect, precluding the granting of certification to some who are by all other reasonable measures deserving of that status. Several methods are available to establish a meaningful cut-score.

Certification Validity
Establishing the validity of any certification program is an indirect process. Ideally, there exists some criterion independent of the certification process that serves to corroborate mastery decisions. The ability to demonstrate a positive link between mastery designation and on-the-job

Continued on page 16
performance is a crucial indication of the usefulness of a certification program. This link is called criterion-related validity. One very useful criterion for evaluating a certification program is the judgment of the employer of the certified individual, since the employer is the ultimate consumer of the certification program. (This is discussed in “Strengthening the Criterion-related Validity of Professional Certifications” in our forthcoming book, Evaluation and Program Planning.) The validity of the mastery decision, and hence the entire certification program is underscored when the employer is able to say, unequivocally, that the performance of the certified professional is superior to that of the uncertified professional.

More and more employers are recognizing the value of certification to their bottom lines, and turning to certified professionals with an eye towards increased competitiveness in the marketplace. However, as Barnhart points out in his 1994 Guide to National Professional Certification Programs, it is up to the profession to create a demand for its certification by marketing its standards for professionalism and quality. He notes that many companies don’t include professional certification throughout their organization because “certifying organizations haven’t torn down the walls between their professions and the people hiring the professionals” (p. xviii). Without a marketing plan, even the most carefully laid out certification program has no guarantee of success. This is especially true in situations where human resources personnel or senior managers don’t really understand the scope or demands of a profession or the benefit they can realize by hiring certified professionals who have met clear standards for advanced levels of performance.

Summary

There are multiple types of certifications, each with strengths and weaknesses. Qualifications-based certification programs require candidates to meet predetermined education and/or professional development criteria, though there is no single objective evaluation of the candidate’s professional competency. A test-based program includes competency standards, but may require little in the way of professional experience or other indications of professional development. The combination-based certification program includes both qualifications criteria and test-based competency standards. This often represents a rigorous but time-consuming path towards certification.

Regardless of the type, the successful certification program is a process that requires a continuous evaluation of the profession, the certification criteria, and the mastery standards. This process is reflected in the certification cycle.

Caryl Cox and Jack McKillip (tomcaryl@midwest.net) are the principals of the Center for the Study of Certification in Carbondale, Illinois.
Book Review: Tool Times


Reviewed by Richard Vaughan

In one of his famed radio broadcasts from war-torn London, Winston Churchill told his American allies, and President Roosevelt in particular, “Give us the tools, and we will finish the job.” As any law librarian knows, the field of legal publishing has experienced a few battles of its own recently. Endless takeovers, rising prices, and lower levels of service are just some of the artillery rounds law librarians face on the front lines.... So we plead—Give us the tools!

Our pleas, it appears, are beginning to be answered. Tools are starting to be produced that can help librarians win the battle, if not the war. Not surprisingly, these tools are being produced by law librarians themselves. From long-standing tools like AALL’s annual Price Index for Legal Publications and the work of the Committee on Relations with Information Vendors, to newer electronic tools like AcqWeb and the listserv LAWACQ, law librarians are rolling up their sleeves and declaring, “We can do it!”

To these tools, we can add the Legal Information Buyer’s Guide & Reference Manual. Authored and published by Ken Svengalis, the long-time State Librarian of Rhode Island and former editor of The CRIV Sheet, the 1996 edition was well received by the law library community. The 1997–98 edition of the Guide follows the same format as the first edition. Broken down into two parts (“A General View” and “Categories of Legal Publications”), the bulk of the book consists of brief profiles of specific legal publications. While many librarians will be tempted to simply jump to these profiles, and use the book as a ready reference source, wise librarians will take the time to read “A General View.”

Content

“A General View” is organized in eight chapters, providing a historical understanding of the legal publishing industry, the industry’s relationship with law libraries, and the role of the Federal Trade Commission’s Guides for the Law Book Industry. In addition, the author offers advice on how to develop a core collection, how to evaluate legal materials, and what to expect in terms of supplementation costs. The section concludes by addressing several well-known problems law librarians face when procuring legal materials (unsolicited shipments, telemarketing, etc.), and the possibilities offered by the used book market.

Clearly the intended audience of the Guide, and especially these opening chapters, is the newer practicing attorney. Yet, law librarians, especially beginning acquisitions law librarians, will find a tremendous amount of useful material in these opening chapters. In addition to providing the reader with a sense of historical perspective, these chapters offer useful hints, multiple scenarios, and a variety of alternative methods for developing a legal collection. Though the more experienced acquisitions librarians among us will recognize many of these recommendations/observations as being basic acquisitions principles, having them compiled and organized in a book provides a convenient, not to mention reassuring, source for referral. Still, the real value of these chapters will be best realized by law librarians beginning their first tour of duty in acquisitions work. In fact, I expect the opening chapters of the Guide to become required reading for new acquisitions law librarians and I suspect it will become the standard text book for library school students preparing for employment in law libraries.

The “Categories of Legal Materials” section provides brief explanations of what options exist in terms of acquiring State and Federal Statutes, Regulations, Municipal Ordinances, Reporters, Digests, Citators, Encyclopedias, Newspapers, and Reference Materials. These first chapters focus on specific titles (paper and electric), providing pricing information (current and historical), publication frequency, content, and often include brief comments about a title’s history, limitations, and/or advantages. The next three chapters provide a basic introduction to electronic legal sources. In addition to providing specific examples, the author addresses such issues as CD-ROM vs. book and online formats, licensing issues, when to use LEXIS, when to use WESTLAW, and the accuracy of Internet information.

The final two chapters (“Legal Treatises” and “State Legal Publications”) form the body of the Guide. Listed in these two chapters are profiles of more than 600 commercially produced legal treatises and hundreds of public and commercially produced state sources. The profiles provide basic bibliographic data, initial prices, supplementation patterns and cost, and then a brief description of each title’s content, strengths, and weakness. Occasional comparisons with other similar titles also help the reader sort through the maze of available legal treatises. Many of the profiles also have “Cost-Saving Tips,” where the author suggests methods of acquiring the information at a reduced price (purchasing the title used, purchasing updates irregularly, purchasing corresponding electronic versions of the title, etc.).

These chapters are then followed by approximately 100 pages of appendices (Leading Legal Publishers—Their History and Product Line; Legal Publishers—Addresses and Telephone Numbers; Used Lawbook Dealers, Addresses and Telephone Numbers; State and Local Legal Newspapers; Representative Used Lawbook Prices; Guides for the Law Book Industry; A Selective List of Looseleaf Services; Treatise Costs; and a Bibliography).

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Additions/Revisions

No doubt, the first question owners of the 1996 edition will want answered is, “How has the Guide changed?” As far as this reviewer can tell, all references to price amounts have been revised. This includes the initial and supplemental prices found in the title profiles, as well as the price references and statistical charts/comparisons in the opening chapters. The sale of West Publishing to the Thompson Corporation has dictated several revisions as well as an extensive addition to the history chapter. Similarly, the growth of Internet sources required a new chapter on “Finding Law on the Internet,” as well as numerous new Internet sections to individual chapters. New to the state sections are sections on “Leading Web Sites for State Legal Research” and “State Legal Research Guides.” Four new subject areas have been added to the treatise profiles (Antitrust Law, Gambling Law, Indian Law, and Military Law) and 100 new title profiles have been added. New to the Appendix is a multi-page chart with pricing information of the 600-plus titles listed in the Treatise section.

Conclusion

When Svengalis decided to produce a new edition, I am sure that he realized his consumers would hold him to the same high standards that they, and he, expect from those publishers listed in the Guide. It seems clear that legal publishers could take a few pointers from this publication. Changes in the legal publishing industry over the last two years, along with the explosion of legal Internet sources, clearly justify the publication of a new edition. The impressive revisions to all pricing references is, as is only appropriate, a requirement for this type of publication. Also impressive is the fact that the book’s price has remained the same ($79.95), despite the addition of almost 100 pages of new data. It should be pointed out that the face pace of this edition has been substantially reduced to allow the overall size of the publication to increase by just seven pages.

The 1997-98 Guide is an impressive piece of work and better than the first edition. One can only assume that it will continue to improve. Highlighting the material that is new to each edition might prove helpful to those who choose to use the title more as a reference publication than a textbook. Also helpful would be a note of clarification on the prices listed in the specific title profiles. As all experienced acquisitions law librarians know, a legal publisher’s price for a specific title will vary widely from customer to customer; the current Guide does not explain how the prices were amassed. The Guide’s marketing literature indicates that the publication will indeed be revised annually. No doubt, some years’ revisions will be more extensive than others. At a minimum, many will want access to each year’s pricing information. Knowing this, the author/publisher has posted the 1996 pricing data, found in Appendix H, on its Web site and indicates that it will be updated annually, although only the book format will feature historical data.

Whether a library purchases every edition of the Guide, or just an occasional new edition (or just chooses to view the basic data online), this compilation belongs in every law librarian’s toolbox. For with the right tools, too can finish the job!

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AALL Biennial Salary Survey 1997
by Julia Blixrud

Method & Responses

Surveys were mailed in June 1997 to U.S. AALL directors or head librarians for each location. To encourage responses, the mailing included a postage-paid return envelope addressed to the Gordon S. Black Corporation. The survey was publicized at the AALL Annual Meeting in July and a reminder postcard was sent shortly after the meeting. A number of reminder e-mail messages also were posted by AALL staff and Statistics Committee members to electronic lists of law librarians, and Julia Blixrud of ARL was available to clarify questions in completing the survey during the response period. These efforts resulted in a return of 764 surveys, a response rate of 55% overall.

<table>
<thead>
<tr>
<th>Library Type</th>
<th>Surveys Sent</th>
<th>Surveys Returned</th>
<th>Response Rate</th>
<th>Employees Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>193</td>
<td>130</td>
<td>67%</td>
<td>1,936</td>
</tr>
<tr>
<td>Private Firms/Corporation</td>
<td>920</td>
<td>488</td>
<td>53%</td>
<td>1,708</td>
</tr>
<tr>
<td>State, Court and County</td>
<td>271</td>
<td>146</td>
<td>54%</td>
<td>886</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,384</td>
<td>764</td>
<td>55%</td>
<td>4,530</td>
</tr>
</tbody>
</table>

The surveys were completely anonymous and salaries for full-time and part-time positions were collected (part-time salaries were converted to their full-time equivalent since the percent appointment for each person was requested). From the 4,530 individual salary responses, 87 could not be used because the percent appointment was missing and it was impossible to determine whether these cases reported data on full-time or part-time employees. Only 12.6% of the respondents were working part-time. However, different types of libraries varied to the extent to which they employ part-timers. Court libraries reported 18.7% working part-time (165 out of 883), private firm/corporate libraries had 14.7% of employees working part-time (244 out of 1,662), and academic libraries had only 7.9% working part-time (that is 149 out of 1,898). The largest percent of part-timers are library clerks (33.4%). One-person libraries reported 10.6% working part-time and only 4.6% of library directors reported working part-time.

Over 82% of the employees included in this survey were White, 9.6% were Black/African American, 4.7% Asian/Pacific Islander, 2.7% Hispanic, and the rest are grouped in the 'Other' category (140 respondents did not answer this question). The racial distribution of employees in types of libraries can be seen in the following table.

<table>
<thead>
<tr>
<th>Library Type</th>
<th>Asian/Pacific Islander</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>96</td>
<td>157</td>
<td>44</td>
<td>1,568</td>
<td>11</td>
</tr>
<tr>
<td>Private Firms/Corporation</td>
<td>71</td>
<td>189</td>
<td>53</td>
<td>1,311</td>
<td>20</td>
</tr>
<tr>
<td>State, Court and County</td>
<td>39</td>
<td>74</td>
<td>23</td>
<td>730</td>
<td>4</td>
</tr>
</tbody>
</table>
The racial distribution of employees across the different position codes is shown in the following table:

<table>
<thead>
<tr>
<th>Position Code</th>
<th>Asian/Pacific Islander</th>
<th>Black/African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Person Library</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>149</td>
<td>0</td>
</tr>
<tr>
<td>Director/Chief Librarian</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>448</td>
<td>1</td>
</tr>
<tr>
<td>Assoc./Asst./Chief Librarian</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>300</td>
<td>2</td>
</tr>
<tr>
<td>Supervisory Librarian./Dept. Head</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>201</td>
<td>2</td>
</tr>
<tr>
<td>Computer/Automation Librarian</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>125</td>
<td>1</td>
</tr>
<tr>
<td>Foreign/International Librarian</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Government Doc. Librarian</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Reader Services Librarian</td>
<td>18</td>
<td>29</td>
<td>9</td>
<td>492</td>
<td>3</td>
</tr>
<tr>
<td>Technical Services Librarian</td>
<td>26</td>
<td>16</td>
<td>5</td>
<td>229</td>
<td>2</td>
</tr>
<tr>
<td>Generalist</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>134</td>
<td>1</td>
</tr>
<tr>
<td>Library Asst./Paraprofessional</td>
<td>68</td>
<td>158</td>
<td>46</td>
<td>879</td>
<td>15</td>
</tr>
<tr>
<td>Library Clerk</td>
<td>38</td>
<td>156</td>
<td>43</td>
<td>522</td>
<td>7</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>

There was a larger percent of Black/African Americans in Private Firm/Corporation Libraries (11.5%) compared to Academic (8.4%) or State, Court and County Libraries (8.5%). The largest percent of white people is in the Director/Chief Librarian category (95.1%) followed closely by One Person Library (94.9%) and Government Documents Librarian (94.3%). The smallest percentage of Whites is in the Library Clerk category (68.1%).

74.7% of the employees included in this survey were women and 25.3% men. Academic Libraries had a larger percent of men (28.5%) in their ranks and State, Court and County Libraries had the smallest percent of men (21.3%) in their ranks compared to women. The only position where men predominate is Computer Technician (68.2%). The highest percent of women is in One Person Library (84.4%) and Technical Services Librarian (84.1%). The gender distribution of employees for each type of library is represented in the table to the right.
There were a total of 3676 employees for whom education credential information was submitted; 15.9% of them had both an MLS and an LLB/JD. Most of those 585 individuals worked in academic (430) with 81 and 74 working in private firm/corporation libraries and state, court and county libraries respectively. 39% of the survey respondents working in law libraries have an MLS and 28.6% have only a BA or BS. The table below shows the educational credentials for employees in different types of libraries.

<table>
<thead>
<tr>
<th>Educational Credentials</th>
<th>Academic Cases</th>
<th>Academic Percent</th>
<th>Private Firm/Corporation Cases</th>
<th>Private Firm/Corporation Percent</th>
<th>State, Court and County Cases</th>
<th>State, Court and County Percent</th>
<th>Total Cases</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS &amp; LLB/JD</td>
<td>430</td>
<td>27.3</td>
<td>81</td>
<td>5.7</td>
<td>74</td>
<td>10.8</td>
<td>585</td>
<td>15.9</td>
</tr>
<tr>
<td>LLB/JD</td>
<td>71</td>
<td>4.5</td>
<td>30</td>
<td>2.1</td>
<td>34</td>
<td>5.0</td>
<td>135</td>
<td>3.7</td>
</tr>
<tr>
<td>PhD</td>
<td>12</td>
<td>0.8</td>
<td>7</td>
<td>0.5</td>
<td>4</td>
<td>0.6</td>
<td>23</td>
<td>0.6</td>
</tr>
<tr>
<td>MLS</td>
<td>509</td>
<td>32.3</td>
<td>651</td>
<td>46.0</td>
<td>275</td>
<td>40.1</td>
<td>1435</td>
<td>39.0</td>
</tr>
<tr>
<td>MA/MS</td>
<td>74</td>
<td>4.7</td>
<td>63</td>
<td>4.4</td>
<td>30</td>
<td>4.4</td>
<td>167</td>
<td>4.5</td>
</tr>
<tr>
<td>BA/BS</td>
<td>426</td>
<td>27.1</td>
<td>443</td>
<td>31.3</td>
<td>183</td>
<td>26.7</td>
<td>1052</td>
<td>28.6</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
<td>3.3</td>
<td>141</td>
<td>10.0</td>
<td>86</td>
<td>12.5</td>
<td>279</td>
<td>7.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1574</strong></td>
<td><strong>100.0</strong></td>
<td><strong>1416</strong></td>
<td><strong>100.0</strong></td>
<td><strong>686</strong></td>
<td><strong>100.0</strong></td>
<td><strong>3676</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the One Person Library positions were at a Private Firm/Corporation library (74.3%). The following table shows the number of positions reported by each type of library.

<table>
<thead>
<tr>
<th>Position Code</th>
<th>NUMBER OF RESPONSES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic</td>
<td>Private Firm/Corporation</td>
<td>State Court and County</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Person Library</td>
<td>5</td>
<td>128</td>
<td>28</td>
<td>161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director/Chief Librarian</td>
<td>122</td>
<td>269</td>
<td>99</td>
<td>490</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assoc./Asst./Chief Librarian</td>
<td>117</td>
<td>129</td>
<td>86</td>
<td>332</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory Libr./Dept. Head</td>
<td>148</td>
<td>50</td>
<td>35</td>
<td>233</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer/Automation Librarian</td>
<td>86</td>
<td>39</td>
<td>21</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign/International Librarian</td>
<td>25</td>
<td>0</td>
<td>1</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Doc. Librarian</td>
<td>33</td>
<td>12</td>
<td>9</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader Services Librarian</td>
<td>269</td>
<td>206</td>
<td>93</td>
<td>568</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Services Librarian</td>
<td>176</td>
<td>66</td>
<td>50</td>
<td>292</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalist</td>
<td>33</td>
<td>92</td>
<td>45</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Asst./Paraprofessional</td>
<td>578</td>
<td>368</td>
<td>242</td>
<td>1188</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Clerk</td>
<td>292</td>
<td>340</td>
<td>163</td>
<td>795</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Technician</td>
<td>35</td>
<td>6</td>
<td>5</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The What, Where, and How of Distance Education

If you haven’t yet encountered it, you will. Educators and politicians are trying to figure out what to do with it. Many say it’s the “wave of the future.” It’s distance education—also known as distance learning—the process of extending teaching or delivering instruction, from one site to another using communications technology. Another product of the technological revolution, it is already transforming education as we know it—and it’s bound to affect libraries along the way.

The concept of educating students at a distance is not new. Distance education has existed in the U.S. for more than a century—initially as correspondence courses, then independent study using live or taped radio or television programs. Today, using teleconferencing and network communication, distance education can be a completely interactive, multimedia experience.

Educators are eagerly embracing technology to expand the convenience and geographic reach of their course offerings. With 75% of our aging workforce expected to need retraining in the next 10 years, distance education will be an essential tool for providing critical, yet affordable, employee training. It is now used for continuing education in a variety of fields, and allows academic institutions to stretch limited budgets as they provide more flexible adult education. One of the most exciting aspects of distance education is the opportunity for students to learn from the best available educators and experts on a given subject—regardless of their location or institution.

The Numbers

A 1995 survey by the U.S. Department of Education found more than 750,000 students were formally enrolled in 25,000+ distance education courses at various two- and four-year colleges. A third of higher education institutions offered distance education courses in fall 1995, and another quarter planned to offer such courses in the next three years. In the 1994-95 academic year, an estimated 3,430 students received degrees, and 1,970 received certificates, exclusively through distance education. Of the institutions offering distance education courses, 81% offered courses designed for undergraduates, 34% for graduate students, 39% targeted professionals seeking recertification, and 49% targeted workers seeking skill updating or retraining. (Information specific to law schools was not part of this study, but is now being gathered by the ABA.)

In fact, higher education is only the beginning. Elementary and secondary schools are using distance learning to improve students’ access to information sources worldwide. They are tapping into technology, and the Internet, to provide everything from courses and virtual field trips for students to staff development and certification programs for teachers.

How It Works

Whatever its institution or audience, a distance learning program typically uses various technologies to connect learners and instructors to each other, and to the countless educational resources now available. It may involve telephone technology, computer technology, audiographic and video technology, or some combination of these technologies, to supplement or replace traditional on-campus instruction. Some examples of how they are used:

- Instructors communicate with students via computer networks, using electronic bulletin boards, listservs, Web sites, or specialized discussion pages or which participants can link their messages directly to key materials available on the Internet.

In 1989 I became involved in distance education when I designed and taught a course on law library management for law firm administrators. The technology of the time enabled me to reach students in remote locations by using videotaped lectures and a statewide telecommunication network for weekly class discussions. Today those methods seem crude, but at the time I was excited about this means of teaching. The program affected my library, as most of the students did not have local access to many of the resource materials necessary for the class.

As librarians of the 21st century, we will be called on to understand, support, design, and provide education to both the users of our libraries and to our coworkers using distance learning. Law firm and public law libraries are becoming involved in continuing legal education by adding video and audiotapes to their collections and providing satellite downlinking capabilities. Academic law librarians have had even more experience in actually providing support for such programs. AALL is firmly committed to distance education to extend training opportunities to our members and their staffs who cannot attend Annual Meetings.

This briefing has been prepared to help you understand the implications of distance education for the library and for AALL, and to see how far we have come from audio and videotaping. I appreciate the assistance of Sally Wiant, Director of the Law Library and Professor of Law at Washington and Lee University, who pointed us in the right direction, and other AALL members mentioned in this briefing. They have helped us and will help you to see not only the issues involved, but some of the realities of harnessing new technologies to provide distance learning to both law librarians and their patrons.
Learning From Libraries' Experiences

A library may be involved in supporting distance education in a number of ways, including:

- assisting faculty with instructional support, design and evaluation;
- finding sources and developing multimedia, electronic case books, or other supporting materials;
- providing training on Internet or equipment use;
- providing testing centers for distance learning students; and
- coordinating or providing library support and reference materials for off-campus students.

At California Western School of Law, the law library was very involved in a recent distance education course on Advanced Telecommunications Law, offered jointly with Cleveland's Marshall College of Law. The library helped collect materials and develop the electronic case book, an online compilation of LEXIS, WESTLAW and Internet sources. The class was held at the library's student computing lab, so staff had to be on hand to ensure sites were linked, equipment worked, and students knew how to use it.

The event required much coordination and support between the two institutions, says Library Director Phyllis Marion. She suggests allowing several months' lead time to work out details of distance learning programs, and building flexibility into any new facilities so they can handle technology enhancements.

Rita Reusch is Law Library Director at the University of Utah, which is involved in Western Governors University, a digital education initiative supported by 15 western states. Rita sees distance education as a new, challenging service area for libraries. "Library use will increase when distance education is taking place from one area to another, because users go to their local libraries first when they need support," she says. "Having reciprocal agreements among several institutions means any student with a valid ID is entitled to the same service. If an academic library is designed to serve only the students in that institution, and you can't predict the needs of people enrolled in distance education courses offered from a remote site, that affects planning and expenses."

Wes Cochran, Law Library Director and Professor of Law at Texas Tech University, spent two years planning and budgeting library support for a distance education program to serve law students in another city. "Law librarians should be involved early in the planning process," he says, "so administrators fully understand the support needed and costs involved with a project." He suggests deciding in advance whether services to off-campus students must be equal in all respects to those at the originating location, and then planning the resources required for their support.

WILL LAW SCHOOLS GO THE "DISTANCE"?

Distance education is a "hot topic" within the legal education community, which is exploring ways it can adapt to technology. A major restraint on law schools adopting distance education is the American Bar Association's current standard prohibiting correspondence study.

Recognizing the potential for distance education, the ABA has set temporary distance learning guidelines, which will permit ABA-member schools to use distance education to deliver certain courses to a law school and will allow certain distance learning experiments to be conducted on a case-by-case basis. The ABA Section of Legal Education and Admissions to the Bar earlier this year created a Technology Committee, chaired by University of Alabama Law School Dean Ken Randall, to review distance learning, survey law schools' interest, and explore applications for distance learning technology.

Some current course experiments:
Nova Southeastern University connects a Ft. Lauderdale law school classroom via videoconferencing to students working off-site at externships around the country. They tune into class using camera-equipped PCs, which are connected via modems from their temporary offices. The technology enables personal interaction and information-sharing, and allows for occasional guest speakers (externship sponsors) to make presentations to the class using students' video connections.

Peter Martin, Professor of Law and Co-Director of the Legal Information Institute at Cornell University, teaches a Copyright in the Digital Environment course to 30 students located at Cornell, Chicago-Kent, University of Colorado, and the University of Kansas Law Schools. Assignments and course readings are posted on Web pages, and are discussed during the week on a Web-based conference site. The class meets once a week for a live videoconference among the four locations, as well as separately in local teams. Each institution obtains academic accreditation and awards credits to students in keeping with its own policies. Prof. Martin evaluates and grades students according to each law school's individual requirements.

The University of Alabama Law School offers a graduate tax program for practicing attorneys that is available to six sites across the state via two-way videoconference, with course materials accessible on the World Wide Web. The law school hopes to make the course available outside the state in the near future.
The Copyright Question

Determining what is fair use of copyrighted material is a major issue in distance education. Like other rules developed in a print-based world, the Copyright Law of 1976 limits the use of print, audio, video, and other works for distance education applications.

"Publishers are very concerned about losing control of their materials because of distance learning."

According to copyright expert Lolly Gasaway (Director of the Law Library and Professor of Law at the University of North Carolina at Chapel Hill), the major copyright implication is the performance right for copyrighted materials. Section 110(1) of theCopyright Act permits teachers in non-profit educational institutions to perform any work face-to-face in a classroom environment. But section 110(2) limits similar use in distance learning applications, stating that the only works that can be performed outside a classroom environment are non-dramatic literary and musical works. So, she explains, "you could not use a videotape or audiovisual work on a distance learning broadcast without permission of the copyright holder, where you could in a normal classroom environment."

"Publishers are very concerned about losing control of their materials because of distance learning," she says, "and they are also concerned about downstream copying—they don't want students to be able to make a videotape of a class session that contained the performance of a copyrighted work." She cautions all law librarians to be aware of these issues and to be sure to pay royalties where they are due to avoid copyright infringement.

Congress and CONFU

A few members of the U.S. Congress and the information world are beginning to take steps to accommodate the needs of distance education in the digital age. AALL, through the Digital Future Coalition and with the other library associations, has been actively engaged in promoting distance learning.

AALL applauded the introduction of the “Digital Copyright Clarification and Technology Act of 1997” (S.1146) on September 3, 1997 by Sen. John Ashcroft (R-MO). The bill would amend Section 107 of the Copyright Act to clarify that the Fair Use Doctrine applies in the digital environment. It fosters distance learning in a broad range of educational settings. Rep. Rick Boucher (D-VA) is preparing to introduce a similar bill in the U.S. House of Representatives.

The Distance Learning Working Group of the Conference on Fair Use (CONFU), a committee representing publishers, library, and academic organizations, continues its work to develop guidelines for fair use related to distance learning. The group's goal is to achieve agreement on statements of "best practice" that copyright holders and educators can follow to maintain balance between the rights of the copyright holder and users.

Two subcommittees of CONFU have yet to reach agreement on Interlibrary Loan and Electronic Reserves—issues of critical importance to distance learning. Publishers remain highly sensitive to sharing materials electronically, even for distance education purposes. Until an agreement is reached at CONFU, or until the copyright law is changed, distance learning students can only access reserve material in person, at the library of the college originating their course, even if they attend classes at a distant location.

Four AALL members represent various constituencies at CONFU, including AALL Washington Affairs Representative Bob Oakley. He actively participates in CONFU, taking a leadership role in the discussions and commenting on draft reports. The CONFU distance learning guidelines are published at: http://www.uspto.gov/web/offices/dcom/olia/confu/appendix.htm#j

AALL and Distance Education

AALL's Professional Development Committee has made distance education a priority in its 1997-2000 strategic plan. The plan calls for one distance education event during 1997/1998 and two distance education events to be held in each subsequent year.

In March 1997, AALL co-sponsored a videoconference, "The Future for Librarians: Positioning Yourself for Success," with the Medical Library Association, the Special Libraries Association, and LEXIS-NEXIS. At this event, AALL alone registered 34 sites, which hosted more than 700 attendees. Using today's technologies, the number of members who receive quality educational programming from the Association will continue to increase. Having gained experience from this past year, AALL will again offer a satellite videoconference, targeted for April 16, 1997, on technological change in the workplace.

Look for more details on the agenda and information on hosting a downlink site soon! If you have any questions, please contact Lara Koban (Educational Program Coordinator) at lkoban@aall.org.

Other AALL activities:

* AALL Washington Affairs Representative, Robert Oakley (Law Library Director and Professor of Law at Georgetown University Law Center), presented testimony on behalf of AALL and 17 of the nation's principal educational and library organizations at a September 3, 1997, Congressional hearing. He praised Sen. John Ashcroft for his initiative in proposing the "Digital Copyright Clarification and Technology Act of 1997" (S.1146), which supports the interests and needs of libraries in the digital environment. A copy of the testimony and a letter to Sen. Ashcroft can be found at http://www.aallnet.org (Washington Affairs).

* President Judy Meadows has asked the AALL Copyright Committee to discuss and recommend steps AALL can take to guide law librarians dealing with distance education and the services required.

* AALL representatives will also discuss these issues on members' behalf at the quarterly meetings of the ABA Section of Legal Education and Admissions to the Bar.
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- Class materials are posted on Web pages, accessed via hypertext links to other Internet sites, or provided as electronic casebooks via computer networks.

- Lectures are delivered via videoconference, or transmitted by microwave or satellite broadcast, with audio or video links to other sites allowing questions and discussion.

- Interaction among “classmates” can be done via video or audio links to various sites, as well as through online discussion and conference calls.

- Course material is viewed simultaneously at several sites on computer or video screens using computer or video conferencing, visited simultaneously on the Internet, or accessed online at students’ convenience via bulletin boards or specialized Web pages.

Data Networks—linking institutions for telephone and data communication and, potentially, satellite and compressed digital video broadcast

Cooperative Efforts
Funding is an issue for many institutions, which need to acquire, update, and maintain equipment, and hire the technicians and instructors needed to ensure it is properly used. Several states and institutions are joining together to serve the needs of the public while sharing the responsibility and cost. Efforts are now underway to create virtual universities in California and Texas, and 15 western states are providing funding and educational resources for Western Governors University, a digital university initiated by the governors of Utah and Colorado.

The Issues of a New Frontier
Seizing the distance learning opportunities made available by technology demands new ways of thinking on the part of institutions and government, whose foundations were built in a print-based world. Leaders in academia, government, and the legal community are grappling with:

Accreditation—Regional organizations, which currently accredit higher education in specific geographic areas, need to decide who is responsible for accrediting distance education programs that cross regional boundaries. The ABA must also make some decisions regarding distance education programs in law schools.

Faculty compensation and scheduling—How is a faculty member of one institution compensated for a distance education course serving students at several others? How does the originating institution determine appropriate course load for faculty members teaching students several states away?

Course credit and payment—When a student from one institution participates in distance education originating from another, which awards credit and which collects tuition?

Library and resource support—which institution is responsible for providing the library materials and staff support required to achieve the appropriate educational experience for distance learners?

Resources

Instructional Telecommunications Council — Web site (http://www.sinclair.edu/community/itc) contains a variety of background information and Web links to sources on distance education.

— New Connections: A College President’s Guide to Distance Education, edited by Chris Dalziel

Western Governors University Web site (http://www.westgov.org/smart)

University of South Carolina College of Library and Information Science — Web site (http://www.csd.sc.edu/) includes individual faculty and staff pages with specific course outlines and materials

“Copyright and Distance Education,” by Kenneth D. Crews, available at http://www.ind.net/ipse/fdhandbook/copyright.html

Comparison of the 1995 and 1997 salary data reveals that most positions experienced a modest increase. The largest salary increase (12.8%) occurred in the Computer Technician position, followed by a 10% increase in the Generalist position. Foreign/International Librarian positions had a slight drop, and One Person Library positions had only a slight increase (2.2%).

<table>
<thead>
<tr>
<th>Position Code</th>
<th>1995 Responses</th>
<th>1997 Responses</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Person Library</td>
<td>$41,331</td>
<td>206</td>
<td>$42,257</td>
</tr>
<tr>
<td>Director/Chief Librarian</td>
<td>$63,548</td>
<td>564</td>
<td>$69,025</td>
</tr>
<tr>
<td>Assoc./Asst./Chief Librarian</td>
<td>$51,061</td>
<td>353</td>
<td>$54,327</td>
</tr>
<tr>
<td>Supervisory Libr./Dept. Head</td>
<td>$45,829</td>
<td>269</td>
<td>$48,716</td>
</tr>
<tr>
<td>Computer/Automation Librarian</td>
<td>$38,073</td>
<td>86</td>
<td>$40,695</td>
</tr>
<tr>
<td>Foreign/International Librarian</td>
<td>$48,110</td>
<td>22</td>
<td>$48,093</td>
</tr>
<tr>
<td>Government Doc. Librarian</td>
<td>$39,268</td>
<td>78</td>
<td>$41,716</td>
</tr>
<tr>
<td>Reader Services Librarian</td>
<td>$38,277</td>
<td>598</td>
<td>$39,954</td>
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<tr>
<td>Technical Services Librarian</td>
<td>$36,272</td>
<td>318</td>
<td>$38,390</td>
</tr>
<tr>
<td>Generalist</td>
<td>$32,314</td>
<td>216</td>
<td>$35,534</td>
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<tr>
<td>Library Asst./Paraprofessional</td>
<td>$24,466</td>
<td>1,351</td>
<td>$25,852</td>
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<tr>
<td>Library Clerk</td>
<td>$20,411</td>
<td>935</td>
<td>$21,910</td>
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<tr>
<td>Computer Technician</td>
<td>$25,029</td>
<td>51</td>
<td>$28,227</td>
</tr>
</tbody>
</table>

Comparison of the median and mean salaries for the same positions across the different types of libraries shows that Director/Chief Librarian positions in academic libraries are the highest paid positions on average. Academic law libraries also reported higher salaries on average for Associate Librarians, Reader Service Librarians, and Technical Service Librarians. However, their Library Clerks receive the lowest salaries. Private firms show higher salaries for Supervisory Librarians, Government Document and Legislative Librarians, and Computer Technicians. Generalists and Library Assistants are paid higher than average salaries in State, Court, and County Libraries.

This Biennial Salary Survey provides a useful opportunity to examine salary trends, position changes, and compensation within staff positions in three major types of law libraries. Thanks go to those individuals who took the time to complete the survey so that the resulting data could be shared with colleagues, new professionals, administrators, and others interested in compensation issues and demographics within the library profession.

Julia Blixrud is at the Association of Research Libraries in Washington, D.C.
Copyright and Law Librarians’ Ethics

by Wes Cochran

Law librarians deal every day with materials protected by copyright in providing information services to their clients. It is appropriate, therefore, that the AALL Code of Ethics address the use of resources protected by copyright. (The Special Committee on Ethics is considering various issues facing law librarians as it studies revisions to the AALL Code of Ethics. This is the second of several articles on these issues.)

A law librarian has two professional duties concerning copyright materials. The first duty requires serving the client’s needs as best we can, using copyright-protected resources when necessary to provide the information requested. The second duty involves respecting the intellectual property rights in the protected works that we use each day. These duties often conflict, leaving many librarians uncertain about which duty to fulfill and which to ignore. The difficulty arises because cases involving the use of intellectual property raise the possibility of liability for infringement for the law librarian’s activities, thereby likely subjecting the employer to monetary damages.

Right to Fair Use

A copyright owner’s rights are not absolute. The Copyright Act recognizes several exemptions and limitations that allow users of the work to engage in activities, such as making a limited number of copies of the work for educational purposes, that otherwise would require the copyright owner’s permission. One of these limitations on the copyright owner’s rights is the concept of fair use (17 U.S.C. sec. 107).

The Copyright Act of 1976 recognized this judicially created doctrine for the first time by statute. Fair use permits a person to use copyright protected material in a limited way without the permission of the copyright owner. Whereas the Copyright Act grants to the creator of a work the right to control reproduction and distribution of the work, fair use permits a user of the work to make a personal copy for scholarly and educational purposes, for example.

Fair use remains a fundamental tool for law librarians. Fair use enables us to serve clients efficiently and effectively, but more important, fair use supports the very purpose of copyright—the progress of knowledge to the benefit of society. Copyright is at its essence a limited monopoly—the right to restrict access. Society needs creative efforts to make progress and depends on fair use for access to the works created by those efforts.

Law librarians should be involved in making the most of fair use because it is so vital to us and our profession. This might include joining the fight against attempts to limit or curtail fair use. We owe it our clients and other users of protected material to be ever vigilant. Copyright owners invest large sums of money to lobby Congress for amendments to the Copyright Act—for example, recent attempts to redraft the concept of copyright for particular works, such as electronic database compilations, so that fair use never applies to those works, or does so only in very limited circumstances.

Further, I believe that this duty to our clientele requires us to fight attempts to lengthen the term of copyright. If successful, this would prolong the time before the resource may be used freely by others. Congress has considered several bills in recent years to increase the time period of copyright protection from life of the author plus 50 years, to life of the author plus 70 years.

Rights of Copyright Owners

On the other hand, law librarians also have a duty to respect the rights of copyright owners. The protections of copyright provide an incentive to authors and other creators to develop new works. I know firsthand how royalties can motivate. I am lucky enough to own (or co-own) copyrights in works that have enjoyed some success in the marketplace, and this perspective has given me respect for the rights of those who create new works.

Other library associations agree that information professionals have an ethical responsibility in the area of copyright. The fourth point of the 1995 AAL Code of Ethics, for example, says: “We recognize and respect intellectual property rights.” While this clearly indicates support for the copyright owners, it is not clear to all that this statement embraces the rights of users of protected resources.

Revising the AALL Code of Ethics to Incorporate Copyright Issues

This year, the Special Committee on Ethics will consider changes to the existing AALL Code of Ethics. The current AALL Code of Ethics, adopted in 1978, contains no provisions concerning intellectual property. The Committee recognizes the need to deliberate the law librarian’s proper role in serving clients and respecting the rights of copyright owners, and, for that reason, I have proposed the following for inclusion in any revisions to the existing Code of Ethics:

We recognize and respect the rights of the owner and the user of intellectual property.

I include the term “owner” to distinguish it from the user of intellectual property because, in many—perhaps most—instances, the owner of a physical copy of a protected work is not the owner of the copyright. I also think it important to go further than the AAL Code of Ethics to explicitly acknowledge the rights of the users of intellectual property. This describes accurately the position that most of us face every day, wanting to fulfill clients’ requests quickly while facing the reality of restrictions that copyright often places on us.

The members of the Special Committee on Ethics want all AALL members to join in the consideration of revisions to the Code of Ethics. The next several issues of AALL Spectrum will feature one aspect of the revisions that the Committee has before it. If you have comments on any of the concerns expressed here or on other matters that you think the Committee should consider, please contact Margie Axtmann, the Chair of the Special Committee on Ethics, or any of the committee members: Anne Abate, Wes Cochran, Ralph Monaco, or Kay Schlueter.

Wes Cochran (wcochra@ttacs.itu.edu) is Director of Texas Tech University School of Law Library in Lubbock, Texas.
Current Comments

by Ken Kozlowski

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Excuse my French, but this seems to be the type of comments being directed toward West Publishing, and by implication, Thomson, over its customer service fiasco. Lawlib is awash with horror stories of humongous invoices, bogus overdue notices, exponential price increases, and requests for missing pages stamped DENIED. It is beyond comprehenson how a basically savvy company could alienate its customers so much in such a short time.

We’ve all been entertained with the stories of Conan the Librarian and his battle against the evil Dark Tower. The sad fact is that the stories are all true. What has come to pass was not unexpected. The sheer magnitude of the battle is a bit surprising, however. A big concern is that going through normal channels to solve a problem does not work anymore. Being embarrassed on law-lib or another listserv seems to be the only way some of our colleagues get any action on their complaints.

The CRIV recently traveled to Commerce Clearing House and got some positive results. Let’s hope the trip to West Publishing in November yielded a similar outcome.

Copyright

I recently attended the Ohio Regional Association of Law Libraries (ORALL) Annual Meeting in Cincinnati (Oct. 22-24). One session was a must for every librarian with concerns about copyright. The instructor was Kenny Crews, an Associate Professor of Law and Library and Information Science and Director of the Copyright Management Center at Indiana University-Purdue University at Indianapolis.

In a very engaging daylong session, he took us from very basic copyright law to issues now confronting us on the World Wide Web. If you ever have the chance to attend a session titled “Help! I’m Surrounded by the Law and I Still Can’t Understand Copyright,” do it. Even the more knowledgeable will benefit from a review of copyright basics.

Open Membership or Open Season?

Is it me, or is the open membership bylaw amendment becoming more complicated?

I just had the fortune (or misfortune) to read Charles Dyer’s diatribe against academics in the October 1997 issue of AALL Spectrum. He feels that a “few obfuscating academics,” scared of a “loss of status,” have delayed the passage of the amendment. Dyer asserts that membership needs to be opened up in order to facilitate the interaction between librarians and library customers, trustees, vendors, and other information providers.

As a new academic, must come to the defense of my colleagues; however, I tend to agree with Dyer’s comments concerning the need for open membership. I don’t agree with his jingoistic “us versus them” style of getting his point across.

The time for open membership is now. I don’t believe that the delay is dangerous, and I don’t pretend to know if there is any hidden agenda by those who successfully delayed the action. What I’d like to echo is what Dyer stated: “We need to congregate with people who are looking ahead.” Open membership will be a big step toward accomplishing this task. A hostile takeover by vendor/members should not be a concern. Here’s a vote for a more civil discourse on the subject in the future.

Voyeur.com

Have you ever wanted to see the kinds of searches other people are concocting on some search engines? Now you can. WebCrawler, MetaCrawler, and Magellan (and probably others) let you see searches that are being performed on a real time basis. You don’t know who is doing the searching, and based on some of the searches I spied on, you may not want to.

Point your browser [don’t you just love that phrase?] to one or more of the following:

WebCrawler Search Voyeur (webcrawler.com/Games/SearchTicker.html)
MetaCrawler MetaSpy (search2.metacrawler.com/perl/metaspy)
Magellan (voyeur.mckinley.com/cgi-bin/voyeur.cgi).

Most screens are automatically refreshed every 15 or so seconds. WebCrawler has a privacy disclaimer that states that it is impossible, even for WebCrawler staff, to associate a particular search with the person who initiated it. MetaSpy’s front end contains a filter to knock out all of the nasty searches.

HereThey Go Again

For those of you still sufficiently interested in what Thomson and Reed are up to, I direct your attention to H.R. 2652, the Collections of Information Antipiracy Act. This piece of private interest legislation looks like a last gasp effort from the big legal database providers as it continues to look more and more like West/Thomson will be shot down in the United States Second Circuit Court of Appeals.

H.R. 2652, while not a huge piece of legislation, will add a new chapter to Title 17 of the United States Code to criminalize the use of a substantial portion of another’s database of information (otherwise known as legal opinions). The penalties? $250,000 fine and five years in jail for a first offense, $500,000 fine and 10 years in jail for a subsequent offense.

On its face, the bill seems pretty innocuous. You have to read it a second or third time, along with the testimony given at the subcommittee hearing (House Judiciary/Courts and Intellectual Property) to start understanding that this bill is being pushed by two entities: Thomson Publishing and Reed Elsevier. The testimony from the scientific community seems to be just window dressing. I urge you to look at the bill and testify for yourself. There are supposed to be additional hearings conducted early next year. If you feel strongly one way or the other, make your opinion known. Rep. Cable (R-NC), chairman of the subcommittee, introduced the bill. On October 28, Rep. Hall of Ohio added his name as a co-sponsor. Rep. Hall’s district just happens to include the city of Miamisburg. I’ll give you one guess as to where LEXIS-NEXIS is located. It wouldn’t surprise me to see some Minnesotans lining up behind this bill also.

Legal publishing. ya gotta love it.

Ken Kozlowski, Head of Public Services and Assistant Professor, Zimmerman Law Library, University of Dayton School of Law • kozlowski@udayton.edu • 937/229-4810
Margaret Maes Axtmann
Candidate for Vice President/President-Elect

Assistant Director for Collections and Technical Services, University of Minnesota Law Library, Minneapolis, Minnesota, 1990—Present.


Activities: AALL—Member since 1975; Chair, Special Committee on Ethics, 1997—98; ex officio member, CRIV, 1997—98; Member, Executive Board, 1992—95; Member, Task Force on Strategic Partnerships, 1995—96; Member, Special Committee on the Renaissance of Law Librarianship in the Information Age, 1994—96; Chair, Strategic Planning Committee, 1994—95; Chair, Long-Range Planning Committee, 1993—94; Chair, Special Task Force on The CRIV Sheet, 1993—94; Chair, Special Task Force on Ethics, 1992—93; Chair, Annual Meeting Program, 1991—Annual Meeting; Member, Education Committee, 1982—83, 1989—91, Vice-chair, 1989—90, Chair, 1990—91; Member, National Legal Resources Committee, 1988—90, 1991—92; Member, Nominations Committee, 1988—90, Chair, 1989—90; Member, Program Committee, 1988 Annual Meeting, 1987—88; Chair, Committee on Relations with Publishers and Dealers, 1983—86; Member, Publications Committee, 1980—83, 1986—87. Academic Law Libraries Special Interest Section (ALL-SIS): Member since 1986; Chair, Nominating Committee, 1996—97. Foreign, Comparative and International Law Special Interest Section (FCIL-SIS): Member since 1985; Chair, Program Committee, 1988—89. Online Bibliographic Services Section (OBSS): Member since 1977, Member, Advisory Council, 1978—79; Member, Nominating Committee, 1984—85, Vice-Chair, 1986—87; Chair, 1987—88; Member, Local Systems Committee, 1995—96. Technical Services Special Interest Section (TS-SIS): Member since 1978; Chair, Awards Committee, 1991—92; Chair, Nominating Committee, 1983—84; Member, Executive Board, 1979—83, Vice-Chair, 1980—81, Chair, 1981—82; Member, Ad Hoc Committee on Newer Member Participation, 1985—87, Chair, 1985—86; Member, Acquisitions Committee, 1983—Present, Cabinet Member, 1991—92. AALL Representative, ALA Publisher-Vendor-Library Relations Committee, 1987—91; Participant, Northeast Regional Conference of Law Librarians, 1986—87; Member, Constitution and By-Laws Committee, 1985—88; Co-Director, Workshop on Acquisitions, Washington D.C., July 1986; Chair, Local Arrangements, Institute on Cataloging and Management of Legal Information, held at Cornell, June 1985; AALL Representative, Joint Committee on Specialized Cataloging of the Council of National Library and Information Associations, 1979—84; Director, Workshop on Workflow and Procedures Analysis in Technical Services, Detroit, June 1982, Chair, 1981—84, Vice-Chair, 1979—81.


Other—American Library Association (ALA): Member since 1975. Association for Library Collections & Technical Services (formerly RTSD): Member since 1990; AALL Representative, 1996—98; Member, Education Committee, 1995—98, Chair, 1997—98, Member, President’s Program Committee, 1995—96; Member, Library Administration and Management Association, 1991—[date]; Member, Personnel Administration Section Staff Development Committee, 1991—95; Publisher-Vendor-Library Relations Committee intern, 1987—89.


Subjects taught: Organization of Information Resources.

Statement: A conversation with a colleague caused me to rewrite my statement the day before I submitted it. The theme of the conversation was declining resources and competing demands, and the specific issue was how AALL can be responsive to the needs of a diverse membership without spreading itself too thin. Librarians turn to a professional association for a lot of reasons, but particularly for education and networking opportunities. Educational programs, publications, consumer advocacy, statistics, recruitment, and lobbying are some of the products and services that a library association can offer. Law librarians

Continued on page 38
Al Podboy
Candidate for Vice President/President-Elect

Director of Libraries, Baker & Hostetter LLP, Cleveland, Ohio, 1988-Present.

Education: MS in LS, Case Western Reserve University 1977; JD, Case Western Reserve University 1972; BA Government, Ohio University 1969.

Admitted To Practice: Supreme Court of Ohio, 1972; Federal District Court (Northern District of Ohio) 1973; United States Supreme Court, 1992.


Other—Chair, Ohio State Bar Association Law Libraries Committee, 1989-1991


Subjects Taught: Legal Research and Writing, Notre Dame College of Ohio, 1990-Present; Computer Assisted Legal Research, Notre Dame College of Ohio, 1990-Present.

Statement: Do you have ownership of AALL? In Baltimore, at the Private Law Libraries Special Interest Section meeting, the keynote address was entitled, "Marketing As If Your Job Depended On It." The speaker, Pat Wagner, defined marketing as "asking your customers what it is they want." This is what we, as an association, must do. AALL must ask you, the members/customers, what it is that you want your Association to do. By encouraging your input, the Association will encourage your participation. Increased participation will encourage diversity because participation will not be limited by gender, race, age, library type, or education.

The Association, similar to our vendors, has begun to customize services. This has started with the de-emphasis of the Annual Meeting. The Association is developing regional programming, encouraging distance learning, and supporting Chapter programs. The delivery of educational programming to you at reasonable cost is an extremely worthwhile goal. However, de-emphasis of the Annual Meeting impacts the governmental structure of the Association. Other learning venues will reduce the number of you who attend the national meeting and your participation. We must give you the opportunity to voice your positions and to vote on the issues that matter. I suggest a task force/town meeting/electronic forum to determine how we can, in a cost-effective manner, encourage your full participation.

We must continue to open AALL to the wider legal information community. This includes not only our traditional "librarian" membership base, but our paraprofessionals and other information professionals. We must recognize the many routes of entry into our profession. By welcoming all information professionals, we will provide you with enhanced educational opportunities and a multifaceted Association.

As your president, it will be my goal for you to have ownership of AALL.

Thank you for the opportunity.

This section contains the photographs, biographical sketches, and statements of the candidates for the 1998/99 Executive Board election of the American Association of Law Libraries. Ballots will be mailed to all voting members in February and must be returned by March 31, 1998.
Janis L. Johnston  
Candidate for Treasurer

Associate Director, Notre Dame Law Library, Notre Dame, Indiana, 1987–Present.

Education: JD, Indiana University, 1987; MSLS, University of Illinois, 1976; BA, Purdue University, 1972.


Chapters—Chicago Association of Law Libraries (CALL), Member, Continuing Education Committee, 1997–Present; Candidate for Vice President/President-Elect, 1994. Ohio Regional Association of Law Libraries (ORALL); Member, Education Committee, 1997–Present; Member, Newsletter Committee, 1995–1996; Secretary, 1988–90; Member, Constitution and Bylaws Committee, 1987–88; Member, Model Bibliography Committee, 1984–85.

Other—Member, American Bar Association; Member, American Library Association.


Statement: Without responsible financial management, the Association is limited in the services and opportunities it can present to its members. As never before, AALL members are looking to the Association to provide support, continuing education, and advocacy. The rapid development of technology, the changing legal marketplace, and the dramatic shift in legal publishing all necessitate that AALL remain a strong force for the welfare of law libraries, law librarians, and public access to legal information.

I believe I have the background in financial management and familiarity with AALL policies necessary to insure that our Association becomes an even more vital asset to its members. On the Financial Long Range Planning Committee, I had the opportunity to learn a great deal about the Association’s financial structure and to participate in formulating policies that will protect the Association’s financial stability and insure future growth. At Notre Dame, I have managed both the Law Library’s and the Law School’s finances. These experiences have taught me that no matter how much or how little money you have available, every dollar must be made to count.

Currently I am serving on the Professional Development Committee, which is dedicated to providing an extensive array of continuing education opportunities for all members. The Committee’s goals are to insure high-quality, easily accessible educational offerings at an affordable price. To carry out this and many other important initiatives, the Association must manage its resources wisely and maintain a high level of financial accountability to the membership.

Having worked as both a county and an academic law librarian and as an active 15-year member of the Association, I have the experience and knowledge necessary to insure AALL’s financial stability and growth as we move into the next century.
Faye Jones
Candidate for Treasurer

Associate Director, University of California, Hastings College of the Law Library, 1994–Present.

Education: JD, Nova University School of Law, 1982; MS, Florida State University Graduate School of Library Science, 1974; BA, Florida State University, 1973.

Admitted to Practice: Florida 1982.


Activities: AALL-Member 1975–1982, 1986–Present; Program speaker, "Career Paths for Computer Services Librarians" at AALL Annual Meeting, 1996; Chair, Exhibits Committee, 1994 Annual Meeting; Secretary/Treasurer, Academic Law Libraries Special Interest Section (ALL-SIS), 1993–96, Newsletter Editor, 1989–93; Member, Ad Hoc Committee on WESTLAW/LEXIS Policies, 1992, 1996–Present; Member, Computing Services Special Interest Section (CS-SIS), 1987–88; Member, Legal History and Rare Books Special Interest Section (LHRB-SIS), 1987–88; Member, Membership Committee, 1976–79, Co-Chair, 1978, Chair, 1979.


Subjects Taught: Advanced Legal Research, Cyberspace Law Seminar.

Statement: Integrity, cooperative effort, correct reflection of financial records, the most effective tracking of financial activity, results that are complete and without error: these are the standards demanded of AALL's financial reporting and of the AALL Treasurer. “From the Treasurer” columns in AALL Spectrum and the AALL Newsletter have repeatedly re-affirmed these standards. The Treasurer must also have a clear sense of the connection between the Association's evolving strategic plans and the need for long-range financial planning. An ability to clearly explain financial management methods and financial planning goals is another talent required of the AALL Treasurer.

My background as a 19-year AALL member, Secretary/Treasurer of the Academic Law Libraries Special Interest Section, Chair of the Exhibits Committee for AALL's 1994 Annual Meeting, and my budget responsibilities as an Associate Director have given me the breadth and depth of experience to serve as one of AALL's strategic and financial management leaders.

I believe strongly in the mission of AALL, and I want to continue to contribute to the fulfillment of AALL's goals. I welcome the opportunity to serve as AALL Treasurer.
Positions Held: Public Services Librarian, Georgia State University College of Law Library, 1990-1995; Reserve Room Librarian, University of Texas Tarlton Law Library, 1989-90; Reference Librarian, University of Texas Tarlton Law Library, 1988-90.

Activities: AALL—Member since 1988; Chair, Scholarships Committee, 1997-98; Coordinator, Academic Law Libraries Special Interest Section (ALL-SIS) Middle Managers Luncheon, 1997; Member, Scholarships Committee, 1996-97; “See No Evil, Hear No Evil, Speak No Evil—What Learning Style Are You?” Program Coordinator, 89th AALL Annual Meeting, Indianapolis, 1996; Chair, Committee on Mentoring and Retention, 1994-95; Chair, Grants Committee, 1993-94; Member, Grants Committee, 1992-93; Member, African American Law Librarians, 1993-Present; Coordinator, ALL-SIS Newer Academic Law Librarians Roundtable, 1993; Chair, Bylaws Committee, Reader Services (RS-SIS) Special Interest Section, 1993-94; Coordinator, ALL-SIS Mentor Project, 1992-93; “Get That Job! Job Interviewing Techniques,” Panel Speaker, AALL Annual Meeting, San Francisco, July 1992; “How Would You Handle This Situation? Ethical and Political Quandaries in Law Librarianship,” Panel Speaker, 88th AALL Annual Meeting, Boston, 1992; Member, Education Committee, 1990-92.

Chapters—Atlanta Law Libraries Association (ALLA): Member since 1990; Member, Scholarship Committee, 1996-97; Chair, Continuing Education Institute, 1996-97; Member, Recruitment Committee, 1994-95; Member, Newsletter Committee, 1990-92, 1993-94; Treasurer, 1992-93; Chair, Recruitment Committee, 1991-92; Member, Scholarship Committee, 1991-92; Southeastern Chapter of the American Association of Law Libraries (SEAAALL): Member since 1990; Member, Membership Committee, 1997-98; Member, Program Committee, 1996-97; Coordinator, “Connections for Survival: Firm, Academic and Public Law Librarians,” Program presented (with Kathy Crosslin and Donna Bausch) at the SEAAALL Annual Meeting, Richmond, Virginia, 1995; Secretary, 1994-96; Coordinator, “E-Mail Is for U,” Program presented (with Nancy Deel and Jackie Shieh) at the SEAAALL Annual Meeting, Asheville, North Carolina, 1994; Member, Education Committee, 1993-94; Member and Advertising Manager, Newsletter Committee, 1992-93. Southwestern Association of Law Libraries


Activities: AALL—Member since 1986; Member, State Court and County Law Libraries Special Interest Section, 1986-Present; Member, Statistics Committee, 1987-1989; Member, Committee on the Renaissance of Law Librarianship, 1995-1997.

EXECUTIVE BOARD CANDIDATES

Frank Y. Liu
Candidate for Executive Board

Director of the Law Library and Professor of Law, Duquesne University, School of Law, Pittsburgh, Pennsylvania, 1980-Present.

Education: MLS, University of Texas at Austin, 1971; Master of Comparative Jurisprudence, University of Texas at Austin, 1970; Bachelor of Law, National Taiwan University, 1965.

Positions Held: Professor of Law, Duquesne University, 1988-present; Associate Professor of Law, Duquesne University, 1985-1988; Assistant Law Librarian, Villanova University, 1975-1980; Assistant Law Librarian, University of Texas at Austin, 1971-1975.

Activities: AALL—Member since 1972; President, Asian American Law Librarian Caucus (AALLC), 1997-98; Vice President/President-Elect, AALLC, 1996-97; Co-Chair, Local Arrangements Committee, 1995 AALL Convention in Pittsburgh, 1993-95; Chair, Sub-committee on Liaison with the American Bar Association and American Association of Law Schools, Committee on Relations with Information Vendors (CRIV), 1990-92; Chair, 1989 AALL Convention Daily Committee, 1988-89; Chair, Program Committee of the Committee on Minorities for 1988 AALL Convention, 1987-88; Chair, Contemporary Social Problems Committee, 1976-78; Member, Academic Law Library Special Interest Section (ALLSIS), 1983-Present; Member, Committee on Minorities, 1987-88; Panelist on "Increasing Minority Participation in law Librarianship," First Northeast Regional Conference of Law Librarians, Albany, New York, October 8-10, 1987; Member, International Placement Committee, 1985-87; Member, Legal Information Services to the Public (UISP) Special Interest Section, 1984-85; Contemporary Social Problems (CSP) Special Interest Section, 1973-84; Foreign, Comparative and International Law (FCIL) Special Interest Section, 1981-82; Founding Member, The Mid-Atlantic Law Library Cooperative (MALLCO), 1981-Present; Vice-Chair, 1990, Chair, 1991; Member, Standards Committee, 1979-80; Member, Job Security, Remunerations and Employment Committee, 1979; Member, Duplicates and Exchanges Committee, 1976-77.

Chapters—Western Pennsylvania Law Library Association (WPILLA) Co-Chair, Steering Committee for the 1995 AALL Convention, Western Pennsylvania Law Library Association (WPILLA), 1992-93; Member, Constitution and Bylaws Committee, 1992; Chair, Nominating Committee, 1985; President, 1983; Vice President/President-Elect, 1982. Greater Philadelphia Law Library Association (GPLLA), Member, Executive Board, 1980; Professional Consultant, 1979-80.

Other—Recipient, Spirit of Law Librarianship Award, 1996;

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Anne C. Matthewman
Candidate for Executive Board

Library Manager/Executive Director, Metropolitan Toronto Lawyers Association, Toronto, Ontario, Canada, 1987-Present.

Education: Master of English, University of Windsor, 1985; MLS, University of Western Ontario, 1979; Honors BA, University of Windsor, 1978


Activities: AALL—Member since 1987; Strategic Planning Committee Chair, State, Court & County Law Libraries (SCCLL) Special Interest Section, 1986-Present; Co-Chair, Third Northeast Regional Conference, October 1996; Member, Education Committee, 1994-1996; Member, Education Policy Subcommittee, 1996; Newsletter Co-Editor, SCCLL Newsletter, 1992-1995; Education Chair, SCCLL, 1992-1993.


Statement: I am so pleased to have been nominated to run for the AALL Executive Board. This is an opportunity that would allow me to continue working on the incentives embodied in the planning and realization of the Third Northeast Regional Conference, a joint American and Canadian meeting, which was held in 1996. These incentives can be best described as a desire to expand our horizons, to understand the constant change in law libraries, in legal information sources, and in our working environments, and most important to share answers and solutions. As Co-Chair of that conference, I experienced first hand the many wonderful qualities and characteristics of our profession. Truly the issues and concerns we face on a daily

Continued on page 37

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(SWALL); Member 1988–90; Member, Grants Committee, 1990; Member, Public Relations Committee, 1990.


Subjects Taught: Legal Bibliography, Georgia State University College of Law, 1991–Present.

Statement: As we prepare for the next century, law librarians may find wisdom in the ancient teachings found in The Art of War by Sun Tzu:

The upper and lower ranks must have the same desire.

Board members are representatives of the membership. Therefore, it is imperative that the Board understand what issues are of concern to the members. Random telephone calls, more focus group and town meetings, and Chapter visits are just a few things that Board members can use to listen to the membership.

Know when to use many or few troops.

The 1996 AALL Survey of Members revealed that 74% of the membership is over 35 years old. If AALL is to continue as an influential force in the years ahead, we must actively recruit newer, younger law librarians. One way is to organize student chapters in library schools. Another is to select students and pay their registration fees for the Annual Meeting.

Know when to fight and when not to fight.

With outsourcing, declining budgets, rising prices, and increasing demands on our time and resources, it could be argued that we are at war. We must realize that it is impossible for us to fight every battle. Recognizing the pivotal issues and suggesting possible solutions is an important function of AALL.

Use normal force to engage, but use extraordinary to win.

In just 91 years, AALL has had numerous accomplishments. We have gone from a small group of people with common goals to an organization 5000-members-strong with many diverse interests. We should view the foundation that began in 1906 as an excellent beginning. AALL should be pivotal in helping us reach further and higher than we can now imagine.

Leadership is a matter of intelligence, trustworthiness, humaneness, and courage.

Enough said.

Ruth A. Fraley continued from page 34


Statement: Early in my career, an adjunct faculty member approached me about 9:30 p.m. on a Friday night while I was balancing circulation and reference duties. He had a friend, he said, who had mental problems—could not handle any confusion or pressure. A library, he said, would be a great place for this person to get a job—no stress, not too difficult and nice and quiet. Could I set up an interview with the Director? This was one of my first opportunities to explain librarianship to a non-librarian. Questions similar to this one continue today but the responses must be different. They must include solid information about value and quality. The loss of status of the legal profession in general and the well-marketed perception that all the information one needs is on a desktop make this dialog essential to the continued viability of libraries and librarians. Our Association must provide information to members to turn these questions into meaningful dialogues. We must be able to respond effectively and the information we have must change as quickly as the legal information world changes. The Association is uniquely qualified to speak for us, to provide training opportunities, and to provide leadership in this time of chaos. We must be able to respond in a timely manner.

The Association is also uniquely able to be proactive and to do a successful outreach program about the value of libraries and librarians. The diversity of members and the wide variations amongst libraries and backgrounds is a strength that can create a balanced view. Continuing education and self education are
Member, National Advisory Board, Law Library Microform Consortium (LLMC), 1983-86; Member, State Advisory Board, The National Reporter on Legal Ethics and Professional Responsibility, 1981-84.


Subjects Taught: Legal Research, Comparative Law—China.

Statement: I am deeply grateful for the honor that the membership of AALL has bestowed on me. Only in American democracy can an individual, regardless of background, succeed and make a difference. I shall dedicate myself to ensuring the truthful adherence to the principles of democracy within AALL, where the membership rules and each individual member counts; and to ensuring that AALL shall be an organization of decency, humanity, and care.

I shall work toward the openness of AALL that my candidacy symbolizes. AALL must broaden its membership scope and recruit members of diverse backgrounds. I shall work toward implementing programs to develop leaders of diverse backgrounds and to sensitize AALL membership and the staff on the issues of diversity faced by American society. America is a diverse society. AALL membership should reflect the society in which it resides.

It is critical that AALL systematically implement need-based continuing educational programs at the grassroots level to keep our members current on information technology and management know-how. Qualitative course materials should be made accessible to the AALL membership on a continuing basis. I strongly endorse the goals of the Professional Development Committee.

To promote and enhance the value of law libraries to the world is one of the missions of AALL. I shall work intensely to help to accomplish this mission, particularly with respect to Asia, where law librarianship is underdeveloped. Through training programs, international conferences, collaborative research projects, and exchange visits, AALL members can share their expertise with our Asian colleagues and learn from them about Asian and world legal information issues and resources.

The AALL organization must be operated efficiently and cost effectively. The Headquarters staff must serve the needs of AALL membership. The members must receive the maximum value for the dues they pay. I shall work diligently toward that end.
Chapter News

by Susan Trask

New Officers
LLOPS (Puget Sound) officers for 1997–98 are:
President: Barbara Rothwell
Vice President/President-Elect: Connelly Johnson
Treasurer: Mort Brinchmann
Secretary: Linda Kawaguchi
Past President: Amy Eaton

Electronic News

The LLOPS (Puget Sound) listserv is up and running. Interested parties may subscribe to the listserv by addressing a message to listserv@all.wuacc.edu, leaving the subject line blank, and sending the message: subscribe llops <first name> <last name>.

CALL (Chicago) also announces its listserv. Anyone who would like to subscribe can do so by sending a message to listserv@all.wuacc.edu with no subject and the following in the body of the message: subscribe call <first name> <last name>. To post a message, address the message to call@all.wuacc.edu.

Fall Meetings

LLINE (New England) and SNELLA (Southern New England) sponsored a joint fall meeting in October, “Back to School: Emerging Issues in Education Law. The two-day program featured programs about Sheff v. O'Neill, the Hartford Takeover, Educational Alternatives, Distance Learning and Copyright, and Special Needs Education.

On October 15, the LLAGNY (Greater New York) Education Committee presented a program on Space Planning for Technology: The Impact of Physical and Technological Structures on Librarians’ Roles. Jennifer Knueger (Assistant Director for Electronic Resources at the Science, Industry and Business Library of The New York Public Library [SIBL]), spoke about the planning and implementation of SIBL’s 1996 move to a new facility designed for large-scale use of electronic information. She described the physical changes in both public space and staff work space at the new SIBL facility, and then discussed the library’s training programs. Providing organized instruction in use and evaluation of electronic resources is, she believes, a key change now emerging in our roles as librarians.

Publication Project

The SEAALL [Southeastern] Education/Publications Committee proposes to produce updates for the bibliographies of SEAALL state practice materials that were originally published in the early 1980s. These bibliographies were helpful to colleagues in other states who were attempting to identify the existence of any practice-specific materials. The original bibliographies were selective, unaugmented, and two to four pages. Eventually, the revised bibliographies might appear on SEAALL’s Web site, which is currently under construction.

LLSDC Helps with Fundraising

Thirty LLSDC (District of Columbia) members participated in a summer fund drive for WETA, a Washington, D.C., public television station. The Chapter received great publicity from the event and, at each pledge break, was thanked for volunteering. Participants agreed that the pledge drive was fun, exciting, and a good way to help promote LLSDC.

Reading the Newsletters

“Selected Guide to Internet Current Awareness Resources and Services,” by Kelly Vinopal. This article focuses on Web sites that help librarians in their current awareness and monitoring activities, including a short listing subscription services, newspapers, electronic magazines and sites, and teaching resources. Six strategies and tools for keeping current are also discussed.


Want all these and more, and they quite rightly look to AALL to provide them. What challenges does that present to the Association?

First, it challenges the Executive Board to make some choices, not in a vacuum but in the context of member needs and available resources. The Board has engaged in long-range planning for 10 years and financial long-range planning for nearly five. It has produced two strategic plans, adopted new financial policies, and conducted a myriad of surveys and focus groups to involve members in the decision-making process. These efforts provide a solid foundation and must be continued.

Secondly, it challenges AALL members to continue to shape the content and format of educational programs, to identify publications and other tools that would provide practical assistance, and to work through the Association’s many sub-units to contribute to the range of activities that are important to different sectors of the membership.

It also challenges us as an organization and as individuals to grapple with complex issues, from citation formats to open membership, from the volatile publishing industry to copyright revision, from the lack of diversity in the profession to a new code of ethics. As an organization we must provide the forum to debate these issues openly and fairly; as individuals we must prepare and participate if we want our opinions to be heard.

Finally, it challenges us to build on the strength of our Annual Meeting while offering a balanced array of other programs and services. We weigh demands against resources every day in our libraries, and we make choices about the services we can provide. AALL is no different, and the Executive Board must work in partnership with the members to meet these challenges.
Special Interest Section News

by Melinda D. Davis

Thanks to the Folks with the Secret Decoder Rings, a New Listserv

The LISP-SIS announces a listserv for those interested in access to government documents in academic law libraries and Federal Depository status. The listserv is open to all. Subscribe by e-mailing to listproc@aall.wuacc.edu with no subject line, saying “subscribe fdap [yourfirstname] [yourlastname]” (omitting quotes and brackets). Post messages to fdap@aall.wuacc.edu. For more information about this and other AALL listservs, visit http://www.aallnet.org/discuss/listserv.html. So sign on and participate or just lurk.

LISP-SIS joined forces with the RIPS-SIS to respond to a Request for Proposals from AALL’s Professional Development Committee. The RFP specified a full-day workshop taught by one person for groups of 30-50 participants on the basics of legal research. The target audience would be law librarians, non-law librarians, and library and legal paraprofessionals. The interests and skills of these two SISs were a perfect fit. The proposal went “in the hopper” November 1, so be on the alert for further news.

Yet another LISP project involves working with regional chapters to prepare booklets listing basic research materials for the states in that region. In addition to traditional resources, the booklets would include URLs for state government home pages and the AALLNET Web site as well as the LISP Toolkit prepared last year by Marsho Thomas and Betsy Sandison. LISP hopes to make these guides available to public libraries and other non-profit organizations, if not free, at least at a modest cost. If you are interested in this new committee (at either the national level or at the regional or state level), please contact Betsy McKenzie at emckenzi@acad.suffolk.edu or by phone (617/573-8705).

The Energizer Bunny SIS (aka Private Law Libraries SIS)

The PLL Consumer Advocacy Committee (CAPLL), chaired by Kathie Sullivan, has begun issuing CAPLL Advisories. These advisories are meant to alert all types of law librarians to problems with legal materials, both print and online. CAPLL members are drawn from large and small law firms as well as corporations. One member, Chris Graesser, also serves on the AALL CRIV. CAPLL will also be publishing articles in PLL Perspectives, on the PLL Web page (http://www.aallnet.org/sis/pllsis) and in other legal periodicals. This is another initiative targeted in the PLL’s November 1996 Strategic Plan.

PLL Education Committee Co-Chairs Nancy Adams and Tom Duggan and Education Committee members are to be congratulated! The AALL Annual Meeting Program Selection Committee recently announced that PLL will sponsor eight (“count ‘em”) programs and one workshop in Anaheim. The programs will cover such topics as knowledge management, electronic records, and information audits.

Have you been checking the PLL Web page regularly? If so, you already know there’s lots of information about PLL meetings, there are consumer advocacy articles, and a report on the meeting of Washington, D.C., firm librarians and CD-ROM publishers. This report includes a most useful checklist for librarians to use when considering CD-ROM purchases. Check the PLL Web page regularly.

Holly Mohler, Chair of the Technology Committee, and her committee have been working steadily on enhancements.

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key elements for the continued viability of libraries and librarians. The Association can develop responses to the training needs of librarians from a variety of settings. It can also have a major role in the continuing evolution of the legal information world.

In my view, we live in an exciting time for libraries and librarians. I would appreciate the opportunity to work for the profession as a member of the AALL Board. Thank You.

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Promoting Yourself
As An Internet Expert

Remember when LEXIS and WESTLAW were in their infancy and law librarians were the expert searchers in the organization? Some of us still are considered the experts, but student representatives and desktop access for attorneys have diluted our strength in some institutions. Even though the Internet has been around for a while, it is still a new tool to many attorneys and librarians again have the opportunity to be the experts.

How can we make the most of this opportunity? Training and orientation are obvious answers, but specific programs geared to particular users can turn previously uninterested patrons into regular Internet users. Preparing training programs like this is time intensive, but the results may make the time spent worthwhile. If the trainee is insecure using a computer, personal attention will make her/him feel more comfortable than a group session where he/she is afraid to ask questions and become hopelessly lost.

The library newsletter is a great tool for publicizing our knowledge of the Internet. Top Ten lists—favorite new sites, best legislative sites, or sites geared to practice areas—and brief stories of how we have used the Internet to gather particular information emphasize our knowledge and its importance to the organization (don’t forget to document in reports how often you use the Internet or law-lib to answer reference questions). We can also review Web sites in depth, as well as educating our users about how to evaluate Web sites on their own. We can help those who develop Web sites in our own organizations by critiquing sites from other libraries, firms, or schools.

Law firm librarians could make sure that the attorneys see the Web sites of their clients, as well as those of their competitors. We can all make sure that support personnel in our organizations (Human Resources, Marketing, firm and court administrators, Placement and Admissions Offices) know that there is information on the Internet that can be helpful to their work. We can provide information on Internet Service Providers for patrons who want Internet access at home or for use when traveling for business.

In our organization, we found that our earliest computer users were faculty who had children in school learning to use computers. We can provide information to our patrons about access issues and filtering devices. Just last week at an ORALL program on First Amendment Issues and the Internet, the issue of attorneys who bring their children to the office and let them play with the computers was raised during a discussion of the Child Pornography Protection Act. We need to monitor legislation that affects Internet use and access and keep our institutions informed about the impact the laws could have on how we make Internet access available.

Being “the Internet Expert” can be one more method for justifying our importance to our organizations. The Internet is not going to go away and we should do all we can to maintain our “expert” status.

Carol Bredemeyer, Salmon P. Chase College of Law Library, Northern Kentucky University, Highland Heights, KY 41099-6110 • 606/572-5395 • fax: 606/572-6644 • bredemeyer@nky.edu

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- Staffing the library for knowledge management
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- Licensing agreements: what to look for; do’s and don’ts
- Push-pull technology: what it is and how it can be used in the law library.

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New Law Librarians

**Joseph Luke** will join the staff of the Cornell Law Library, Ithaca, New York, in early January 1998, upon his return from Kazakhstan, where he is an ALA Fellow. Joseph has a JD from the University of Michigan and an MLS from the University of North Carolina at Greensboro. He previously worked as an intelligence analyst for the U.S. Defense Department, and as a solo practitioner.

**Lisa Mecklenberg** is the new Electronic Services Librarian at the State Law Library of Montano, Helena. Lisa is a 1997 graduate of the University of Washington Law Librarianship program. She received her JD from the University of North Dakota.

**John Miller** is the new Reference Librarian at the Jacob Burns Law Library at The George Washington University, Washington, D.C. He has been working as a member of the support staff at the Burns Law Library since 1993, and recently received his MS in Library Science from Catholic University.

**Daniel Smith** has joined the staff of the Cornell Law Library, Ithaca, New York, as Reference Librarian. He received his JD and his MLS from the University of Iowa. Before coming to Cornell, Daniel was a rare book dealer, and is currently the editor of the Legal History and Rare Books SIS Newsletter.

Changing Places

**Charlotte Bynum,** formerly Associate Librarian for Reference Services at the Detroit College of Law at Michigan State, East Lansing, is now a Reference Librarian at the Cornell Law Library, Ithaca, New York.

**Scott Childs** was promoted to Head of Acquisitions and Collection Development at the Cornell Law Library, Ithaca, New York. He had been a Reference Librarian, and will continue to be active in the reference department.

**Pat Court,** formerly Head of Public Services, has been promoted to Assistant Director for Administration and Head of Public Services at the Cornell Law Library, Ithaca, New York.

**Barbara Golden** has been appointed the Electronic Services Librarian at the Minnesota State Law Library, St. Paul. She had been the Head of Outreach Services there.

**Christine Graessler,** formerly Librarian at Shipman and Goodman, Hartford, Connecticut, is now Librarian at Brown Rudnick Freed and Gelser in Hartford.

**Carol Grant** is the new Reference/Government Contracts Librarian at the Jacob Burns Law Library at The George Washington University, Washington, D.C. She was formerly an Assistant Commonwealth’s Attorney for Prince William County in Virginia.

**Judith Powell Krone,** formerly Director of Information Services at Bondurant Mixson and Elmore, Atlanta, Georgia, is now the Legal Librarian at the BellSouth Corporation Law Library, also in Atlanta.

**Kimberly Pogue** is the new Serials Librarian at the Jacob Burns Law Library at The George Washington University, Washington, D.C. She was formerly the Information Resource Specialist at the American Petroleum Institute Library.

**Herb Somers** is the new Reference/Government Documents Librarian at the Jacob Burns Law Library at The George Washington University, Washington, D.C. He was formerly a Reference Librarian at the Willamette University College of Law Library, Salem Oregon.

**Karen Westwood** has rejoined the staff of the Minnesota State Law Library, St. Paul, as Head of Outreach Services. She had been Law Librarian at Schatz Paquin Lockridge Grindal and Holstein, Minneapolis, Minnesota.

Professional Activities

**Edgar J. Bellefontaine** (Librarian, Social Law Library, Boston, Massachusetts) has been named one of the most influential lawyers in Massachusetts over the past 25 years by the Massachusetts Lawyers Weekly. The paper said of him, “He has been on the cutting edge of ever-changing developments in legal research and has enhanced the Social Law Library’s stature as one of the great law libraries in the country.”

**Richard A. Danner** (Associate Dean for Library and Computing Services and Research Professor of Law at the Duke University School of Law, Durham, North Carolina) offered a keynote address at the Seventh Asian Pacific Specials, Health, and Law Librarians Conference in Perth, Western Australia, on October 16, 1997. His address, “Redefining a Profession,” was published in the conference proceedings, and is the basis for a forthcoming article on future roles for librarians and information technologists.


**M. Kathleen Price** (Director of the Law Library and Professor of Law, New York University Law Library, New York, New York) was selected as Distinguished Graduate of the University of Illinois College of Law, Urbana-Champaign, in recognition of her professional accomplishments.

**Alan T. Schroeder, Jr.** (Senior Law Librarian, Rutan and Tucker, Costa Mesa, California) recently published a book review, “Data Mining with Neural Networks: Solving Business Problems from Application Development to Decision Support,” in the September 1997 issue of JASIS.

**Monika L. Szakasits** (Tarleton Law Library, University of Texas, Austin) has been appointed a Joseph D. Jamail Fellow, in recognition of her excellence in library and professional activities. She has taught Advanced Legal Research in both Texas Law and Tax Law, and manages the Law Library’s publications program, including production of the monthly newsletter, In Re.

**Betty Taylor** (Director of the Legal Information Center and Clarence J. TeSelle professor of Law, University of Florida, Gainesville) was this year’s recipient of the Marta Lange/CQ Award given by the Law and Political Science Section of ACRL. She was recognized for her long and distinguished career blending librarianship, law, and computers.

**Erika Wayne** (Reference and Internet Services Librarian, Stanford Law Library, Stanford, Calif.) was a guest at the Computerworld Smithsonian Awards dinner in Washington, D.C. The Securities Class Action Clearinghouse, a Stanford Virtual Library Project, was a finalist in the Education and Academia category. Erika, who helped design this Web site, represented the Library at the awards dinner and ceremony.

Janet Sinder, Head of Information Services, Duke University School of Law Library, Box 90361, Durham, N.C. 27708-0361 • 919/613-7120 • fax: 919/613-7237 • sinder@law.duke.edu
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From the Secretary continued from page 7

2000. The suggestions from this general discussion will be brought to the Board's Strategic Planning Committee meetings in early December.

A lengthy discussion was held on the wording of the proposed revisions to the Bylaws regarding membership. Further changes were made to the proposed substitute wording from the Bylaws Committee. The actual proposal will be published and posted on AALLNET for comment as soon as it is reviewed by the Bylaws Committee. The main addition is a requirement for elected officers and Board members to sign a conflict of interest statement as part of the nomination process. (This is already required by some other major library associations.) With that safeguard in place to address potential conflicts of interest, the Board is recommending all members have the same rights and privileges.

Several items were referred to the Strategic Planning Meeting in December for consideration and recommendations to the Finance & Budget Committee. One of these was further funding for continued development of LIBClient as an Internet research tool.

I believe I can speak for the other Board members when I say I return from each AALL Board meeting invigorated by the energy generated by the individuals on the Board and the collective decisions we've made, and also honored at the opportunity to serve the profession in this capacity. This is worth remembering as we tackle the mountains of new paper and hundreds of e-mail messages we find waiting for us at our libraries!

Late-Breaking News

Library Associations Support AALL's Amicus Brief in Hyperlaw v. West

At its November meeting, the AALL Executive Board approved the request of Washington Affairs Representative Bob Oakley to file an amicus brief in the case of Hyperlaw v. West and to enlist the financial support of our sister organizations. The American Library Association, the Association of Research Libraries, the Special Libraries Association, and the Medical Library Association—AALL's partners in the coalition called the Shared Legal Capability (SLC)—have all agreed to join us.

West has appealed last spring's decision in which the U.S. District Court in the Southern District of New York held in favor of Hyperlaw, stating that, in sum, each of the changes that West makes to the cases it reports are "trivial," and taken separately or collectively, they do not result in "a distinguishable variation" of official court opinions. Oakley will be working with SLC counsel Arnie Lutzker in preparing the amicus brief. The outcome of this case is of importance well beyond the primary issue of West being able to claim copyright for its court opinions. If Hyperlaw were to fail in its appeal, commercial publishers of government information might well be able to claim a copyright for a government work that they have compiled, edited, and disseminated. Check future "Washington Brief" columns for updates on this important issue.
AALL Challenges Law Firm Survey Inaccuracies

November 24, 1997
Altman Weil Penso, Inc.
Two Campus Boulevard, Suite 200
Newtown Square, PA 19073

Gentlemen:

Altman Weil Penso's 1997 Survey of Law Firm Economics as reported in the National Law Journal (September 22, 1997) surveyed 117 firms in the United States. Altman Weil's average salary for "librarians" is $32,557. This figure is inaccurate and misleading due to its overly broad definition of who is a librarian. In your survey, Altman Weil Penso combined all library positions, from paraprofessionals, such as a library clerk, to professionals, such as a library director, into one category - "librarian." Professional law librarians who work at law firms typically have a Master of Library and Information Science degree and, many times, a JD degree as well. While Altman Weil's survey reflects the combining of all staff who work in libraries, it is far from realistic in its assessment of what professional law librarians do and are paid.

In 1995 and again in 1997, the American Association of Law Libraries conducted a nationwide salary survey of its 5,000 members. This is the most comprehensive and detailed salary survey of academic, court, and law firm librarians in the United States. Because of its integrity and scope, it should be considered the benchmark for comparing law librarians' salaries. Responses to this survey came from 488 law firms of all sizes. According to the 1997 AALL Salary Survey, directors of all sizes of law firm libraries who hold at least a Masters in Library and Information Science degree are paid from $38,152 to $108,900 with an average salary of $58,740. In larger firms with more than 180 attorneys, directors' average salaries range from $48,500 to $111,800 with an average salary of $80,140. When all professional positions, such as reference, technical services, computer services, assistant directors, and government librarians, are added to directors' salaries, the average is $45,127. It should be noted that this is the average for all categories of professional law librarians.

Law firm consultants such as Altman Weil Penso should rethink how they sample and how they present their surveys. To place professional law librarians' salaries in a category only slightly above secretarial pay scales does a disservice to the legal community. Law firm librarians contribute education, experience, and expertise to their firms. They add to attorneys' research by providing value-added information. Law librarians monitor new technologies, manage expensive print and online collections, and train attorneys on existing "and new information sources. The worth of professional law librarians goes beyond their salary levels. They are a vital, valuable part of each firm and contribute positively to the profits of the firm. Law librarians should be respected and compensated as such.

Sincerely,

Judy Meadows, President
American Association of Law Libraries

Anne V. Ellis, Chair
AALL Private Law Libraries
Special Interest Section

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AALL Unveils Plans for Second Videoconference

"Technology and Change" is the broad theme of the American Association of Law Libraries' second satellite videoconference on April 16, 1998 from 2:00-3:30 p.m. EST.*

Librarians are in the midst of an era of revolutionary change—the Information Age has become a reality that is affecting how people live and how they work. Work changes... evolves... new work is created and some work disappears... and technology contributes to the upheaval in many ways, not the least of which is to accelerate the pace of change. All of this can create anxiety and a wish for things to stay the same. The goal of the videoconference is to provide participants with an increased understanding of the change process and to provide some practical information about managing change, coping with change, and embracing change.

The videoconference package will include:
• Materials and guidelines for wrap-around discussion sessions
• A conference call prior to the broadcast to finalize details and answer questions

Downlink sites need:
• A steerable satellite dish with downlink ability for C or Ku band
• A Site Coordinator who can handle local planning and arrangements
• A technical support person on site who can assure smooth reception and viewing
• A meeting room where attendees can view the teleconference

Potential sites may be found in some of the following places in your community: junior colleges, universities, public libraries, hospitals and medical schools, bar associations, and corporations.

Site Coordinators will:
• Register the site
• Arrange for local facilities
• Obtain necessary technical and staff support
• Arrange supplemental local and/or regional publicity

A Site Coordinator who can handle local planning and arrangements
A technical support person on site who can assure smooth reception and viewing
A meeting room where attendees can view the teleconference

Additional costs to the sponsoring group may include: downlink time, technical support, room rental, publicity, photocopying of participant materials and certificates, postage for return of evaluations, and refreshments if provided. Sponsoring organizations may charge a registration fee to cover the cost of the Site License and the other expenses.

Registration Information
Site License fees and registration forms will be available in mid-December. If you would like to be on the distribution list, please contact Maggie Kearney, Program Assistant at mkearney@aall.org or telephone 312/939-4770 x 30.

*The date is certain, the time is tentative.

"Technology and Change" is partially underwritten by West Group.
Placement Listings

The listings here are edited for space and are provided to keep readers informed of what sorts of jobs have been recently available. Many jobs listed here will have been filled by the time the issue is printed. Full listings of all current placement ads are available through several means: by phone, from the 24-hour Career Hotline, 312/939-7277; by FAX, from the AALL Fax-on-Demand service (call 908/544-5901 and request document 730); or on the World Wide Web, at AALLNET [http://www.aallnet.org]. To place an ad, call Kate Kasprzyk at 312/939-4764.

Documents/Reference Librarian, Rutgers University Low School Library, Newark, New Jersey. Full-time, calendar year, tenure-track position; initial three-year appointment; scholarship required for reappointment and tenure. Requires MLS, one year of government documents experience; JD desirable. #13350

Reference Librarian, UC Davis Law Library, Davis, California. Evening/weekend law reference, Sat–Wed. MLS, JD preferred, 2–3 years legal reference experience including online resources and Windows software. #13349

Assistant Law Librarian for Technical Services, North Carolina Central University School of Law, Durham, North Carolina. Requires MLS, administrative management experience in technical services, hands-on experience in cataloging and/or acquisitions in an automated environment. JD preferred, or experience with legal materials. #13348

Research/Instructional Services Librarian, Northern Illinois University College of Law, DeKalb, Illinois. Twelve-month, tenure track position with rank of assistant professor. Responsible for providing reference and research support to all law library users; expect substantial involvement in legal research teaching. MLS and JD required. Salary commensurate with qualifications and experience. #13318

Electronic Services Reference Librarian, Hofstra University School of Law Library, Hempstead, New York. Non-tenured position coordinates planning for computer-based technology, assists with computing resources. Requires MLS and JD. Salary is competitive and commensurate with qualifications. #13347

Law Librarian, Connecticut Judicial Branch, Danbury, Connecticut. Administer a one-person courthouse library. Duties include reference, collection development, cataloging, fiscal control, circulation procedures, serials check-in, looseleaf/treatise filing, interlibrary loans, and assistance with computers and other library equipment. Travel to other hearing locations may be required. MLS required. Starting salary: $38,601 plus benefits. #13346

Head of Information Services, Chapman University, Anaheim, California. Provides direction in the day-to-day management of the Information Research Department. Requires MLS and JD. Participates in teaching computer-assisted legal research to students. Salary commensurate with education and experience. Excellent benefits. #13345

Lawyer/Librarian, Chapman University, Anaheim, California. Provides reference to faculty and students, participates in collection development, assists with teaching Computer Assisted Legal Research and manual research, oversees all computing services in the law school. Requires MLS and JD. Salary commensurate with education and experience. Excellent benefits. #13344

Serials/Acquisitions, Chapman University, Anaheim, California. Oversees the distribution of incoming library mail, loose-leaf filing, bindery, serials claims, and processing of library continuations. Requires MLS. Salary commensurate with education and experience. Excellent benefits. #13343

Electronic Information Services Librarian, University of Pittsburgh School of Law, Pittsburgh, Pennsylvania. Responsible for Web page development, managing library workstations and CD-ROM terminals, coordinating database resources and providing training, and participating in the reference rotation. Some evening hours required. Requires MLS and JD. Salary commensurate with experience and qualifications. #13342

Catalager, St. Louis University Law Library, St. Louis, Missouri. Retrospective conversion and reclassification of serials and some monographs, including many foreign language titles. Generous health, vacation, and retirement benefits to qualified applicants. Non-tenure track adjunct faculty appointment. Position funded annually. Salary: $26,000 minimum. #13341

Director of Law Libraries, Boston, Massachusetts. For Boston-area Fortune 500 Company. Oversee home office and 53 branch libraries. Handle all related purchasing, budget preparation, space planning, and online services. Oversees country-wide billing system and handle research projects as needed. Also some records-management responsibilities. Appropriate support staff provided. Salary commensurate with experience. #13340

Reference Librarian, University of California School of Law Library, Berkeley, California. Provide reference services to students, faculty, attorneys and members of the public. Requires MLS and JD. Must be able to work from 1:00 p.m. to 5:00 p.m. Sunday afternoons. Flexibility in designing the remaining work week. This position is included in the AFT bargaining unit. Associate Librarian ($37,932–$54,636) 100% (potential career status). #13339

Court Librarian, Supreme Court of the United States, Washington, D.C. Performs in-depth legal and non-legal research and reference services, assists with collection development. MLS required, JD preferred. Experience in a non-legal subject area, e.g., business, economics, or history, and foreign language skills desirable. Salary: From SCP-11/1 ($37,320) to SCP-12 ($44,727–$58,143) depending on qualifications. (SCP-12 is full perf level). #13338

Associate Director, Nova Southeastern University, Fort Lauderdale, Florida. Assists the Law Library Director with budget, collection development, facilities, and coordination of projects. Requires JD and MLS, three years’ experience in a law library. Prefer responsible academic library experience in a highly technical, networked environment. #1337A

Technology Development Manager, Nova Southeastern University, Fort Lauderdale, Florida. Advises the Library Director on advances in technology and procedures to further the automation of the law library and law center. Conducts extensive training programs and prepares user documentation. Requires MLS or JD and experience in managing law library systems or computer-related MS with significant experience in managing library systems. #1337B

Continued on page 46
Library Information Specialist, Washington State Office of the Attorney General, Olympia, Washington. Part time (50%) #2-7-128-OC CW Range 44 ($13.88–$17.64 per hour). Functions as a content specialist for electronic and manual research in law-related subject areas. Primary focus on lengthy research projects involving federal and state legislative histories and government documents in general. Requires MLS and two years of experience as a professional librarian. #13336

Reference Librarian, Oklahoma City University School of Law Library, Oklahoma City, Oklahoma. Provides reference service and instruction in library use, participates in development and marketing of library services, collection development and interlibrary loan. Requires MLS and JD. Evening and weekend hours required. Salary: $30,000+ depending on experience. #13335

Associate Librarian for Reference Services, Detroit College of Law at Michigan State University, East Lansing, Michigan. Supervises the Reference Division; some weekend or evening hours may be required. Salary competitive. Applicants with both MLS and JD will be favored. #13334

Head of Technical Services, William S. Boyd School of Law Library, University of Nevada, Las Vegas, Las Vegas, Nevada. Enthusiastic and experienced technical services law librarian to serve as the founding Head of Technical Services to participate in the creation of a first-rate academic law library. Requires MLS and a minimum three years' experience in technical services, preferably in an academic law library. Salary range: commensurate with qualifications and experience. #13333

Associate Director/Head of Public Services, William S. Boyd School of Law Library, University of Nevada, Las Vegas, Nevada. Energetic, enthusiastic, and experienced law librarian to serve as the Associate Director and Head of Public Services to participate in the creation of a first-rate academic law library. Requires JD and MLS or MLL; a minimum of 3 years' professional law library experience, preferably in an academic law library. Salary commensurate with experience and qualifications. #13332

Assistant/Associate Reference Librarian, University of Michigan Law Library, Ann Arbor, Michigan. MLS required, plus organizational and teamwork skills. JD preferred, plus law library and computer experience. Salary $30,000 and up depending on qualifications; generous benefits worth 22% of salary. #13184

Assistant/Associate Reference Librarian, University of Michigan Law Library, Ann Arbor, Michigan. Provides full range of reference service for all parts of the collection to law school community. Responsible for collection development in assigned area of international law and documents. JD and MLS required. Salary: $34,000 and up depending on qualifications; generous benefits worth 22% of salary. #13133

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Memorials

AALL Spectrum has been advised of the death of:

Judith M. Faust, former head of the Pennsylvania State Law Library and most recently Acting Director (1994-95) and Deputy Director (1989-94) of the Brooklyn Public Library, on June 13, 1997.

AALL Spectrum carries brief announcements of members’ deaths in the Memorials column. Traditional memorials should be submitted to Frank Houdek, Editor, Law Library Journal, School of Law Library, Southern Illinois University, Carbondale, IL 62901, for inclusion in the Law Library Journal.

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THE DUCHESS OF WINDSOR, TOM CRUISE, AND ME

by William Benemann

I'm sorry. I can't see a damn thing. The blizzard of paparazzi around the Law Library doors does it to me every morning. Flash. Pop. Flash. Pop. "Bill! Over here! Just one more, Bill!" This is truly the downside of being an academic law librarian, the penance one pays to that bitch goddess, Status.

And then, having been whisked in my private elevator (oak-paneled walls, white-gloved attendant) to my penthouse office (Golden Gate view, Mark Rothko paintings), what should I find lying on my aircraft carrier-sized desk but the October issue of the AALL Spectrum. Imagine my shock (the effrontery! the gall!) when I turn to page 36 and read, "It is my belief that what these few obfuscating academics are truly scared of is the loss of status, since that is all that is really important in academia. They think: If any Joe Blow can be a member of AALL, then what value is there to being a member?..." What value, indeed?

I took no stand on the messy membership debate in Baltimore. I was busy making a pilgrimage (on my knees, in basic black) to the childhood home of Wallis Warfield Simpson, the Duchess of Windsor (such style! such cheekbones!). After all, Muffy or Blaine or Whatever-Your-Name-Is-after all, Gentle Reader, they let just about anyone go to the AALL General Business Meetings these days. Why, just last summer I was saying to Princess Caroline-no, that was about the Casino at Monte Carlo, but c'est la meme chose, n'est-ce pas?

But to get back to that screech, that clammy, that-Hard Copy expose on the life of academic law librarians and our sorrid grasping after status and opera tickets. Well, my dear, life just isn't fair, is it? It's all rather Upstairs/Downstairs, with academic law librarians upstairs and private law firm librarians downstairs. And county law librarians? Well, where would we be, I ask you, without the honest sweat and peasant grunts of our civil servants? In a pretty pickle, I'd say.

No, if you're interested in the real story, mes enfants, huddle closer. (What is that scent you're wearing? It smells like rotting microfiche...) Here's the scoop, the scuttlebutt, the Abercrombie beneath our Fitch: it ain't true. We may look like Carolyn Bissett or Whatever-Your-Name-Is-after all, Reader, they let just about anyone go to the AALL General Business Meetings these days. Why, just last summer I was saying to Princess Caroline-no, that was about the Casino at Monte Carlo, but c'est la meme chose, n'est-ce pas?

And if you wander into the Halls of Academe, be prepared to be skewered by bolts of humor. Believe me, it's the only way we survive around here. And furthermore—[ring, ring]

"Sorry. That was Tom Cruise on the phone. (Yes, I know, off to St. Moritz—again!) But let's do lunch. The Ritz-Carlton at 1:00? Love ya. Kiss, kiss.

William Benemann (benemann@boalt.berkeley.edu) is Head of Technical Services at Boalt Hall Law Library, University of California, Berkeley.