

LLNE News

A Chapter of the American Association of Law Libraries

Newsletter of the Law Librarians of New England
Volume 22, Number 4, 2002/2003

LLNE Fall Meeting



Kim Dulin addresses the guests.



Attendees raise their hands to answer questions.

Membership News Contacts

Please forward items for Membership News to the Editors or to the following:

Connecticut

Hartford/Northern Connecticut

Susan Severo
University of Connecticut School of Law Library
39 Elizabeth Street
Hartford, CT 06105-2213
(860) 570-5063; fax: (860) 570-5104
ssevero@law.uconn.edu

Stephanie Shea
Bingham Dana LLP - Library
1 State Street
Hartford, CT 06103
(860) 240-2924; fax: (860) 240-2800
smshea@bingham.com

Yale/New Haven

Michelle Sullivan
Yale Law Library
127 Wall Street
New Haven, CT 06520
(203) 432-6443; fax: (203) 432-9692
michelle.sullivan@yale.edu

Maine

Lynn Randall
Law & Legislative Reference Library
State House Station
Augusta, ME 04333
(207) 287-1600; fax: (207) 287-2467
lynn.randall@state.me.us

Massachusetts

Eastern

Karin Thurman
Commonwealth of Massachusetts
Office of Attorney General Library
John W. McCormack State Office Building
20th Floor, One Ashburton Place
Boston, MA 02108-1698
(617) 727-2200 x209; fax: (617) 727-5768
karin.thurman@ago.state.ma.us

Western

Bonnie L. Koneski-White
Western New England College
School of Law Library
1215 Wilbraham Road
Springfield, MA 01119-2693
(413) 782-1455; fax: (413) 782-1745
bwhite@law.wnec.edu

Trial Court Law Libraries

Carol Michaud
c/o Plymouth Law Library
County Commissioners' Building
11 S. Russell Street
Plymouth, MA 02360
(508) 747-4796; fax: (508) 746-9788
carolynmichaud@hotmail.com

New Hampshire

Kathy Fletcher
Wiggin & Nourie
20 Market Street; P.O. Box 808
Manchester, NH 03105
(603) 669-2211
FletcherK@wiggin-nourie.com

Rhode Island

Karen Quinn
Rhode Island State Law Library
Frank Licht Judicial Complex
250 Benefit Street
Providence, RI 02903
(401) 277-3275; fax: (401) 277-3865

Vermont

Christine Ryan
Vermont Law School
Julien and Virginia Cornell Library
9 Chelsea St., P.O. Box 60
South Royalton, VT 05068
(802) 763-8303 x2448; fax: (802) 763-7159
cryan@vermontlaw.edu

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Susan M. Farago
Business Manager, LLNE News
Social Law Library
Boston, MA 02108
(617) 523-0018, x304
fax: (617) 523-2458

Editors-in-Chief

Michelle Pearse
Faculty Research/Legal Instruction Librarian
Northeastern University Law Library
400 Huntington Avenue
Boston, MA 02115
(617) 373-3883; fax: (617) 373-8705
m.pearse@neu.edu

John Pedini
Director of Media Services
Social Law Library
1200 Court House
Boston, MA 02108
(617) 523-0018, Ext. 337; fax: (617) 523-2458
jpardini@sociallaw.com

Layout Editor

Sue Drisko
Reference/Electronic Services Librarian
Northeastern University School of Law Library
400 Huntington Avenue
Boston, MA 02115
(617) 373-3331; fax: (617) 373-8705
s.drisko@neu.edu

Copy Editor

Deanna Barmakian
Reference Librarian
Harvard Law School Library
Areeda Hall 521
Cambridge, MA 02138
(617) 496-2125; fax: (617) 495-9288
barm@law.harvard.edu

Business Manager

Susan M. Farago
Business Manager, LLNE News
Social Law Library
Boston, MA 02108
(617) 523-0018, x304
fax: (617) 523-2458
sfarago@sociallaw.com

LLNE Officers 2002-2003**President**

Michael Hughes

**Vice-President/
President-Elect**

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Past President

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Secretary

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Treasurer

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*For contact information see Directory of Officers,
p. 29.*

Co-Editors' Note

It was wonderful to see the members who attended the recent LLNE Fall Meeting held at the Tremont Boston and hosted by Northeastern University School of Law Library. Those of you who missed the meeting can peruse the reports and other articles, as well as the photographs related to the meeting and its theme: librarians as teachers/trainers.

Anyone interested in submitting items for future issues should contact John Pedini (jpardini@sociallaw.com) or Michelle Pearse (m.pearse@neu.edu).

We look forward to seeing you at the Spring Meeting hosted by Suffolk University Law School Library on March 28th.

Co-Editors, LLNE News

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LLNE Fall Meeting Photos



John Nann, Anne DeVeaux and Karen Beck.



Sharon Persons, Sue Drisko, Michelle Pearse and Joe Miranda



Ken Svengalis, Michael Hughes and Kimberly Kenneally



President's Message

By Michael Hughes, Quinnipiac University School of Law Library

LLNE is blessed to have so many talented members within our fold. Please join me in thanking Kim Dulin, her staff at Northeastern University Law Library, and the other participants, for a very memorable Fall 2002 meeting and program.

To quote one enlightened LLNE News critic:

Five Stars! Applause! Bravo! Standing Ovation To All! Encore!

Critics everywhere applaud the outstanding performance of the Northeastern Players in "As You Learn It or The Librarians' Lesson in Two Acts" at The Tremont House Theatre in historic Boston at the LLNE Fall Meeting, Friday, November 15, 2002.

Their magnificent romp assures that this year's prestigious Ellenee Awards will be presented to the delightfully (in order of appearance) deanish Emily Spieler, directorial Filippa Anzalone, effective Donna Qualters, social John Pedini, monographic Nancy Zaphiris, accurate Georgia Ypsilantis, informative Joan Shear, judicial Ken Withers, vocal Nancy Houfek, and a lawfully robust supporting cast.

Once more Kim Dulin, president of Kim Dulin Productions, Inc., reprises her acting and directorial roles and leads her blockbuster team consisting of the electric Sue Drisko, heady Diane Murley, instructive Michelle Pearse, circulative Sharon Persons, and other Northeasterners, to make up a memorable experience as worthy as their groundbreaking and

award-winning "My Big Fat Boston Pie." As you liked it, you will love their new play that will resonate for years to come.

In their capable hands, the world is indeed a stage. And kudos also to the designers and master crafters Anne Sullivan and Jack Hagan, CCH, Inc.; Alfreda Russell and Denise Sharif, LexisNexis; and Kimberly Kenneally and Allie Parent, West Group.

At this meeting, our distinguished guest Janis Johnston, AALL Vice President/President-Elect, Director of the Law Library, Associate Professor of Law, University of Illinois at Urbana – Champaign, Albert E. Jenner Memorial Law Library, brought us up-to-date on AALL matters and prepared us for our participation in the upcoming AALL annual meeting in Boston in July 2004. And speaking of which, congratulations to Cathy Breen and Darcy Kirk who will be the co-chairs of the AALL Annual Meeting Local Advisory Committee for this event. Please wish them well and let them know if you would be interested in volunteering to assist in this monumental undertaking. We are honored that AALL looked to the leadership of LLNE in selecting two outstanding individuals who have served as presidents of our organization.

On December 11, 2002, LLNE, NELLCO, SNELLA, Suffolk University Law Library (broadcast site), and Yale Law School Lillian Goldman Library (broadcast site) co-sponsored a satellite teleconference for law and other librarians throughout New England. Entitled "SAFEGUARDING OUR PATRONS' PRIVACY: What Every Librarian Needs to Know About the USA PATRIOT Act & Related Anti-Terrorism Measures," a teleconference by the American Library Association, the American Association of Law Libraries, the Association of Research Libraries, the Medical Library Association, and the Special Libraries Association. Please extend our thanks to all for contributing to this worthwhile effort.

Mark your calendars for Friday, March 28, 2003, when we will convene in Boston for the meeting hosted by Suffolk University Law Library. Betsy McKenzie and her staff are busy putting together an electrifying program entitled "The Future of the Electronic Library: Myths & Misconceptions," which will consist of four panels on topics related to the general theme of the electronic library and digitization: virtual reference, the myth of the electronic library, anti-circumvention (DMCA) and the future of microfiche. Make no "myths take" about

it; I hope to see you there for another energizing LLNE event.

The revised Constitution and Bylaws documents will be presented for your approval at the LLNE Spring 2003 General Business Meeting. A separate mailing to you before then will document the need to update our governing instruments that will reflect changes in our organizational structure. The listserv and web site will soon have these revisions posted.

In the spirit of this joyous holiday season of giving, please consider one of the many opportunities for service that Stephanie Burke and the members of the Service Committee bring to our attention. And, if you can, please submit your thoughts to the listserv, newsletter, or web site, vehicles available for communicating in your LLNE. You will find contact information in this newsletter. All of the members of the LLNE team work diligently throughout the year to make our organization a great success.

Happy Holidays to you all and best wishes throughout the New Year!

Michael Hughes 

Reports from the LLNE Fall Meeting

Learning with Style

by Diane D'Angelo, Suffolk University Law Library

Filippa Anzalone (Associate Dean of Library and Computing Services and Professor of Law, Boston College Law Library) and Donna Qualters, Ph.D. (Director, Center for Effective University Teaching) Northeastern University kicked off the day with an interactive learning session that kept everyone on their toes. With Donna's education expertise and Filippa's legal know-how, their tag-team approach worked wonderfully. Donna explained that she became an expert on teaching because it was hard for her to learn when she was young. Her statement touched on a theme that echoed throughout the presentation: effective teaching happens when instructors learn to empathize with students and appreciate unique needs and learning styles.

The session centered on a quiz that everyone was asked to complete entitled, "Discovering My Own Learning Style Preference." One question asked

quiz takers: if you heard about an exciting new bibliographic instruction teaching method would you: read an article assessing the method; talk with a colleague who has tried it, or attend a lecture on the topic? A group show of hands and volunteered elaborated answers indicated that learning styles varied greatly among the participants, just as they do in real-life teaching situations.

Filippa and Donna stressed that learning styles may vary from situation to situation. For example, someone who jumps into a task headfirst, doing his or her own thing in one situation, might want to work closely with an expert in another, like learning how to sail a boat. The pointed questions Filippa and Donna asked helped elicit discussion and got everyone thinking about the importance of being empathetic, flexible and mindful of various learning styles. Taking the quiz helped us to see first hand that people learn differently, in different situations, for different reasons.

After the quiz, we were asked to break down into pairs and define the term “learning style.” Numerous definitions were shared. Some talked about specifics like active and passive learning, while others talked more broadly about individual theories and experiences. This exercise hammered home two main points: learning styles are unique and varied; and people with different ideas and learning styles can come together, fuse their opinions and create a learning style or approach that meets everyone’s needs.

After giving the audience a chance to explore and share their own ideas of “learning style,” Filippa and Donna shared a more textbook definition. According to the presenters, learning style is “a person’s preferred method of receiving, processing, storing and expressing information.” Learning styles also include preferences for rate of learning, social conditions and incentives.

Filippa and Donna shared interesting tidbits regarding growing trends in learning styles. They noted that as college campuses fill with students who grew up on MTV and computers, education experts are finding that most students like to receive information visually and kinesthetically. Donna explained that about 80% of what students learn is only stored or retained short-term, largely as a result of cramming. Filippa explained that a recent study showed that 15% of MIT students were flunking physics. When professors put aside their own traditional teaching styles, recognized student

preferences for visual learning and communicated information via visual aids and web-based resources, students improved tenfold.

Throughout the presentation, we were reminded that the key to effective teaching is empathizing with students and understanding their background, experience level and learning styles. Some librarians might raise an eyebrow and wonder how they can possibly ascertain learning styles during quick reference interactions, bibliographic instructions or infrequent database training sessions. Donna and Filippa shared great tips: ask questions to get a quick sense of experience levels, read facial expressions -- is a patron yawning, rolling their eyes, sending a ten page email while they should be learning how to do terms and connector searching on Westlaw or Lexis? If the answer to any of these questions is yes, the material you are teaching might be too advanced, not challenging enough or maybe they are turned off by your teaching style.



Donna Qualters addresses the audience

Donna and Filippa shared great insights. Perhaps most valuable, they taught us how to identify learning styles and adapt our own teaching styles to become better instructors. 

Librarians As Trainers

By Deanna Barmakian, Harvard Law School Library

As most law librarians have explained to anyone who’ll listen, we do a lot of teaching. “Librarians as teachers and trainers” was the topic of an excellent panel presentation at the LLNE fall meeting. Four law librarians from different settings reviewed their role as trainers. Expertly moderated by John Pedini

of the Social Law Library, each panel member shared their experiences and offered some helpful tips.



John Pedini, Nancy Zaphiris, Georgia Ypsilantis and Joan Shear

Training other Librarians...

Nancy Zaphiris, from the Harvard Law School Library, discussed her participation in a major staff training initiative. When Harvard migrated to a new ILS, Ex Libris' Aleph, the 1200 staff members of Harvard libraries needed training. Although Nancy was a monographs cataloger, she was asked to join a team of eight to teach the Serials portion of Aleph. Serials training consisted of five classes, each two to three hours long. Nancy's group gave 200 classes in 3 months.

Drawing on this extensive training experience, Nancy offered five great teaching tips. First, "Make the Script Your Own." Write it out in the order and the way you want it. Practice it out loud and standing. Second, "Know Your Classroom." Understand the classroom technology, quirks, lights, thermostat, and the best place to stand. Third, "Walk in Relaxed." Get there early; bring everything you need including water. Dress in layers. Fourth "Do Your Housekeeping." Tell people where bathrooms are, how long the class will be, how you will handle questions during class, and where to send questions after class. Fifth, "Delivery is Everything." Be confident; speak slowly, clearly, and loudly. Be interested and animated--even if you don't quite feel that way!

Training Firm Managers...

Georgia Ypsilantis, CEO of AccuFile, followed with a very different teaching perspective. Georgia teaches two different groups, her staff and firm managers. The law firms she works with often lack a

librarian. She has to continually convey to firm managers the importance and usefulness of law librarians and library collections. She explains the need for certain materials, comparative costs, and the importance of maintaining collections properly.

Georgia trains her staff in what she jestingly calls "Kamikaze librarianship." Her people go into firm settings, and in just a few hours, sort mail, organize bills, file looseleaf updates, and sometimes even shelve library materials. Consequently, Georgia makes sure her people understand these tasks and can work quickly. Realizing their frustration at not having more time to accomplish everything, she makes humor and morale boosting a big part of her training style.

Training Students...

Joan Shear from the Boston College Law Library teaches the research portion of a yearlong IL writing and research class. Joan discussed how she helps her students self-assess their learning styles so they can effectively modify their study behavior. As she explained, it's her job to teach the material, but it's the responsibility of each student to figure out how best to learn it.



Joan Shear addresses the audience

Joan demonstrated a simplified version of a clever exercise she does at the beginning of the course. Using a long-ish series of numbers, Joan first said them aloud and quizzed people briefly. (What was the fourth number?) Then she quickly flashed a large card with the same number series and quizzed the audience. Finally she held the card up and allowed people to take notes briefly and then quizzed them. She concluded by asking people to note whether they did best by listening, by reading, or by note taking.

She uses this exercise to demonstrate to students, that if you learn best aurally, maybe you should not distract yourself by taking notes. If you learn best by reading, make sure to do the assigned reading. If you learn best by note taking, then take notes, despite the fact that lecture outlines are distributed. Feedback indicates this exercise is revealing and helpful.

Training Judges and Court staff...

Ken Withers, of the Research and Education arm of the Federal Judicial Center, discussed an interesting phenomenon he has observed at the FJC. Encouraged to deliver information and training remotely rather than in-person due to budget issues, his department converted handbooks to pdf, videos to Real files, and added a lot of seminar information to web pages. The result? After all that effort, their constituency could not find what they needed, even though the information was there. Putting information on the web did not automatically make it accessible.

Ken's group subsequently initiated a fascinating study of the information seeking behavior of judges and court personnel. As he explained, without first understanding how people, and specifically judges, articulate and seek to satisfy an information need, his department will be wasting their time mounting more and more material on the web. The panel audience, a group mounting their own information and tutorials on the web, expressed a lot of interest in seeing the results of Ken's research on information seeking and successful e-training.

This panel was successful in highlighting the training efforts of librarians, to varied audiences, in varied settings. Notably, whether hearing from trainers of students, colleagues, judges, or members of a firm, the same tips came through: prepare your session; market the importance of the content; be cognizant of how your audience best learns; and try to understand what they need and want to learn. Warm thanks to the panel members who generously offered their perspective and advice. 📺



Nancy Zaphiris, Georgia Ypsilantis, Joan Shear and Ken Withers

Law Librarians of New England Fall Meeting: Ken Withers' Presentation

November 15, 2002

Ken Withers is a research associate at the Federal Judicial Center (FJC) in Washington DC, where he concentrates on issues of technology and the administration of justice. The opinions expressed in this article are his own and do not necessarily reflect those of the FJC or any other agency of the United States Courts. Your questions or comments are welcome, and you may reach him at kwithers@fjc.gov.

Ed. Note: Time constraints prevented Ken from delivery his presentation as it was originally drafted. He was gracious enough to provide us with the text which, besides offering more content and detail, allows him to use words like "disintermediated."

Today's panel is about training, which as we all know, is an important function for professional law librarians. I am coming from a unique perspective and a unique institution, because the Federal Judicial Center is not a law library. It is the research and education agency of the United States Courts. We research issues of the administration of justice and publish our findings. Perhaps that's what we're best known for, books like the Manual for Complex Litigation and our scientific evidence handbook for judges. We also produce educational programs for federal judges and court personnel, from conventional seminars and workshops, to training videos and talk shows aired on our closed-circuit television network, to our interactive CD-ROM on bankruptcy procedure. Of course, in the process of producing our research reports, books and manuals, seminar materials, videos and audio tapes, we are

assembling an ever-growing library and making it as accessible as we can to federal judges and court personnel across the country.

This puts us in the position of being simultaneously a legal publisher house, continuing legal education provider, and law library. In the past several years, Congress has made it clear through statutory initiatives and the budget process that we are to wean ourselves away from paper-based publishing, in-person teaching, and our physical library collection. So in addition to keeping up our substantive training and education programs on everything from ADR to Voting Rights, we must experiment with new methods of delivering that information and, in the process, train our 20,000 patrons on how to use those new information delivery systems.

When we started this a few years ago, I think we had the same knee-jerk reaction as many of you. "Let's convert everything we can into digital form," we said to ourselves, "and make it available on a big web site." We began converting books into .pdf files, converting audio and video recordings into RealPlayer downloads, and creating digital libraries of research reports. We simply assumed that by putting things on the Web, they would become magically accessible. People would naturally know how to find the resource they needed.

We were mistaken. We started hearing reports that our patrons did not like our web site. They could not use it to find what they wanted. We were thinking in terms of collections of training materials and programs that people would access by general topic or title, when what people actually want is not "training" or "education," they want answers to questions. A magistrate judge does not want to wade through a civil case management treatise, online or otherwise, to find a sample trade secret protective order. A deputy clerk does not want to spend three hours viewing an online tutorial to find out how to save a Word Perfect document as a .pdf file.

It became clear that if we continued down our current path and migrated hands-on, live educational programming to the web as well as publications, we might have more problems with access and useability. Instead of organizing our online resources to reflect publication media, bureaucratic structure, or IT infrastructure, and training our patrons to navigate that, we needed to understand how our patrons seek out information to solve problems, and create access points, navigation tools, and (dare I say it) training programs reflecting that reality. We needed to view

ourselves not as a repository of videotapes, books, training seminars, CD ROMs and other "stuff," but as a repository of useful answers to a wide variety of problems.

In the good old days of law librarianship, the reference librarian played an important mediation function, converting the library patron's problem first into specific information needs, and then into appropriate resources to answer those needs. In this online, "disintermediated" world, librarians present patrons with a bewildering range of resource location devices from keyword searches to tree structures to drop-down menus, but have ignored the fundamental question of how people actually formulate their problem and seek information. The increasing level of frustration people voice, often in terms of "information overload" or inability to find what they need, should tell us something.

So before we invest any more of the taxpayers' money fulfilling a vague mandate to "go digital," we plan to research a fundamental question: what is the information-seeking behavior of judges, court clerks, pretrial services and probation offices, and the myriad of other patrons we serve? How can we spend our limited resources more intelligently?

While we step back and ask these fundamental questions, we do not need to reinvent the wheel. Studies of information seeking behavior are a well-established part of the information science literature.

Professor Marija Dalbello of Rutgers University provides us with a definition of information-seeking behavior. It includes:

- Activities a person may engage in when identifying his or her own need for information
- Searching for such information in any way
- Interactions between information-searcher and information-provider
- Using or transferring that information

Library and information scientists have gone before us and developed models of information-seeking behavior for a number of professions and social groups. The late Alfred Chapman pioneered this research with her studies of female prisoners, retirees, janitors at a major university, and patrons of a skid-row liquor store. Law librarian Donald Case of the University of Kentucky got us thinking outside the

box with his measurements of the height, density, and distance from the desk that piles of papers and journals found in academic offices. The literature is rife with studies of doctors, nurses, architects and clergy.

These studies have had important consequences. They have identified and highlighted such concepts as

- informal networks
- the “invisible college”
- individualistic methods of searching
- personal systems of organization
- the importance of perception (visual cues, spatial relations, etc.)

They have had practical application in the

- physical redesign of libraries and information centers
- reconsideration of cataloging and indexing systems
- layout and use of color in print publications
- design of web sites

Oddly enough, no one has yet, to our knowledge, published any study of the information-seeking behavior of judges or court personnel. The online legal publishers have constructed studies of how lawyers and law students use their databases, but these studies are quite limited and assume that the user already has formulated a narrow information need.

What we have to start with are some models of behavior derived from the literature, and our task over the next year or so will be to design research that will help us formulate information-seeking behavior questions and hopefully answer them.

The first models we looked at helped us visualize information seeking as a behavioral process-- either as a series of stages or an evolving series of evolutionary activities. These models may help us identify points where we can ask valuable questions. But information-seeking behavior is really much more complicated, and not linear at all. You perhaps know intuitively, or from your own experience, that it is a series of branches and feedback loops. We will go one step further and base our research methodology on more complex models that

incorporate the variety of work roles legal professionals perform. A judge, for instance, may seek information about the law to reach a decision on a case, but is also a case manager who needs information on workflow, a computer user trying to figure out PowerPoint, a supervisor who needs information on employee relations, an instructor who needs to create a lesson plan, and a grandmother who needs information on retirement planning. The structured and formal behavior that the judge may or may not demonstrate in legal research may or may not carry over, or even be appropriate, for these other professional information needs.

Over the next year, the FJC plans to conduct a series of focus groups, interviews, and perhaps surveys exploring the information-seeking behavior of legal professionals in the courtroom environment. Our primary research will be with judges, court clerks, pretrial services, and probation officers. But law librarians will be important in helping us design the research, acting as advisors, a sounding board, and a reality check. We hope that in the end, perhaps in 2004, the research will not only help us at the FJC provide a much better publications and training programs, but will be useful to all of you in evaluating your own library programs. We invite your comments and participation. ☺



Training As Performance

By Rebecca Engsborg, Quinnipiac University School of Law Library

The LLNE Fall Meeting held in Boston, MA in mid-November was entitled, “As You Learn It or The Librarians’ Lesson in Two Acts.” The second act consisted of a two-hour presentation, “Training as Performance,” presented by Nancy Houfek, Head of Voice & Speech at Harvard’s American Repertory Theatre.

Houfek began her presentation by asserting that content is important—but it is not everything, especially highly technical material—like the material librarians often present to patrons, from bibliographic instruction to advanced legal research.



Nancy Houfek illustrating a point

Throughout Act II, Houfek talked about presentations using theatre-related analogies. She began her talk by asserting that many of us are connected in some way to the theatre or performing or making presentations. Houfek demonstrated this connection by asking the audience how many people had ever been in a play or a choir, had played a musical instrument, or had gone to a play.

Houfek likened the general context of making presentations to a theatre context. More specifically, she discussed the concept of stage/theatre space as it related to making presentations. Houfek also discussed how the theatre-related issues of critics, rehearsal, making a connection, choreography, and articulation related to making effective presentations.

In the theatre, an actor's relationship to the audience is like a conduit, where energy flows from one to the other and a good actor connects with the audience. An effective presentation is quite similar, where the presenter connects with the audience. Many factors can hinder that flow. For example, an actor's stage fright is similar to a presenter's fear of being observed. In addition, both an actor and a presenter can also be afraid of silence. However, well-placed silences can be very powerful. Actors and presenters alike can use silence(s) for emphasis, to increase dramatic tension, or to make a point. Houfek further explained that the message (an actor's dramatic line or a presenter's research point) is fundamentally connected to rhythm (or rate) and silences.

Houfek talked about the components of stage/theatre space—set, lighting, props, costume, and sound—from a presentation perspective. When a presenter has control over one or many of these factors, a presenter can manipulate them to increase overall effectiveness. For example, simply changing the set from proscenium (where the audience is arranged in horizontal lines facing the presenter) to thrust (where the audience is arranged in curved horizontal lines directed toward the presenter) often enhances the audience's comfort. Plus, audience members can more easily see each other. To illustrate, at this point in Houfek's presentation, the entire audience actually changed the set in this manner.

She likened critical reviews to student and patron evaluations, as well as self-critiques. When the text is often prescribed (whether a Shakespearean scene or how to use a particular database), the actual content may not change over time. But the presentation of that information can change. A critic might say that the goal is "a new interpretation of a role" with a set text.

Houfek explained that rehearsals and dress rehearsals are indispensable tools on the stage. Likewise, rehearsals and dress rehearsals can be very effective tools for enhancing presentations. Houfek pointed out that actors would not even consider going on stage without rehearsing first. Yet, as librarians who train others, we often make presentations without rehearsing.

She emphasized that the goal of a presentation is to get the information "to land." To demonstrate "landing your point," she carefully tossed an orange to several individuals in the audience (who tossed the orange back).

Houfek stressed that making a connection is vital to landing your point. She discussed several components to making a connection—eye contact, choreography, speech and articulation. She stated the importance of making eye contact with individuals in the audience, rather than merely casting your eyes over the masses. Establishing eye contact with individuals—randomly rather than in a set pattern—can create a sense of dynamic intimacy. Eye contact can help a presenter connect with a group.

Concerning choreography, deliberate movement can help emphasize a point. However, nervous pacing back and forth or continuous wandering can hinder the presentation and make the presenter seem unfocused or uncaring about the topic.

Choreography also includes body language (the nonverbal messages conveyed by not standing up straight or keeping your head down). Houfek asked for audience volunteers to demonstrate how effective body language (standing up straight), individual eye contact, projecting one's voice to the back of the room, speaking slowly, and articulating clearly could make a remarkable difference in how the audience perceived presenters. Houfek's advice, condensed into a simple statement: when you begin a presentation, stay in one place, make eye contact, stand up straight and breathe. ☐

LLNE Fall Meeting Program Information

You can find more information about the fall meeting at <http://aallnet.org/chapter/llne/calendar/Fall02/index.htm>. Included is a detailed bibliography on various aspects of teaching/training in libraries. ☐



Business Meeting Minutes

BOSTON, MA, NOVEMBER 15, 2002

Submitted by Jeannine Uppgard, LLNE Secretary, University of Connecticut School of Law Library

President Mike Hughes thanked Kim Dulin and her staff at Northeastern Law Library for hosting the fall meeting and welcomed all participants, including first-time attendees at an LLNE meeting. He extended a special welcome to Janis Johnston, AALL Vice-President/President-Elect, who was attending the meeting. Mike reported on the following:

By-laws have been reviewed and recommendations have been made to correct typographical errors and make substantive changes. Recommended changes will be published either in the newsletter or web site and notice of such will be mailed to members prior to

the spring meeting. They will be voted on at the spring meeting.

LLNE and Suffolk will host the satellite teleconference on the USA Patriot Act on Wed., Dec. 11.

Treasurer Cindy Landau reported the following account information from October, 2002 bank statements and May-October, 2002 income and expenses. Registration fees for the fall meeting are not included:

- Checking account	\$10,269.77
- Savings account	\$11,201.20
- Income	\$ 4,775.00
- Expenses	\$11,019.83

Michelle Pearse, on behalf of Stephanie Burke, reported that the service committee would be serving a meal at the Pine Street Inn on January 19, 2003. Other projects with New England bar associations and the Pris on Book Project are being developed.

Darcy Kirk, Past President, introduced Janis Johnston as our AALL representative at this meeting. Janis Johnston reported on plans and preparations for the 2004 AALL Annual Meeting that is to be held at the Hynes Auditorium in Boston. She expects to name a local chair in the coming weeks and wants local committees to be representative of the region, not just Boston. Janis, Gail Warren, who will be program chair, and others involved in planning the meeting will be visiting Boston in December. The theme of the conference will be GLOBALIZATION with a specific title yet to be developed.



In thanking Janis Johnston for speaking with us and in anticipation of the 2004 AALL Annual Meeting to be held in Boston, Mike presented Janis with AAA travel books and maps of the New England states, a copy of Make Way for Ducklings and a Mary Meyer

fuzzy duckling. The inscription on the book read as follows:

Make Way For Ducklings
Presented On Behalf Of
The Law Librarians Of New England To
Janis L. Johnston, Vice President/President-Elect,
American Association Of Law Libraries,
Commemorating Her Visit At The LLNE Fall 2002
Meeting On November 15, 2002, In Boston,
Massachusetts, In Preparation For The AALL
Annual Meeting In Boston In July 2004.

The meeting concluded with a Westlaw raffle won by Joseph Miranda of Northeastern Law Library and Ken Svengalis of Rhode Island Law Press. 📖



Susan Sullivan, Kim Dulin, Michael Hughes and Janice Johnston

Teaching as an AALL Core Competency

From the AALL Competencies of Law Librarianship, approved by the AALL Executive Board, March 2001
(reprinted from
<http://www.aallnet.org/prodev/competencies.asp>)

6 Teaching

6.1 Determines the educational needs of clients through observation, discussion with clients and colleagues, and the use of needs assessment tools

6.2 Effectively teaches library clients with differing needs and technological skill levels

6.3 Knows and applies the principles of adult learning

6.4 Designs curricula and methods to meet the educational needs of clients and evaluates the educational process for effectiveness

6.5 Educates clients in the methodologies of legal research

6.6 Provides training and guidance on the organization and use of legal resources in various formats

6.7 Acts as liaison to outside providers of commercial research databases to coordinate instruction on the effective use of these tools

6.8 Promotes the effective use of new technologies for the retrieval of information

6.9 Prepares and packages materials such as bibliographies, pathfinders, training scripts and handouts, utilizing a variety of formats. 📖

LLNE, AALL and NELLCO: Your Partners in Teaching/Training

One of the many advantages of membership in professional organizations and consortia is the opportunity for support in our various job activities. For those of you with teaching/training responsibilities, local and national professional organizations and consortia can often provide you with a wealth of information.

LLNE

The LLNE website has several resources that might be helpful for teaching. For example, do you want to teach a class on using the Internet for a particular type of legal research? Cybercites (<http://www.aallnet.org/chapter/llne/resources/cybercites/index.htm>) provides an annotated topical listing of websites that might be useful for research instruction.

Our recent Fall Meeting was dedicated to teaching/training. The bibliography for the meeting has a detailed listing of resources related to

teaching/training in libraries, including websites. It is available at <http://aallnet.org/chapter/llne/calendar/Fall02/bibliography.pdf>.

AALL

AALL always provides wonderful resources for librarian teachers/trainers.

The RIPS SIS (Research Instruction and Patron Services section) (<http://www.aallnet.org/sis/ripssis/>) has many activities to support teaching/training, including collecting materials for the National Legal Research Teach In kits (see bottom right corner of this page).

The AALL Annual Meeting often has programs/workshops related to teaching/training issues. Even if you are unable to attend a session in person, you can always try to obtain the materials or a recording. For example, just this past year in Orlando, you could attend a program on creating practical research exams, connecting with your audience (see a review of this program in the last issue of the newsletter at <http://aallnet.org/chapter/llne/LLNENews/v22n3/connect.htm>), and using online tutorials to teach legal research. Moreover, LexisNexis had their annual teaching research workshops, this year geared towards academic librarians. (See Stephanie Burke's article in the last issue of LLNE News at <http://aallnet.org/chapter/llne/LLNENews/v22n3/trial1.htm>)

NELLCO

NELLCO often provides training opportunities, as well as a resource-sharing database.

Librarians as Writers of Teaching Materials The NELLCO Resource Sharing Database by Janet Katz, Harvard Law School Library

Not only do librarians teach, they also produce teaching materials, such as research guides, tutorials, pathfinders, bibliographies and Webographies. Five years ago, NELLCO reference librarians decided to devise a way to share such publications with each other. The goal was to avoid duplication of effort, thus saving financial resources and promoting both individual libraries and NELLCO. So began the NELLCO Resource Sharing

Database, found on the Web at <http://www.Nellco.org/LegalResources.cfm>

A quick inspection of the database reveals over 200 records linked to Web guides on topics from war crimes to how to change your name. The guides are excellent and each one is there for your use: send a link to a student who is starting a research project; get ideas for your next Web guide; add NELLCO guide links to your library's home page.

NELLCO librarians are invited: to add new Web guides to the database; to update any old links that lead to disappointing "Not Found" pages; to share ideas for improving the Database. NELLCO Executive Director Tracy Thompson welcomes your input. You can reach her at tracy.thompson@yale.edu

1. For an account of the project, see Janet C. Katz, *No One Person: Views on a Collaboration*, 20 LEGAL REFERENCE SERVICES QUARTERLY 105 (2001).

Other organizations

In addition to specifically law library associations, other associations that can provide useful resources include: SLA (Special Libraries Association) (<http://www.sla.org>), ALA (American Association of Libraries) (<http://www.ala.org>), ACRL (Association of College and Research Libraries) (a division of ALA) (<http://www.acrl.org>) and ARL (Association of Research Libraries) (<http://www.arl.org>). 

Share Your Great Work!-National Legal Research Teach In: Call for Contributions

Over the past eleven years Teach-In materials have been distributed to an increasing number of interested people in diverse institutions all over the world. In 1993, for the first Teach-In, resource kits were distributed to 315 locations and promotional items (posters & bookmarks) went to about 200 people. A new record has been set each year, culminating in 2001 when resource kits were sent to over 700 people and over 20,000 notepads were used for promotional purposes! From these brief figures it is easy to see that the Teach-In has become an integral part of the law librarian landscape.

For ideas from past Teach-Ins, see the RIPS Teach-In web page at

http://www.aallnet.org/sis/ripssis/teach_in.htm

It is never too early to plan for success! Now is the time for YOU to become involved in the creation of these materials! Please take a few minutes to consider if you have research instruction materials (including teaching techniques, training scripts, lecture notes, outlines, handouts, exercises, lesson plans, user guides, pathfinders, research guides, or descriptions of past training events) that you could contribute. If you do or if you have comments or suggestions, please contact Gail Partin or Kristin Gerdy as soon as possible (but no later than January 10, 2003).

Thanks for making our eleventh Teach-In the best one yet!

Gail A. Partin
Associate Law Librarian
School Dickinson School of Law
Pennsylvania State University
150 South College Street
Carlisle, PA 17013
(717) 240-5294
gap6@psu.edu

Kristin B. Gerdy
Director, Rex E. Lee Advocacy Program
J. Reuben Clark Law School
Brigham Young University
457 JRCB
Provo, UT 84602
(801) 422-9022
gerdyk@lawgate.byu.edu



Innovative Users News

New England Innovative Law Users Group (NEILUG) Holds Its Annual Meeting

The annual New England Innovative Law Users Group (NEILUG) Meeting was recently held at Suffolk University Law School Library on October 4, 2002. Participants heard about the latest Innovative developments, particularly in electronic resources management, including MAP, MetaSource, Ejournals and more. They also enjoyed birds of a feather discussion groups. As chair of the national IUG (Innovative Users Group) Steering Committee, Anne Myers provided an update of its activities. Moreover, Brian Flaherty of the Suffolk University Law School Library offered his perspective on using Innovative to bridge the gap between public services and tech services. (The notes from his talk appear on page 17 of this issue.) For more information about NEILUG, contact Dave Turkalo at dturkalo@suffolk.edu.

Those of you who work with Innovative systems might also want to become involved with IUG or ILUG (Innovative Law Users Group). The following is a brief explanation what these groups do.

What Are ILUG and IUG?

By Anne Myers, Boston University Law Library

The **Innovative Law Users Group (ILUG)** has been in existence since 1987. It meets annually on the Saturday before the AALL annual conference and also at a luncheon during the IUG annual conference. The workshop at AALL features training presented by users and by Innovative staff as well as discussion groups. The ILUG also maintains a website (<http://www.innopaclaw.org>) and a discussion list for issues specific to the law library community. Barbara Plante of the University of Connecticut Law Library is the current ILUG treasurer.

Innovative Users Group (IUG) is an international organization of libraries using the Innovative Interfaces online systems. There are currently 863 member libraries from 48 states and over 25 countries. The IUG holds an annual educational conference every spring, which attracts over 1,100 participants; the 11th annual conference will be held in San Jose, California, on April 25-28, 2003. In addition, the IUG maintains a content-rich website

<http://innovativeusers.org>) that includes conference proceedings and online program materials beginning with the 2002 conference. The IUG discussion list has over 2,625 participants and has been operating for almost 14 years. List archives are fully searchable on the website and provide significant resources for libraries researching system features. The IUG plays an important role in product development through an extensive enhancements process that includes review of enhancements by functional experts and international voting on submitted topics. Over 790 enhancement suggestions in 18 separate areas were considered during the last cycle. Voting results are presented to Innovative and have played a large role in system improvements. Current chair of the IUG is Anne Myers of Boston University Law Library. If you have questions about IUG, you may contact her at amyers@bu.edu. ☒

Across The Great Divide: III As The Bridge Between Technical And Public Services

(notes for a talk given Brian Flaherty, Suffolk University Law School Library at the New England Innovative Law Users Group, October 4, 2002 at Suffolk University Law School)

I began as an Acquisitions Specialist at the New England School of Law in 1990. In 1994 I started library school, and by 1995 I was trying to insinuate myself into the reference department. I took a legal research course through Simmons College, but at the time my greatest qualifications for working at the reference desk were that I knew the collection pretty well from having worked in acquisitions for so long and that I knew the Innovative system better than the reference staff simply because I worked with it more. Also, while I was at library school, I took Virginia Wise's legal research course, and soon began to cross the stark boundary that existed between technical and public services in earnest. For the next several years, circumstances were such that I was able to work as many as 10 hours a week on the desk, in addition to remaining the Acquisitions Librarian. Without going into the drawn out story, in 2000, I made the switch to full-time reference, coming from the New England School of Law to Suffolk, where I currently work as a full-time Reference Librarian.

I'm going to begin by suggesting something that might draw a bit of ire from the majority of the folks here today. Based on my experience, on the things I've read, and on the responses to questions posted on Law-Lib in the past week, I believe that the burden of

building the "bridge of communication" (or at least laying the foundation for such a bridge) between public services and technical services really lies on the shoulders of the tech services department, at least if the bridge is to be built on the Innovative system. I suggested this to our systems person who scowled at me and went away. Nevertheless, I'm going to defend it. It seems so, first and foremost, for the simple practical reason that the Innovative contact person almost invariably resides in the technical services department. If we in public services are going to know what's going on in Innovative-Land, there really needs to be some communication from technical services. Second, but certainly related, the technical services people know a great deal more about the system than do the public services people. They're the ones who put it together; they're the ones who know best how to get the most out of it.

The other reason for my believing that the onus lies on the technical services people to get the ball of communication rolling is my experience. I was an acquisitions librarian when we brought up the Innovative system at New England School of Law and continued working in tech services while we worked the kinks out of our system. When I worked at the reference desk as a technical services person crossing over, I knew just how much you could get out of the system. Then I saw how patrons were actually using the system and began to see some of the glitches – some of the things that they were not able to do. So I was able to go between departments and negotiate various adjustments that have worked to provide better access for public services librarians and patrons.

I've loosely structured my presentation into two sections. First, I want to mention what reference librarians likely don't know about the system – things that, if they did know them, might make their jobs a bit easier. Some small things that can improve the way the system is used – and I'll try to provide examples of the way we use them. At first I was going to talk about these things, and show off how they worked but I realized that for the most part I'm talking to tech people. You all know how these things work – likely better than I do – so I'm just going to itemize them, and talk about why reference librarians should know about them. Then in the second part I want to talk about some of the alterations, tips and things that we've done, or perhaps will do in the future, to make using our system more efficient.

My first observation is simple and relatively obvious, but not all reference folk know about it, and I have first hand knowledge of it making a world of difference in some people's lives. It is something as simple as an "Added Title" entry. Law books, as I'm sure you realize, often have frustrating and misleading titles. Worse yet, they are so often "known" as something that is not their title. A public services librarian looking for Scott on Trusts enters TITLE: SCOTT ON TRUSTS – they don't know that the name of the book is The Law of Trusts by Austin Scott, and that it is only by the benevolent intervention of a cataloging librarian via an added title that they can find the book. But they don't need to know that, right? I say yes, because if they discover that, in many cases, by using "Added Title" (under strict AACR guidance of course) an often-used book can be looked up by its common title, many would positively overflow with delight. I have a real-life example of this. At Suffolk we had a faculty member looking for the International Court of Justice Reports. She entered "Reports of the International Court of Justice", "International Court of Justice Reports", and ICJ Reports. Not finding anything, she concluded that we didn't own the publication. Fortunately it was a wise faculty member who then called a librarian to say she couldn't seem to find the ICJ reports. The librarian did a keyword search and of course it showed that we had them. (As some of you know, they're called "Reports of Judgments, Advisory Opinions and Orders". Well, they're called this in French, but I'm not going to try that here.) The point is, however, that unless someone happens to know that the title is "Reports of Judgments, etc." they cannot find it by title, and unless they're savvy enough to search by keyword rather than by title (and they're persistent), they'll conclude that their library doesn't own the title. Now most reference librarians are wise enough to do this, however I would dare suggest that most international law faculty are not. Thus they go about searching for TITLE: ICJ REPORTS or TITLE: INTERNATIONAL COURT OF JUSTICE... and find nothing and phone you, or grumble about the library's inadequate holdings.

Another thing that reference librarians don't know, or don't always know how to do is to use the "Create List" function. As you know, creating lists is a way of searching your catalog for fields not in the major indexes (author, title, etc.). So if you want, for example, to search for books purchased in 2001 that have circulated more than twice, you use Create Lists. Now I know from my experience in reference that we find ourselves wanting to search the

collection in ways unanticipated by the OPAC, such as securities law in looseleaf publications that are still being updated, books written by CLE organizations that we've purchased in the last two years, Massachusetts books not published by West or Lexis, which contain forms on disk.

It isn't just the ability to search all of the unindexed fields that's exciting. That might be exciting to a reference librarian, but it's what you can do with those lists once you've got them. For example, remember the list of CLE materials purchased in the last two years? Now run circulation statistics on it, see if those materials are being used. Or weeding projects—say, someone wants a list of materials that have been on reserve for over three years, but haven't circulated once.

Now I want to change gears a bit and talk about some of the experiences I have had, and some tales that have been told to me by others, that illustrate how communication between technical and public services about the Innovative system has resulted in some changes to the system, and, ultimately, in improved service to library patrons. The first experience is my own, from when I first began sitting regularly at the reference desk. At the time we were receiving numerous books with enclosed "forms on disk." We, like so many other libraries I knew of, had no idea how to deal with these added extras. First we let them pile up in my office. (Well, first I let them pile up in my office.) Then we tried putting them on reserve, with pointers: "see accompanying disk at reserve". This really satisfied no one. (Well, no one but me, because they were no longer piling up in my office!) Finally we thought to shelve them with the books by simply sticking them in the enclosed sleeves. This worked until a patron one day asked for bankruptcy books with enclosed forms on disk. The tech services part of my brain thought, "OK, this is easy – I'll just run a list of books with 'Bankruptcy' in the subject and 'Disk' in the description field." As I'm doing this, I'm thinking there's got to be an easier way. I mentioned this to the reference staff, and all of them suggested an easier way – why not use an Added Title? Something like "Forms on Disk" – you see, I'd already introduced them to the joys of Added Titles, to their delight, but to the consternation of the catalogers. This suggestion gave our cataloger fits of the AACR2 variety. She said that we couldn't simply create "added titles" out of whole cloth and paste them wherever we pleased. The answer came at a smaller meeting of acquisitions librarians who use Innovative, where someone mentioned what her library does with the 793

“Alternative Title” field. My ears perked up – “alternative title?” says I? And so began my use and abuse of the 793 field – the alternative title field, which we index like an added title, but doesn’t show up on the patron display. We used this then for Forms on Disk, so you could search by subject and then limit to Title has Forms on Disk. We use it also for MCLEs, because we do indeed get the question: “What MCLE titles to you have” or “where are your MCLE’s” variations on a theme. For titles published by MCLE, we simply put MCLE in the title field, and so can bring them all up quite easily (Sure, we could search by subject and then limit by MCLE, but sometimes we get “there was a recent MCLE on something like... that had... in it.)

Another time, we had the experience of having the Faculty Library Committee come to us and ask us to give us a price breakdown of all of our major collections – official state reports, state digests, state laws, national reporter, Shepards, etc. for the last couple of years, as part of a whole scale collection evaluation. Such a project involved both the tech and public services people. Reference told us what they wanted, what kind of list they wanted – a list of official state reports, for example – and the tech services people put the list together and ran statistics on it. OK, so this was the idealized procedure, but of course the world is never the ideal one, and so there were glitches. We would create a list and it wouldn’t include all of the appropriate titles, and so we’d have to go back and add things. We would create something that looked right, but the statistics we ran would not seem right, and so we would need to go through the list more carefully. Because the collections, i.e. what was included in them, was something ultimately determined by the reference staff, they were really the appropriate people to go through the lists. And so we trained them, not only how to create lists, but how to go through and remove items, append items, sort by call number and print lists to verify that we’d gotten everything. Many things happened as a result of this project. First, we had a pretty nifty and thorough evaluation of our collection. Second, our reference staff became pretty adept at creating lists, and at searching our collection by the non-indexed fields. Finally, and most importantly, because our reference staff spent so much time working with the tech services staff, the communication between the two departments increased thousand-fold. They began to see tech services not only as the people behind the scenes that put the catalog together, but as people to turn to when they needed find something or manipulate data in the catalog.

The next example comes from a response to my question on law-lib this week. I asked about technical service/reference department crossover --- What are the experiences of technical services people who work reference? What are the experiences of reference librarians who work a bit in tech services? I got some great responses, most of which were from tech librarians who had worked in reference and had discovered certain “disconnects” between the way the system is designed and the way patrons use it.

One kind of question we get is the very basic “I’m looking for books on...Massachusetts civil procedure, landlord/tenant, tort law, drunk driving, bioethics...” And what we do (what this tech services cum reference librarian was trained by the other reference librarians to do) is go to the catalog and run a search for the patron by subject or keyword, depending on their comfort with LC subject headings. Then we limit that search by year to get the most recent materials. Click on Limit, and put in the date, QED? But this particular librarian, because he worked in tech services and knew the system, knew which fields were read when a record was “limited.” He realized that by doing this, the user (the patron, the librarian) would miss any loose-leaf services published before that date, no matter how recently they had been updated. For example, if you were in fact looking for books on bioethics, you could enter Keyword: Bioethics. Then if you decided you wanted only the most recent materials, you would limit to, say, the last five years. You would miss BioLaw, one of the more useful sources on bioethics, updated monthly, but published in 1986. Now I don’t know the story exactly, but this was probably pointed out to the reference librarians, who probably said – and I mean to cast no aspersions on reference librarians, being one myself – something like “well, why can’t we just change the date?” And so began the dialogue.

The result was that the librarians decided that they could put a second imprint field into the record, which would indicate the date the title was most recently updated. And so when the patron or librarian looked for Bioethics books, and then limited by date to the last five years, Biolaw does in fact come up.

So these are three examples of what I see as improved communication between tech services and reference librarians facilitated by III – better communication which has led to better access to the collection for librarians and patrons, improved

communication, which has led, one would hope, to more communication.

The last thing I want to talk about is making this “better communication” happen via III. The first (and probably best) way to improve communication between the departments is to have some kind of department crossover – tech services librarians who are willing to work at reference, reference and/or public service librarians who willing to work in tech services. There is, so far as I can see, no better way of getting the departments together than letting one see how the other operates.

Both departments can watch out for those “teachable moments,” An example of such a moment is the collection evaluation project discussed above, where the technical services librarians worked closely with the reference staff to show them how to create, edit and manipulate lists. The result far exceeded the reference librarians’ newfound ability to create lists.

Finally, yet another way to foster better communication is to formalize it, i.e. create forums where reference librarians and technical services librarians are more or less forced into the same room and made to talk to one another. Meetings like this, or like the smaller semi-formalized meetings that I talked about before would provide such forums. Actually, I want to put in a plug for those smaller, semi-formalized meetings. They were born out of the “Birds of a Feather” sessions. We just took one of those sessions and expanded it into a half-day meeting. So if you find these sessions and talking to someone at your table particularly helpful, I urge you to make plans to meet at a not too distant date and keep the meeting going. It’s a great way to share information and to get to know your colleagues in other libraries.



Interested in International Law Librarianship?
International Association of Law Libraries, 21st Annual Course on International Law Librarianship
by Stephanie Burke

What a rare opportunity: to attend an international conference right here in New England. The International Association of Law Libraries (IALL)’s

21st Annual Course on International Law Librarianship, *Order from Chaos: Contexts for Global Legal Information*, brought together librarians from near and far October 20 through the 23rd, 2002, on the campus of Yale Law School.

Like me, many law librarians from the US, and particularly the northeast, were able to attend IALL for the first time. IALL, whose membership is drawn from the global community of law librarians, holds its Annual Course at locations around the world. The less expensive and shorter travel to New Haven brought a big turnout, in which the US was strongly represented. As a “first timer” at IALL, I was impressed and engaged by the programs.

Yale Law School Library and the library staff, as host, did an incredible job of making sure everything ran smoothly for participants. The attendees were even treated to a trip to the first law school in the United States, Litchfield Law School. Even the bus ride, through the Litchfield Hills, complete with fall foliage, was an event to remember. All of the attendees were impressed by how well the conference was organized by the IALL Local Planning Committee: Mark Engsborg, Blair Kauffman, Tracy Thompson, Dan Wade and IALL Board Liaison Silke Sahl.

Unlike AALL, all participants at IALL attend sessions and meals together. The group is much smaller, which allowed participants to get to know each other quite well. Session covered topics of particular interest to international and foreign law specialists.

Programs included a look at the history of the American legal publishing industry, the history of American legal education, a day at the United Nations and presentations on international criminal law and human rights. Additionally, there was an optional day on Islamic Law at Harvard Law School on October 24.

In addition to the programs, IALL presented a unique opportunity to connect with librarians from the United States, and meet law librarians who work in countries as far as South Africa (where IALL will hold its Annual Course in 2003) Moldova, Nigeria, and Australia. A group of Russian law librarians who attended IALL are attempting to form a Russian association of law librarians, similar to AALL.

Attending IALL was such a wonderful experience. I encourage anyone who has the opportunity to attend

IALL take full advantage of it. Even if you are not a specialist in international or foreign law, it is incredible to meet law librarians from so many different countries, and discover how much we all actually have in common.

To learn more about IALL and its Annual Course, please see: <http://www.iall.org/> 



LLNE Service Committee Participates In Volunteer Activities And Collects Books For Local Charities

by Stephanie J. Burke, Boston University, Service Committee Chair

A group from LLNE will serve dinner at the Pine Street Inn's Women's Inn in Boston on Sunday, January 19. Due to the enthusiastic response by LLNE members, a second project at the Women's Inn at the Pine Street Inn is set for March 9, 2003.

On Saturday, January 25, 2003, LLNE will sort books for the Prison Books Project from 10 AM until 1 PM in downtown Boston. In December, at the annual Prison Book Project Pack-A-Thon, several LLNE members joined other volunteers from the community to respond to letters and send books off to prisoners.

Over the holidays, the LLNE Service Committee collected books and cash donations for the Literacy Volunteers of Greater Hartford and America Reads in Boston to spread the joy of reading. Thanks to Susan Severo, Michelle Pearse and Sue Drisko for their coordination of these collections.

For more information about Service Committee activities, contact Committee Chair Stephanie Burke at sjburke@bu.edu and check out the committee web page at

<http://aallnet.org/chapter/llne/committees/service.htm> 

Suffolk University School of Law Library to Host Spring Meeting

Suffolk University School of Law Library will host the LLNE Spring Meeting on March 28, 2003. "The Future of the Electronic Library: Myths & Misconceptions" will consist of four panels on topics related to the general theme of the electronic library and digitization: virtual reference, the myth of the electronic library, anti-circumvention (DMCA) and the future of microfiche. 



NELLCO Turns 20! Adds first affiliate membership category.

By Tracy L. Thompson, NELLCO Executive Director

In 1983, 15 founding members established the New England Law Library Consortium. Today, as we approach our 20th Anniversary in 2003, we number 25 non-profit member libraries, including 20 academic libraries and 5 non-academic libraries. Through the years members of NELLCO have enjoyed the benefits of collaboration in many ways. The work of the consortium has included projects such as the early NELLCO Union Catalog on CD-Rom, free ILL between members, programs and workshops on many subjects, a cooperative filming project of MA Lawyers Weekly, and the current pilot project, Library LAWLINE, providing virtual reference assistance to our patrons 7 days a week. Members also realize significant savings on the purchase of both print materials and electronic resources through agreements negotiated on behalf of the consortium. We currently have agreements in place for print purchases with Blackwell's Book Services and for electronic purchases with more than 15 publishers.

NELLCO News –

NELLCO regularly receives inquiries from libraries seeking to join our ranks. Our most recent expansion brought in members from New York and Pennsylvania. However, there has always been some concern about losing the regional flavor of the organization if we grew too geographically scattered. Following the addition of the newest members we placed a moratorium on growth to give the organization time to absorb the new members and to consider carefully the consequences of further expansion. With the retirement of Diane Klaiber and my appointment as Executive Director, the moratorium was further extended to allow for the administrative transition. Now, with the new members comfortably established and my honeymoon period over, NELLCO is ready to expand its membership.

In June of this year the NELLCO directors held a one-day retreat at Yale Law School. During the course of that day a task force was established to examine the potential for the growth of NELLCO. We sought to design a solution that would address the needs of current members and maintain the current look and feel of the group for them, while extending the benefits of group purchase to non-members, and perhaps even enhancing NELLCO's purchasing power. The result is a plan to open an affiliate level of membership to begin July 1, 2003.

During the first expansion phase, ABA-accredited law school libraries will be invited to join as affiliate members. In later phases we may consider expanding affiliate membership to other non-profit law libraries. Affiliates will benefit from participation in NELLCO-negotiated trials and agreements for the purchase of resources, and will enjoy centralized billing for those purchases. Affiliates will have collective representation on the Board of Directors. Affiliates will not participate in NELLCO liaison groups, pilot projects, workshops, meetings or other full member activities.

We are very excited about the prospect of this expansion and the opportunities it may present for both current full members and new affiliate members. NELLCO has 20 years of experience as a resource sharing organization and we are delighted to fulfill our mission in part by extending that experience to libraries beyond our region.

For more information about our expansion plan, or for any NELLCO-related business, please feel free to contact me directly. Please also note NELLCO's new mailing address!

NELLCO
9 Drummer Rd.
Keene, NH 03431
(603) 357-3385 – phone
(603) 357-2075 – fax
tracy.thompson@yale.edu 



THE BEST OF THE BAD: THE SIXTEENTH ANNUAL DUNN-IN AWARDS

By Donald J. Dunn
Western New England College School of Law
British and Irish Association of Law Libraries
(BIALL), and the Canadian Association of Law
Libraries/Association Canadienne des Bibliotheques

As I look through the contents pages of journals each day, I continue to encounter article titles that make me want to _____.¹ Year after year, the “bad” titles just keep on comin’. I opine, “The more things change, the more they are the same”² I’ve often considered stopping this annual compilation because of my inability to exert a profound effect on the creators of these titles.³ Then,

¹ You fill in the blank. Some choices to consider are “gag,” “urp,” “barf,” “throw up,” “giggle,” “wince,” “shout,” and “run screaming into the night.”

² Alphonse Karr, *Les Guepes*, January 1849 (6th Series, 1859).

for some inexplicable reason, someone will ask me about the status of my column.⁴ This year I am providing an added bonus (go to the end of this column) – a do-it-yourself section. Several “worthy” titles from 2000 and 2001 did not make it into last year’s listing.⁵ So make up your own clever titles and send them to me.⁶ Maybe I’ll publish an addendum. Meanwhile, the recipients of this year’s Dunn-In Awards in the 13 “lucky” categories are:

William Jefferson Clinton Award

Fedwa Malti-Douglas, *Law Meets Food: Breakfast at Hillary’s*, 77 IND. L.J. 295 (2002).

CPR Award

Shira D. Weiner, Note, *Mouse-to-Mouse Resuscitation: Cybermedicine and the Need for Federal Regulation*, 23 CARDOZO L. REV. 1107 (2002).

Redundancy Award/Redundancy Award/Redundancy Award

Bradley Scott Shannon, *Action Is an Action Is an Action Is an Action*, 77 WASH. L. REV. 65 (2002).

Starkist Award (a tie)

Robert J. Haupt, *Never Lay a Salmon on the Ground with His Head Toward the River: State of*

³ Assuming that there are any readers. Of course, the actual writers of law review articles rarely have a profound effect on their readers (assuming again that there are any readers).

⁴ For example, a former employee of mine (who I am sure would prefer to remain anonymous) e-mailed me on October 3, 2002, as follows: “Don, I was just looking at some past issues of the LLNE News and noticed that the Dunn In Awards had not been published recently. Are you still producing them? If you’ve got a new one that you’re working on I know that the new editors of the LLNE News would *love* to publish it. [Emphasis added]. At first I was touched. Then I realized that “would love to publish it” is a euphemism for “we need filler fast.”

⁵ I have an arbitrary cut-off entry date that is known only to me.

⁶ Reminder: see end of column.

Washington Sues Yakamas over Alcohol Ban, 26 AM. INDIAN L. REV. 67 (2001-02).

H. Richard Uviller, *Foreword: Fisher Goes on the Quintessential Fishing Expedition and Hubbell is Off the Hook*, 91 J. CRIM. L. & CRIMINOLOGY 311 (2001).

Larry Flint Award

Timothy E. Wirth, *Disinfectants, Nudes, and Other Adventures*, 13 COL. J. INT’L ENV’T L. & POL’Y 15 (2002).

Big Bad Wolf Award

Mark G. Young, *What Big Eyes and Ears You Have!: A New Regime for Covert Governmental Surveillance*, 70 FORDHAM L. REV. 1071 (2001).

Edam Up (another tie)

Jeffery Armistead, *Whose Cheese Is It Anyway? Correctly Slicing the European Regulation Concerning Protections for Geographic Indications*, 10 TRANSNAT’L L. & CONTEMP. PROBS. 303 (2000).

Lawrence Jenab, *Will the Cookie Crumble? An Analysis of Internet Piracy Regulatory Schemes Proposed in the 106th Congress*, 49 U. KAN. L. REV. 641 (2001).

Newest Olympic Sport Award

Rachael Abramson, *Catching Flies with Chopsticks: China’s Strategic Leap into Wireless Telecommunications*, 11 MINN. J. GLOBAL TRADE 1 (2002).

NRA Award

Deborah Robinson, *Point Blank: Products Liability Law Takes Aim at Guns*, 4 J. HEALTH CARE L. & POL’Y 88 (2001).

Dress for Success Award (yet another tie)

John H. Goolsby, *Is the Garment Industry Trying to Pull the Wool over Your Eyes? The Need for Open Communication to Promote Labor Rights in China*, 19 LAW & INEQ. 193 (2001).

Lucinda Saunders, Note, *Rich and Rare are the Gems They War: Holding De Beers Accountable for*

Trading Conflict Diamonds, 24 FORDHAM INT'L L.J. 1402 (2001).

Cleopatra's Asp Award

Gary Minda, *Denial: Not Just a River in Egypt*, 16 CONN. J. INT'L L. 901 (2001).

HBO's "Real Sex" Award

Sherri A. Jayson, "Loving Infertile Couple Seeks Woman Age 18-31 to Help Have Baby. \$6,500 Plus Expenses and a Gift": Should We Regulate the Use of Assisted Reproductive Technologies By Older Women?, 11 ALBANY L.J. SCI. & TECH. 287 (2001).

Oral Hygiene Award

Amanda McClosky Schwob, *Open Wide—I Meant Your Pocket: Repercussions of the Dental Exclusion to the Medicare Act*, 9 ELDER L.J. 83 (2001).

Make-Up-Your-Own Clever Title Category⁷

Richard Amanda, *Elvis Karaoke Shakespeare and the Search for a Copyrightable Stage Direction*, 43 ARIZ. L. REV. 677 (2001).

Joseph J. Beard, *Clones, Bones and Twilight Zones: Protecting the Digital Person: The Quick, the Dead and the Imaginary*, 16 BERKELEY TECH. L.J. 1165 (2001).

Christina M. Bidlingmaier, *No More Clowning Around: Ringling Bros.-Barnum & Bailey Combined Shows, Inc. v. Utah Division of Travel Development Evaluates the Federal Trademark Dilution Act*, 7 VILL. SPORTS & ENT. L.J. 279 (2000).

Credence E. Fogo, *The Postman Always Rings 4,000 Times: New Approaches to Curb Spam*, 18 JOHN MARSHALL J. COMPUTER & INFO. L. 915 (2000).

Carl H. Johnson, *A Comity of Errors: Why John v. Baker Is Only a Tentative First Step in the Right Direction*, 18 ALASKA L. REV. 1 (2001).

George I. Lovell, *That Sick Chicken Won't Hunt: The Limits of a Judicially Enforced Non-Delegation Doctrine*, 17 CONST. COMMENT. 79 (2000).

⁷ See *supra* text accompanying note 6.

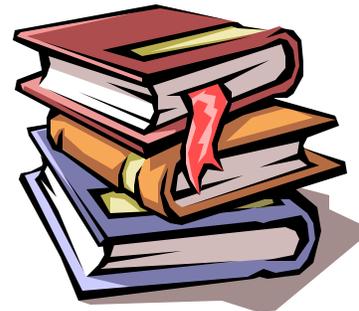
Erin Ann O'Hara, *Brain Plasticity and Spanish Moss in Biologic Analysis*, 53 FLA. L. REV. 905 (2001).

J.D. Roberts, *Presidents and Mummies and Patents, Oh My: Why Patenting Special Effects Technology Is Like a Box of Chocolates, You Never Know What You're Going to Get*, 7 VILL. SPORTS & ENT. L.J. 237 (2000).

Perry J. Saidman, *Kan Traffix Kops Katch the Karavan Kopy Kats? or Beyond Functionality: Design Patents are the Key to Unlocking the Trade Dress/Patent Conundrum*, 82 J. PAT. & TRADEMARK OFF. SOC. 839 (2000).

Cecelia B. Skeen, *Knick Knack Paddy Whack Leave the FSC Alone: An Analysis of the WTO Ruling That the U.S. Foreign Sales Corporation Program is an Illegal Export Subsidy Under GATT*, 35 NEW ENG. L. REV. 69 (2000).

Sarah Dianne Stevenson, *The Revenge of the Hot Dog Slut: Peer Harassment After Davis v. Monroe*, 10 SO. CAL. REV. L. & WOMEN'S STUDIES 137 (2000). 



What Are You Reading?

Edited by Diane Murley, Northeastern University School of Law Library



Laura Joh Rowland, Shin-Ju, Bundori, *The Way of the Traitor, The Concubine's Tatoo, The Samurai's Wife, Black Lotus, Lady Wisteria's Pillow Book*

If you loved Shogun, you'll love this mystery series. Set in 17th century medieval Japan, the series follows a samurai and former tutor, now a reluctant police officer, attempting to unravel crimes of passion. The most recent in the series was *Lady Wisteria's Pillow Book* where Detective Sano tries to locate the pillow book of a famous seductive geisha to help solve a murder. In the first book, Shinju, what looks like a ritual double suicide, is actually a murder. Sano has to try and prove it while dealing with the rigid social caste system in Tokyo (Edo) of 1689. I read the last one first and it was so riveting, I went back to read the whole series. Great character, fascinating writing, it's historical fiction at its best.

By Lisa J. Arm, Boston University Law Library

Sybille Bedford, *Legacy and Jigsaw*

These autobiographical novels capture a world, which is sadly gone forever. She was born in 1911 to a beautiful but brilliant London Society woman and a Bavarian count whose first wife had been a member of a prominent and wealthy Jewish family in Berlin. After marrying the Count on the rebound from a disastrous affair with a very prominent Victorian writer, the mother bolts with a much younger Italian architect. Eventually, she collects Sybille [who had been left with the Count] and they live together in Sanary on the coast of France, with such neighbors as Aldous & Maria Huxley, Thomas Mann, and many other artists. The sun! the conversation! The food! [Sybille's father the Count was a gourmet who taught her not to overcook the vegetables!] War and mismanagement destroy their fortune and Sybille is forced to eke out a living as an interpreter while becoming an authoress. Aldous Huxley was her literary mentor and she eventually wrote the definitive biography of him. I think her novels are better than his. He could be "preachy". She also was a journalist and her accounts of famous trials are in many law school collections. I was surprised to find myself reading every one of her words-I don't usually wish to with most authors! She is 91 and has a new book coming out in 2003!

By Hilary T. Frye, Connecticut State Library

Sparkle Hayter, *What's a Girl Gotta Do, Nice Girls Finish Last, Revenge of the Cootie Girls, The Last Manly Man, Chelsea Girl Murders*

A friend gave me the first book in this murder mystery series. As soon as I had finished it, I went right out and purchased the next four. The heroine, Robin Hudson, is an investigative reporter at ANN, the All News Network. For a variety of reasons, she frequently finds herself in the position of having to solve a murder to save her life or clear her reputation. Despite being demoted because of an unfortunate on-air faux pas, Robin has not lost her sense of humor. She has replaced her video obituary, which ANN keeps on file for all on-air personalities, with one showing her leading a charge at the Battle of the Bulge, advising Kennedy during the Cuban Missile Crisis, and climbing Mount Everest. Her self-defense arsenal includes an Epilady in her purse and window boxes of poison ivy.

By Diane Murley, Northeastern University School of Law Library

Stephen Carter, *The Emperor of Ocean Park*

I just finished this Yale Law Professor's first book of fiction. Though the book is slow-paced for a mystery, I like it because of the setting--a law school. The main character is a law professor whose father, a judge, has died with some mystery surrounding his final "arrangements."

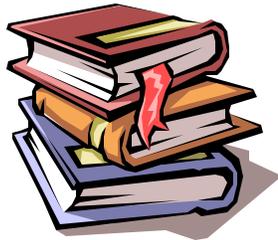
By Anne Acton, New England School of Law Library

Mike Thaler, *The Librarian from the Black Lagoon* (pictures by Jared Lee):

This book is part of a series, including *The Teacher, Principal, Gym Teacher, and School Nurse from the Black Lagoon*. Before their first visit to the school library, the students are nervous. They've heard stories. The kids call the librarian "The Laminator," because they say she laminates anyone who talks in the library. To keep the books in alphabetical order, it is rumored that the librarian has bolted them together. But, of course, none of the stories are true, and the students love the library.

By Diane Murley, Northeastern University School of Law Library

If you have read something that you recommend, send the author, title, and a few sentences about why you recommend it to d.murley@neu.edu. It can be a book, magazine, or article of any genre. When the editors send out the call for articles, I will compile the recommendations I have received into a column for everyone. Thanks for your help. 📖



What Are You *Watching*?

In addition to being avid readers, law librarians are also known to watch the occasional television show. Spurred by a discussion at the recent LLNE Fall Meeting, LLNEers confess to some of their “guilty pleasures” on television.

Michael Hughes, Quinnipiac University School of Law Library

The Bachelor: The Second Season. Would he or wouldn't he? For eight nail-biting weeks we wondered which lovely princess would remain to receive the final rose from her kneeling prince, the handsome 28 year-old Aaron Buerge. We also pondered if watching this ABC television reality show, to some as politically incorrect as singing the Ten Little Indians song, was a worthwhile use of our time. And yet, week after week, we were hooked as 25 would-be wives whittled down to the beautiful 27 year-old Helene Eksterowicz. Wishing the engaged couple well, we know that we will miss the non-chosen Brooke, Gwen, Christi, and other women who spiced up our lives during the fall 2002 season. Aaron and Helene's fifteen minutes of fame will last as long as Bachelor 1's had last year. Is it time for Bachelor 3?

Anne Acton, New England School of Law Library
I really don't watch TV all that much [, but] the one series that I like and try to remember to watch each week is "West Wing". I like the fast paced dialogue and the multi-tasking the actors perform going from a crisis to a media event to a personal situation. It's a challenge to try to follow everything that is going on! I also try and watch the PBS Mystery Series and can't wait for Tony Hillerman's books to be brought to the screen beginning [in November]. 📖

AALL News

Nominations Sought for the Andrews Award

The Joseph L. Andrews Bibliographical Award is given each year in recognition of a significant contribution to legal bibliographical literature. The work may be a book, article, pamphlet, or publication in another form. It does not have to be written by a law librarian or a member of AALL.

To nominate a work, please provide its citation and a brief description to Deanna Barmakian, barm@law.harvard.edu. It is not necessary to submit a copy of the item. Only works published during the 2002 calendar year will be eligible for consideration. The award is presented at the AALL Annual Meeting Luncheon. For more information, and a list of previous winners, see http://www.aallnet.org/about/award_jla.asp

2003 AALL Annual Meeting/Workshop Grants

The AALL Grants Committee is now accepting applications for grants for the 2003 AALL Annual Meeting/Workshops. The AALL Grants Program provides financial assistance to newer law librarians or graduate school students who hold promise of future involvement in AALL and the law library profession. Funds are provided by vendors, AALL and AALL individual members. Grants cover registration costs at either the Annual Meeting or Workshops. Preference is given to newer members of AALL or its chapters who are active participants in the association or one of its chapters. For additional information, including the application form, see http://www.aallnet.org/services/grant_application.asp
The deadline for applications is April 1, 2003.

LLNE Member News

Kristy Moon is the new Reference & Electronic Services Librarian at **Boston University's Pappas Law Library**.

John Nann has been appointed Associate Librarian for Reference and Instructional Services at **Lillian Goldman Library, Yale Law School**. He will begin January 2003. John was previously Educational Technology Specialist, Legal Information Librarian and Lecturer in Law at Boston College, with previous related experience at the law libraries of Brooklyn Law School and Suffolk University. ☞

Local Arrangements Committee Co-Chairs Appointed for AALL 2004 in Boston

Darcy Kirk, LLNE Past President (University of Connecticut School of Law Library) and Cathy Breen (United States Attorney's Office) have been appointed co-chairs of the AALL Local Arrangements Committee for the 2004 Annual Meeting in July 2004.

Boston Law Librarian Is "Blogging"

kfsource.com, edited by Boston law librarian David Goldman, is a weblog for law librarians, legal researchers and other information professionals. While kfsource.com focuses primarily on law, research and technology, David also reports on search engine news, online free speech issues, decisions of note, as well as conducting interviews with notable personalities. For more information, go to <http://www.kfsource.com>.

New England Library Leadership Symposium

NELA and the state library associations of the six New England states have developed this program over the last 2 years. It is called NELLE (New England Library Leadership Symposium).

NELLE is an intensive 4-day course for "up and coming" library leaders. The purpose of this symposium is to foster the mentoring and development of leaders for library associations (state and regional), for the profession, and for our communities. NELLE has been created through a cooperative effort of the New England Library

Association and all six New England state library associations.

The Symposium will have 26 participants (4 from each state and 2 from NELA), 6 mentors (library leaders with 15 or more years of experience), 2 facilitators (faculty to be announced), and 2 Symposium co-coordinators. Participants are required to attend all Symposium sessions.

Program information is available on the NELA web site at <http://www.nelib.org/events.asp?eventHead=7>. Information is also available right on the front page of the NELA web site. The deadline for applications is January 24, 2003. If you have any questions, contact Shelly Edwards at sedwards@nelinet.net.

Library Job Search Resources

Looking for a new job? The LLNE web site has several useful links, including LLNE job postings. Please check it out at <http://www.aallnet.org/chapter/llne/resources/jobs.htm>

If you would like to post a job to the web page, please contact Stephanie Burke (sjburke@bu.edu). ☞

Local Law Library Organizations Unite to Sponsor the Patriot Act Teleconference

LLNE, NELLCO and SNELLA sponsored the satellite teleconference on the USA Patriot Act and its impact on libraries, which was kindly hosted by Suffolk and Yale. Special thanks to Betsy McKenzie and her colleagues at Suffolk; Bonnie Collier, Scott Matheson, and their colleagues at Yale; Tracy Thompson at NELLCO; and the executive boards of LLNE and SNELLA for making this worthwhile videoconference available for our chapters in New England.

Updated handouts are available at: <http://www.arl.org/patriot/patriot.pdf>

Directory of Officers and Chairs 2002/2003

Officers

President

Michael Hughes
Associate Director
Quinnipiac University School of Law Library
275 Mount Carmel Avenue
Hamden, CT 06518-1940
(203) 582-3318
fax: (203) 582-3316
michael.hughes@quinnipiac.edu

Vice-President/President-Elect

Susan Sullivan
Public Services Librarian
Boston College Law Library
885 Centre Street
Newton, MA 02459
(617) 552-4407
fax: (617) 552-2889
sullivsu@bc.edu

Treasurer

Cynthia Landau
Assistant Law Librarian and Professor of Law
Franklin Pierce Law Center
2 White Street
Concord, NH 03301
(603) 228-1541 x1132
fax: (603) 228-0388
clandau@fplc.edu



Secretary

Jeannine Uppgard
Acquisitions/Serials Librarian
University of Connecticut School of Law Library
39 Elizabeth Street
Hartford, CT 06105-2213
(860) 570-5016
fax: (860) 570-5036
juppgard@law.uconn.edu

Past President

Darcy Kirk
Law Librarian
University of Connecticut School of Law Library
39 Elizabeth Street
Hartford, CT 06105-2213
(860) 570-5109
fax: (860) 570-5104
dkirk@law.uconn.edu

Educational Directors

Jeff Flynn
Suffolk University Law Library
120 Tremont Street
Boston, MA 02108-4977
fax: (617) 723-3164
jflynn@suffolk.edu

Maureen P. Quinlan
Serials Librarian
University of Maine
Donald L. Garbrecht Law Library
246 Deering Avenue
Portland, ME 04102
(207) 780-4829
fax: (207) 780-4913
Quinlan@usm.maine.edu



Committee Chairs

Communications (and Internet Subcommittee)

Raquel Ortiz
Head of Reference Services
Boston University Pappas Law Library
765 Commonwealth Avenue
Boston, MA 02215
(617) 353-8855
fax: (617) 353-5995
rmortiz@bu.edu

Newsletter Subcommittee

Michelle Pearse
Faculty Research/Legal Instruction Librarian
Northeastern University School of Law Library
400 Huntington Avenue
Boston, MA 02115
(617) 373-3883
fax: (617) 373-8705
m.pearse@neu.edu

John Pedini
Director of Media Services
Social Law Library
1200 Court House
Boston, MA 02108
(617) 523-0018 x337
fax: (617) 523-2458
jpardini@sociallaw.com

Public Relations Subcommittee

David Turkalo
Assistant Director for Technical Services
Suffolk University Law Library
120 Tremont Street
Boston, MA 02108
(617) 573-8079
fax: (617) 723-3164
dturkalo@suffolk.edu

Government Relations

Kelly Browne
Head of Reference
University of Connecticut School of Law Library
39 Elizabeth Street
Hartford, CT 06105-2213
(860) 570-5071
fax: (860) 570-5104
kbrowne@law.uconn.edu

Introduction to Legal Research Course

Christine Swan
State Law Librarian
New Hampshire State Law Library
Supreme Court Building W.
One Noble Drive
Concord, NH 03301
(603) 271-3777
fax: (603) 271-2168
CHSwan@compuserve.com

Membership Development

Cathy Breen
Law Librarian
United States Attorney's Office
United States Courthouse
1 Courthouse Way, Suite 9200
Boston, MA 02210
(617) 748-3321
cbreen@justice.usdoj.gov

Scholarships

Susan Sullivan
Public Services Librarian
Boston College Law Library
885 Centre Street
Newton, MA 02459
(617) 552-4407
fax: (617) 552-2889
sullivsu@bc.edu

Service

Stephanie Burke
Senior Reference Librarian and International Law Librarian
Boston University Pappas Law Library
756 Commonwealth Avenue
Boston, MA 02215
(617) 353-8853
fax: (617) 353-5995
sjburke@bu.edu

