

# ORALL NEWSLETTER

OHIO REGIONAL ASSOCIATION OF LAW LIBRARIES

MARCH 2006

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*President's Column – Kyle Passmore*

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## President's Column

Last September, I had the privilege of representing ORALL at the AALL Education Summit. The purpose of the Education Summit was to establish a career development program for AALL. The Summit was underwritten by BNA, and each Chapter and SIS was invited to send a representative to the Summit. In addition to the Chapter and SIS representatives, several AALL Past Presidents were in attendance as well as most of the AALL Executive Board. Cate Bower, CAE, Principal Partner, Tecker Consultants LLP and President, Cate Bower Communications, was the facilitator of the Summit.

The Education Summit served as one of AALL's first initiatives in implementing the goals identified in [Strategic Directions 2005-2010](#). A copy of this document is available at <http://www.aallnet.org/strategic/>. If you have not read this document yet, I would encourage you to do so. I have used the ORALL listserv to communicate information relating to the Education Summit and I will continue to do so as the various Task Forces report on their progress of achieving the goals established at the Summit.

An impressive 52 page report describing what happened at the Summit is available at

<http://www.aallnet.org/services/Education-Summit-Final-Report.pdf>, but what the report does not include are the ground rules our facilitator, Cate Bower, laid out for us at the opening session of the Summit. Before we got down to the business of formulating strategies for developing quality educational programming for the members of AALL, Cate first spent some time discussing ground rules for working together.

I found these ground rules to be very helpful. They are quite basic and apply to all types of situations. They are useful when you have a group of 70 law librarians spending two days creating a career development program for AALL. They are

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# ORALL

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### Membership

Members: 311

Dues: \$15 per year

Non-member subscriptions: \$10 per year

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### Newsletter

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### *Profile*

ORALL is a 4-state chapter of the American Association of Law Libraries [Ohio, Indiana, Kentucky, Michigan]. It was formed in 1949 "to further the development and usefulness of law libraries and to stimulate a spirit of mutual helpfulness among law libraries of this region." An annual conference is held each fall. ORALL publishes or sponsors the following publications: *Core Legal Collection* [bibliographies for Ohio, Indiana, Kentucky, Michigan], ORALL Membership Directory, ORALL Newsletter, Ohio Legal Resources Annotated Bibliography & Guide 3rd.

# Are you sure nothing important slipped through?

**AGREEMENT AND PLAN OF MERGER AND REORGANIZATION**  
THIS AGREEMENT AND PLAN OF MERGER AND REORGANIZATION ("Agreement") is made and entered into as of April 17, 2005, by and among: [REDACTED] a Delaware corporation ("Parent"); [REDACTED] a Delaware corporation and a wholly-owned subsidiary of Parent ("Merger Sub"); and MACROMEDIA, INC., a Delaware corporation (the "Company"). Certain capitalized terms used in this Agreement are defined in EXHIBIT A.

## RECITALS

A. Parent, Merger Sub and the Company intend to effect a merger of Merger Sub into the Company in accordance with this Agreement and the DGCL (the "Merger"). Upon consummation of the Merger, Merger Sub [REDACTED]

B. It is intended that the Merger qualify as a reorganization within the meaning of Section [REDACTED] of the Code.

C. The respective boards of directors of Parent, Merger Sub and the Company have approved this Agreement and the Merger.

D. In order to induce Parent to enter into this Agreement and cause the Merger to be consummated, certain stockholders of the Company are executing voting agreements in favor of Parent concurrently with the execution of this Agreement (the "Company Stockholder Voting Agreements").

E. [REDACTED]

## AGREEMENT

The parties to this Agreement, intending to be legally bound, agree as follows:

### Section 1. DESCRIPTION OF TRANSACTION

1.1 [REDACTED] into the Company. Upon the terms and subject to the conditions set forth in this Agreement, at the Effective Time (as defined in Section 1.3), Merger Sub shall be merged with and into the Company. By virtue of the Merger, [REDACTED] the separate existence of Merger Sub shall cease and the Company shall continue as the surviving corporation in the Merger (the "Surviving Corporation").

1.2 **Effects of the Merger.** The Merger shall have the effects set forth in this Agreement and in the applicable provisions of the DGCL.

1.3 **Closing; Effective Time.** The consummation of the Merger (the "Closing") shall take place at the offices of [REDACTED] Palo Alto, California, on a date to be designated by Parent, which shall be no later than the second business day after the satisfaction or waiver of the last to be satisfied or waived of the conditions set forth in Sections 6 and 7 ([REDACTED]).

[REDACTED] The date on which the Closing actually takes place is referred to as the "Closing Date." Subject to the provisions of this Agreement, a certificate of merger that the parties shall agree satisfies the applicable requirements of the DGCL shall be duly executed by the Company and concurrently with or as soon as practicable following the Closing shall be filed with the Secretary of State of the State of Delaware. The Merger shall become effective [REDACTED].

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**President's Column *continued***

useful when you are in a library staff meeting talking about services you should be offering or subscriptions you need to cancel because your budget is shrinking. They are useful when you are explaining to your firm's architect why your new library really does need the amount of shelving you requested. They are useful when you are conducting annual performance reviews with your employees. They are useful when the ORALL Committee you are serving on is meeting to discuss educational programming for the upcoming meeting. And they are useful when you are explaining to your teenager why they cannot drive to a 3-day music festival in another state. (Ok, they might not work with the teenager but they will be useful with everything else!)

So here are the rules, I may not be as articulate as Cate was, but hopefully I will convey the basic message she shared with us at the opening session of the Education Summit.

- When you are dealing with other people and you find you have differing opinions it is important to remember that you are disagreeing with the idea not the person who is expressing it. And, the reverse also applies, if someone rejects an idea you put forward, they are not rejecting you personally, they are rejecting the idea.
- When a person is struggling with change you should not dismiss them as someone who is opposed to progress. The problem is not necessarily with them accepting the new way of doing things, the problem is often with them being reluctant to let go of the old way.
- When communicating with others, it is important to pay attention to non-verbal behavior, not only the non-verbal behavior of the others in your group but also your own non-verbal behavior. What message are you sending to others with your body language?
- It is important to concentrate on your listening skills. Most people are aware of what it takes to be a good listener but do we always remember to employ these skills?
- When you are participating in a discussion you need to make sure everyone has an opportunity to speak, this means you need to know when to stop talking. Don't be guilty of monopolizing the discussion. Don't interrupt when others are speaking.
- When others are speaking, take some time to imagine their point of view, make an effort to look at the situation through their eyes rather than your own.
- When others are speaking you should give them your complete attention, do not engage in "side conversations."
- It is important to seek out and be receptive to differing points of views. We need to look through windows rather than into mirrors.
- If you notice a member of the group is not participating in the discussion you can encourage them to share their thoughts by asking them questions.

*...continued on page 5*

- Honor any time limits that have been established for your discussion or meeting.
- When we read, we often find ourselves reading between the lines. We think about the author's choice of words and we also notice what was left unsaid. The same sort of analysis should happen when you are participating in a discussion, you should "listen between the lines."
- Make an effort to speak affirmatively rather than negatively.
- If you are not sure you have understood what someone has said, use rephrasing to express your understanding of their position. This will give them the opportunity to clarify their position if they feel it is necessary.
- It is not realistic to expect to produce an outcome that makes everyone happy but you can strive to achieve a practical consensus, where the minority is willing to go along with the majority without any strong objections.

I hope you find one or more of these rules useful in some aspect of your life, and, who knows, you might even make some progress with your teenager or that "teenager-like person" in your life.

\* \* \*

### *Tech Talk*

#### **CASE'S BEN C. GREEN LAW LIBRARY**

By Deborah Dennison, Case Western Reserve University School of Law



Many of our ORALL colleagues are aware that Case Law School's Ben C. Green Law Library renovation is complete.<sup>1</sup> Library staff have unpacked boxes of their previously stored office contents and settled into fine new quarters; after months of temporary off-site storage, our collection is once again housed in the library.<sup>2</sup> Of course, as anyone who has been through

<sup>1</sup> Designed by the SmithGroup, Washington, D.C.

<sup>2</sup> With the exception of materials designated for permanent off-site (but quickly retrievable!) storage.

renovations of any kind knows, no renovation is ever “finished”. We’re in the process of fine-tuning and affecting a number of modifications; worse! all those deferred past projects are glaringly evident.

Without a doubt, though, it’s safe to say that the law school building has come a long way from the “picturesque but inadequate” structure on Adelbert Road in the 1960’s. It was at that time, during a dean search, that one of the candidates made the remark, “no law school in the United States of anywhere near comparable present status is as poorly housed.”<sup>3</sup> As inadequate as the building may have become by the sixties, it had served the Case law school community well for 75 years (1896-1971). Founded in 1892, the law school had temporary housing in two other “make-shift” locations (1892-1896)<sup>4</sup>. The Adelbert building was the first, however, to be dedicated exclusively for the law school. The designer was the nationally known Charles Schweinfurth, who was well represented locally by such structures as the Trinity Chapel, the stunning bridges in Rockefeller Park, and several Euclid Avenue mansions.<sup>5</sup>

Our current location, at Gund Hall on East Boulevard since 1971, is thus, actually the fourth site since the law school’s inception. Although there have been other renovations to the library, they



were minimal in comparison to our recent renovation. Look for the annual May architectural issue of AALL’s Spectrum magazine for a feature on the Law Library renovation. The article will discuss the detailed planning and preparation carried out by the library during the entire renovation process (including collection review, moving the collection to various storage designations, developing mechanisms to retrieve items, staff displacement, etc.). Considering the breadth of the renovation, it is astounding that library operations were only shut down for a day.

History does repeat itself; regardless of the advances of contemporary library architecture, libraries have a perennial lack of space. For this library, it has been so: since 1892 when library

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<sup>3</sup> C.H. Cramer, *The Law School at Case Western Reserve University, a History, 1892-1977* (1977) at 80.

<sup>4</sup> The first location was the Ford farmhouse on Euclid and Adelbert (site of current Allen Medical Library). Described as “pastoral as well as historic...surrounded by a large apple orchard, and once a station on the Underground Railroad.”, Id. at 23. Imagine this the next time you drive by during rush hour.

<sup>5</sup> View the “Millionaires’ Row” exhibit to see some of the Schweinfurth estates, <http://www.wrhs.org/template.asp?id=83>.

holdings numbered 500; to 1910 when holdings were 10,000; to 1948 when holdings were 63,000; to the mid-seventies with 150,000 volumes; and so on. In 1971 library capacity was calculated to be 300,000 volumes. Upon our recent renovation, library on-site capacity actually decreased to about 200,000 volumes.<sup>6</sup> Keep in mind, though, that with today's electronic resources, and additional remote storage facilities (and improved retrieval mechanisms), physical library space has a different significance than in the past.

You may have had an opportunity to visit our new library space. If not, we extend an invitation for you to do so. In addition to modernizing the library facilities, design elements incorporate into the library the unique and diverse beauty of University Circle (the Botanical Garden's glasshouse, the French gothic Glidden House, the Lewis building, etc.). Attached photographs include the first floor reference, entryway, and work areas; and a third floor instructional lab. Enjoy!



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<sup>6</sup> Calculations may have differed: we use the calculation of 6.5 volumes to linear foot for an area of about 30,750 sq. ft

## *The Traveling Librarian*

### **INDIANA U's INFORMATION COMMONS**

**By Sarah Glassmeyer, University of Dayton School of Law**

When my boss, Susan Elliott, asked me to contribute a "Traveling Librarian" article for the ORALL newsletter, I decided to look at past examples to get an idea of what to write. I saw that previous columnists visited places like England and continental Europe. Me? I went to Indiana.

In my defense, it was Bloomington, Indiana. If you are going to Indiana, that's probably one of the top three places you should visit. (Who knows? You might run into the Dalai Lama as his brother lives there. And no, I am not risking outrage by naming the other two places I think you should visit. Feel free to e-mail me if you really must know.) I didn't go to Bloomington on vacation, though. I lived and worked there while completing my Master of Library Science degree from Indiana University.

As a library student, I had the wonderful opportunity of working at some of the campus libraries. One of them was the "newest" library on campus, the Information Commons (IC) at Indiana University's Herman B. Wells Library. I put "newest" in quotes because the IC is really just the old Undergraduate Library (affectionately known as the UGLI in my undergraduate days) remodeled and revamped.

It wasn't just a physical transformation; the UGLI underwent a resource and service transformation as well. The IC is a partnership between the Undergraduate Services division of the Indiana University Bloomington Libraries and the University Information Technology Services. In other words: It's a library! It's a computer lab! It's both!

The IC covers the first two floors of the west tower of the Herman B. Wells Library. The first floor (IC1) was designed for collaborative work and instruction. It covers 27,000 square feet and contains 263 individual and group computer workstations (each containing 180 software applications), 3 library instruction rooms, a computer technology instruction room, the library reference collection and the popular literature browsing collection. There are also numerous study tables and soft seating areas for lounging or studying. Right outside of the IC1 is a coffee and snack shop and students are allowed to bring covered beverages and "tidy, inoffensive snacks" into the IC. I always thought of the IC1 as the library version of a Venus Flytrap. The students were lured in by the computers and couches and didn't realize that they were in a library until it was too late.

The second floor of the Information Commons (IC2) is a designated quiet area and is meant for individual work. Although it is also a computer lab/library hybrid, it looks more like a traditional library. The IC2 contains the core collections of books (17,000 volumes) that support the undergraduate curriculum. It also contains 68 computer work stations as well as ample study table and soft seating. However, the most striking feature of the IC2 is the panoramic view of the neighboring arboretum.



When the IC planners decided to combine resources, they also opted to combine service points. In the center of the IC1 is a circular desk (picture the bridge of the Starship Enterprise and don't pretend that you've never watched *Star Trek*) that houses both the library reference staff and the computer technology consultants (CTC). The staff at this desk handles reference/research questions and as well as software-use questions. At the gate of the IC1, there is a combined library circulation and IT support/computer repair station. Finally, in the IC2, there is a desk similar to the reference and CTC desk. However, the library staff at this desk does not provide reference help and is only trained in offering directional and call number assistance.

Although combining staff from different departments with different agendas may sound like a recipe for disaster, from my personal experience at the reference desk, there were no 'turf wars' over the desk area and the staff worked together well. Often times the staff would collaborate on a patron's issues. For example, the reference staff would assist a patron with research and then the technology consultant would explain how to use a Secure File Transfer Protocol (SFTP) to save the research paper to the patron's server. As an added benefit, I learned much more about the available software than I would have had I been isolated from the technology consultants.

I don't think it was the IUB libraries' official policy, but many of the admissions tours I overheard referred to the IC as the "Library of the Future." Is it? Maybe. The idea of replacing the traditional, quiet, book-filled libraries with 24 hours computer labs/coffee houses is a controversial one<sup>1</sup> and I couldn't do the debate justice in this piece. I will say this though: I'm not sure how things have been evolving in firm and public law libraries, but most of our students use laptop computers and have them open to Lexis, West, CALI or various other sites even while reading their casebooks. They may be changing the library into an Information Commons whether we make it official or not.

For more detailed information about the Information Commons, including floor plans, contact information and statistics, an official website explaining the services and mission of the IC can be found at: <http://ic.indiana.edu/index.htm> . For a first hand look at the IC, the IUB libraries' administration has designated site visitation days. The Spring 2006 visitation days are March 3, April 7, May 12, and June 2.

If you go, say "Hello" to the Dalai Lama for me.

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<sup>1</sup> For an anti-information commons opinion, see: Kennedy, Shirley Duglin. "A Library by Any Other Name" Information Today Jul/Aug 2005: 17- . Academic Search Premier. EBSCO. University of Dayton Libraries. 9 February 2005 <<http://www.search.epnet.com>>; for an opposite view, see Trelease, Jim and Stephen Krashen. "Eating and Reading in the Library" Emergency Librarian May/June 1996: 27- . Academic Search Premier. EBSCO. University of Dayton Libraries. 9 February 2005 <<http://www.search.epnet.com>>

## *Reflections*

### **A "NEWBIE" GOES TO ORALL**

**By Ellen Seibert, Ohio Supreme Court Law Library**

As a first-time attendee of the annual ORALL conference, I thought I'd share some of my impressions of this year's event, held October 12 -14 in Indianapolis. (To eliminate any suspense, I'll say at the outset it far exceeded my expectations!) I found all the sessions and speakers to be of high quality, and I have no doubt my three days away from the Ohio Supreme Court and Library was time well-spent. Following are highlights of some of the sessions/programs.

Unfortunately I arrived too late to make the opening reception, which was held at the Indiana State Library. Located in downtown Indianapolis' beautiful Government Square and within walking distance of the Hyatt conference center, this venue, from all reports, was the ideal spot to kick off the conference. Interestingly, despite frequent comparisons between Indianapolis and Columbus – Midwestern capitals that are similar in size, similar in business and cultural makeup, and next-door neighbors to boot – the layout of state government offices in the two cities is quite different. Unlike the Ohio Statehouse, Ohio Judicial Center, and assorted other courts scattered around downtown Columbus, the Indiana Legislature and all courts and government offices (including the State Library) are located/housed within the same historic complex. (Buckeyes take note: could this be a boon to optimally flowing state government?)

In "Taking the Library to the Patrons," dynamo Barbara ( *aka* , *when-does-she-ever-sleep* ?) Maxwell, Director of the Indiana State Library, discussed how radically libraries have changed over the past decade and offered insight as to where they're headed. Her essential point was that customers (a more apt descriptor than patrons, she believes) increasingly want not only specialized information, but immediate results, and they want as much as possible for free. No longer can librarians afford to assume what patrons want or even that they will come; the old model is dead and to remain in business every library must have something unique, value-added, to offer. If librarians do not proactively ask what patrons need and provide it, patrons will simply go elsewhere. (Borders and amazon.com, for instance, are stiff competitors' of libraries' book collections.)

Among marketing efforts undertaken by ISL are an external blog as a way to reach new users, a portal page with links to all libraries in the state, an active newsletter and mailing list, membership in numerous regional and national networks, and frequent onsite and offsite workshops and training sessions. Maxwell concluded by urging those in attendance to go online to learn about the "Idea Store," a new conception of the library that is making inroads in England. In my opinion Maxwell overrates this development a bit. For isn't an "idea store" simply a new name for library – albeit one with more computer terminals, more bright colors, more meeting and snacking areas, and more of a shopping mall feel than we're accustomed to?

Joe Defazio, Interim Director of the New Media Program at IU/Purdue, and Anthony Failoa, Associate Director of the Human-Computer Interaction Graduate Program there, presented "Principles of Web Site Design & Usability." Among points made by Joe: always do a paper prototype (plan on paper) first; frames are not recommended but cascading stylesheets can be used to good effect (see Dreamweaver's online tutorial); and there should always be plenty of white space in your design. Joe likes Dreamweaver for its functionality (you can look at content and design simultaneously) and its offering of free templates online. He emphasized there's no reason to reinvent the wheel – rather, find a template that basically has the layout you want and use it! A good book to consult: ***Bulletproof Web Design***.

Though he didn't advocate the "clean look" as strongly as Joe, Tony still maintained that most websites can benefit from "unloading" of unnecessary script and graphics. In his opinion, the chief problems of web design are that the entire *focus* is wrong, *programmers' thinking* is wrong, and *management* is wrong. Instead of focusing on user usability/accessibility, which should always be first in importance, there's too much emphasis on steps and linear thinking. Programmers typically get bogged down in technology (steps and linear thinking!), while all too often management manages products with an eye toward everything *but* the essential concern (usability/accessibility). To sum up, websites should be pervasively *user-centered* -- not technology-centered, corporate-centered, or management-centered. The most important goal should always be quick and easy access to information, something that requires *inside-out* design. For those of you faced with the task of designing a website, there's an abundance of material on information architecture online.

In "Managing Electronic Resources: Is There Life Beyond Print?," Robin Crumrin, Director of Digital Initiatives at the IU/Purdue University Library, discussed e-resource management. Among her suggestions to keep on top of those tricky online accounts: always look for automatic renewal licenses and 30-day cure periods (a week isn't long enough to review products) and ask whether the vendor will provide product documentation, tech support, and staff training. According to Crumrin, aside from the all-important consideration of pricing, the key components of product selection are **usability, accessibility, and vendor services**. For a good online course that covers the essentials of licensing review and negotiation, see **Online Lyceum's** website.

Did you know employers often check potential employees' credit reports? Did you know you should order a credit report regularly (see [www.annualcreditreport.com](http://www.annualcreditreport.com))? Did you know that the FTC, the federal agency that handles identity theft issues, provides an excellent online clearinghouse of useful information? Did you know that a federal law, the Gramm Leach Bliley Act, allows citizens like you and me to make an "opt out" call to prohibit banks from sharing our financial/personal information, with the result that all those nasty credit card solicitations overflowing in our mail baskets can become a thing of the past? These were among questions answered by James P. Nehf, Professor of Law at Indiana University School of Law. In addition to providing the essentials of **FCRA, FCBA, FDCPA, and EFTA** – all federal laws providing consumer protection – Nehf shared interesting tidbits about the burgeoning field of **biometrics**. According to Nehf, as I.D. theft resulting from stolen social security numbers continues to proliferate, retina and iris scans, because of their accuracy (significantly more so than fingerprints), have been considered as a universal means of IDing.

Finally, for all you out there looking for ways to see your name in print, Paul Kealey's "Publishing Opportunities for Law Librarians" was instructive. (Kealey is Senior Reference Librarian at the Albert E. Jenner, Jr. Law Library of the University of Illinois and Editorial Director of AALL's **Spectrum**.) Some writing ideas for those interested: book reviews (under 1000 words), things that need to be changed or improved, or sharing of special knowledge. Librarians can deliver an open offer to write by calling or emailing publishers. Whether you send a formal proposal or a simple outline, it's always a good idea to contact the publisher first. Also, there should *always* be a hook in what you write (some kind of slant or underlying point vs. the presentation of mere factual information). You can check AALL's online publishing initiative caucus for more tips, and UIUC's Library Science webpage provides an extensive journal list.

My advice for anyone who has not yet attended an ORALL conference? Make '06 in Columbus the year that you do!

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## **Reflections**

### **“TOO SHY TO TEACH”<sup>11</sup>**

**Dewey Hicks**

At first, I was eager to participate as one of the three librarians helping to teach legal research to the 1Ls as part of our law school's recent endeavor to revolutionize the legal education process.<sup>12</sup> I thought the first year went fairly well, though many of the students disagreed. I was given 50 minutes to teach a 90 student class everything about citators (Shepard's and KeyCite).<sup>13</sup> A couple weeks later, without a word to me, one of the writing professors in my section gave a lecture on, well, citators.<sup>14</sup> Only two years later would that professor reveal the secret of teaching 1Ls: “[Dewey], in order for them to learn something, you have to say it five times.” He practically laughed when I asserted that, maybe, telling students something once should suffice, as the information [in theory] should have reinforced by reading and research assignments. I brought up the dreaded “g” word;<sup>15</sup> outwardly, he was able to suppress his guffaws. The other writing professor seemed to agree with the “5 times” approach, though he also seemed to agree with my assertion that the substantive courses could not possibly rely on such pedagogy.

During the first year, the class time allotted to me was inversely proportional to the time needed under the “5 times” rule. I think I sat in on the classes where pairs of 1Ls gave presentations on the 24 most important (print) legal research sources. Scintillating stuff. I was able make the key contribution that the print BNA *Criminal Law Reporter* was, in fact, well-indexed.<sup>16</sup> With no other class time, I was forced to be creative. I gave a series of optional Underground Research lectures, accompanied, of course, with the requisite food bribes.<sup>17</sup> Since the sessions were optional, I believe a greater level of interaction and learning took place at these sessions.

The following year, I attempted to give research lectures on various topics. These were universally despised by all, including me. The main issue was a scheduling problem that kept turning lectures designed for approximately 25 students into session for 50 students. Not the optimal way to teach legal research. Especially when one has to say everything five times.

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<sup>11</sup> Title derived from a past course evaluation comment: “[Dewey] seems too shy to live, [but nice and helpful...] Students who would rely on empirical evidence need not bother with law school. Besides, I am sure my alleged shyness is merely an intelligent design enhancement I have yet to fully appreciate.

<sup>12</sup> Though I risk revealing my secret identity, I presume my school is not the only ORALL school that has introduced an exciting, novel legal instruction program over the past several years. Go Dayton! Go Dayton!

<sup>13</sup> Given the futility of this task, I opted for a humorous approach, supplemented by obscenely detailed handouts and Lexis and Westlaw promotional materials.

<sup>14</sup> In fairness, the session was optional. And some students, on their evaluations, said they could not understand (or stand) me. A student who attended one of my other lectures (on property research, yawn) described my approach as “like Robin Williams on speed.”

<sup>15</sup> “graduate” school

<sup>16</sup> Probably saved some future lawyer's career with that *bon mot*. Again, in fairness, the writing professors subsequently agreed to abandon this self-teaching fiasco.

<sup>17</sup> One of the sessions featured an anti-Atkins array of Entenmann's baked goods. Another luncheon session featured pizza. This solicited my second favorite course evaluation comment: “Worthless, except for the pizza.” When I tried to avoid this criticism by using non-pizza food bribes during a subsequent year, I was rewarded with the succinct comment: ‘Worthless’. I thought I was pithy!

This year, we are experimenting with “hands on” research labs in the Library computer training room. While this method shows the most promise, as with many things in librarianship, there is never enough time to do what you need to do. The “5 times” writing professor is pitching in, though. For the session that required some background lecturing (e.g., administrative law), he agreed to come to the class and repeat the things I only say four times.<sup>18</sup>

Obviously, rehashing comments from student evaluations is cathartic and fun. (God forbid the evaluations get digitized.) I believe, however, there are lessons to be learned, as well.

1. Just because you like doing something, doesn't mean you're good at it. Studies show that some people fear death less than they fear public speaking. I have always enjoyed public speaking, but audience feedback (student evaluations) is important. That's why we always fill out our speaker evaluation at AALL, right? I also, however, request feedback from professors, A/V technicians and coworkers, when possible. Another alternative is to record your presentation in advance and listen to it.<sup>19</sup>
2. Everyone can be replaced. Even attorney jobs are being outsourced.<sup>20</sup>
3. It is essential for law librarians to develop value-added services. Teaching is but one of many options: specialties, website design, blogs & RSS feeds, etc.
4. Do not underestimate what can qualify as value-added. At a business research pre-conference at WebSearch University, Mary Ellen Bates claimed one could repackage information obtained from the SEC's free Edgar database and sell it to clients.
5. Don't hide your light under a bushel basket.<sup>21</sup>
6. “If you don't like change, you are going to like irrelevance even less.” (General Eric Shinseki, as quoted by Tom Peters, <http://tompeters.com/tpc/index.php?feature>)
7. “Dance like nobody's watching.” (Mark Twain, <http://www.quotedb.com/quotes/2338>) Damn! You *can* find anything on the Internet. I thought this was a country song! Sorry, Lee Ann.

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<sup>18</sup> I have a vague recollection of an ancient Saturday Night Live skit featuring a man at a podium with a man standing next to him. Podium Man would say something, and the guy standing next to him would yell the exact same thing.

<sup>19</sup> The final suggestion is courtesy of my dad, an attorney and community theater actor. I am afraid he thinks I mumble at work as much as I do when I go mooch dinner at my parents' house.

<sup>20</sup> [http://www.legalaffairs.org/issues/May-June-2005/scene\\_brook\\_mayjun05.msp](http://www.legalaffairs.org/issues/May-June-2005/scene_brook_mayjun05.msp); <http://www.enterblog.com/200503280225.html>; O.K., it was just a simple Google search. So, sue me! Or, as they say in India, “So, sue me [and wait ten years, due to court delays].”

<sup>21</sup> See, e.g., <http://www.batesinfo.com/>. The omnipresent issue of “branding” may be useful, too. See <http://www.oclc.org/capcon/training/courses/descriptions/M213.htm>.

## ORALL COMMITTEES 2005-2006

### **AALL Arrangements**

**Duties:** To arrange an informal ORALL social gathering at AALL in St. Louis.

**Chair:** Kyle Passmore

**Board Liaison:** Claudia Zaher

### **Bylaw and Guidelines**

**Duties:** To review the ORALL Bylaws and Handbook and consider proposals for amendments.

**Chair:** Richard Humphrey

**Board Liaison:** Don Arndt

**Members:** Beth Langton, Anna Paczelt

### **Education**

**Duties:** To plan and coordinate the educational program at the annual meeting.

**Chair:** Miriam Murphy

**Board Liaison:** Miriam Murphy

**Members:** Carol Bredemeyer, Beth Langton, Sara Sampson, Kathy Sasala

### **Government Relations**

**Duties:** To monitor proposed legislation affecting law libraries and recommend appropriate action.

**Chair:** David Whelan

**Board Liaison:** Kyle Passmore

**Members:** Kathy Hall (Ohio), Kurt Metzmeier (Kentucky), Cheryl Niemeier (Indiana)

### **Internet**

**Duties:** To maintain the ORALL Website and Listserv, advise the Executive Board on Internet issues, facilitate the interchange of Internet expertise among ORALL members.

**Chair:** Kurt Metzmeier

**Board Liaison:** Kurt Metzmeier

**Members:** Roger Jacoby, Ron Jones, Laura Ray

### **Membership**

**Duties:** Solicit new members to ORALL, recruit persons in the ORALL region to the law library profession, provide new ORALL members with information about the Association, supply application forms for membership, and publish the ORALL membership directory.

**Chair:** Sarajeane Petite

**Board Liaison:** Claudia Zaher

**Members:** Don Blair, Kathy Carrick, Tom Hanley, Gail Hartzell, Katherine Lowry, Jill Williams

### **Newsletter**

**Duties:** To publish the quarterly ORALL Newsletter

**Chair:** Susan Elliott

**Board Liaison:** Ken Kozlowski

**Members:** Jim Hart, Carla Myers, Robbie Robertson, Anita Shew

### **Nominations**

**Duties:** To evaluate and select candidates for offices in ORALL and recommend retiring members for life membership.

**Chair:** Suzanne Young

**Board Liaison:** Maureen Anderson

**Members:** Kendel Croston, Deborah Dennison, Tom Hanley, Jan Novak, Mary Persyn, Eric Young

### **Scholarship**

**Duties:** To administer ORALL scholarships to the ORALL annual meeting and to the AALL meeting.

**Chair:** Cindy Spohr

**Board Liaison:** Susan Hersch

**Members:** Angela Baldree, Mahnaz Moshfegh, Cynthia Ripley, Al Podboy, Michael Whiteman

### **Archives Task Force (Ad Hoc Committee)**

**Duties:** To complete the organization of the ORALL archives.

**Chair:** Ellen Quinn

**Board Liaison:** Kyle Passmore

**Members:** Carol Bredemeyer, Claudia Zaher

## ORALL NOMINATIONS 2006-2007

The Nominations Committee announces the following slate for the ORALL Executive Board starting at the close of the 2006 Annual Meeting in Columbus, Ohio, October 11-13, 2006. The Committee wishes to thank these members for their enthusiasm and willingness to serve.

### **Vice President/President Elect**

#### **MICHAEL WHITEMAN**

Associate Dean for Law Library Services and Information Technology  
Chase College of Law Library  
Northern Kentucky University  
Highland Heights, Kentucky

### **Secretary**

#### **LISA K. PETERS**

Head of Access Services  
Case Western Reserve University  
School of Law Library  
Cleveland, Ohio

### **Executive Board Member**

#### **KATHLEEN M. SASALA**

Director  
Cleveland Law Library Association  
Cleveland, Ohio

Comments regarding the candidates may be directed to the Chair of the ORALL Nominations Committee by April 15, 2006:

Suzanne F. Young, Chair, ORALL Nominations Committee  
Jones Day  
901 Lakeside Ave.  
Cleveland, Ohio 44114  
[syoung@jonesday.com](mailto:syoung@jonesday.com)

Further nominations may be made by written petition to the ORALL Secretary by April 15, 2006:

Maureen Anderson, ORALL Secretary  
Zimmerman Law Library  
University of Dayton School of Law  
300 College Park  
Dayton, Ohio 45469-2780  
[maureen.anderson@notes.udayton.edu](mailto:maureen.anderson@notes.udayton.edu)

# AALL ANNUAL MEETING SCHOLARSHIP OPPORTUNITY!!!

\*\*\*\*\* Applications due April 28 \*\*\*\*\*

The theme of this year's AALL Annual Meeting is "*Pioneering Change*" and will be held in St. Louis, MO, July 8 – 12, 2006. "Pioneering" reflects the frontier spirit in St. Louis. "Change" is the operative word in our vocabulary as we take an active role in shaping the future and become pioneers for change. The Program Announcement describes an exciting array of educational sessions to help law librarians face the challenge of coping with the effects of constant change.

The ORALL Board encourages members to attend the AALL Annual Meeting if possible. To ensure this possibility for several ORALL members, the ORALL Board is pleased to announce that four \$510 scholarships, the cost of a full registration, are available for application by the ORALL membership to attend the AALL Annual Meeting!

Three of the \$510 scholarships are aimed at newer ORALL members (members of ORALL for three years or less). If one or more newer members apply, up to three of those newer members will be given this scholarship. The fourth \$510 scholarship is aimed at veteran members who have been with the association for more than three years. If one or more veteran members apply, one of them will be given this scholarship.

**A maximum of four \$510 scholarships will be awarded. If fewer than three newer members apply, the additional "newer member scholarships" may be awarded to veteran member applicants. If no veteran members apply, the "veteran member scholarship" may be awarded to a newer member applicant.**

All scholarship recipients will be required to write an article for the ORALL Newsletter about one of the programs attended at the AALL Annual Meeting.

The ORALL Board encourages application for these scholarships no matter the type or size of your organization.

**Complete this form and return to:**

**Cindy Spohr  
LexisNexis  
1617 Wood Moor Dr.  
Fort Wayne, IN 46804  
Fax: 937-865-1585**

**Applications must be received by April 28, 2006.  
All applicants will be notified by May 12, 2006.**

**If you would like to receive the application form in an electronic version, please e-mail Cindy at [cindy.spohr@lexis-nexis.com](mailto:cindy.spohr@lexis-nexis.com)**



**ORALL SCHOLARSHIP APPLICATION**  
**Submit by April 28, 2006**

I am applying for the (please check one):

New Member scholarship

Veteran Member scholarship

1. Name: \_\_\_\_\_

2. Title: \_\_\_\_\_

3. Organization Name: \_\_\_\_\_

4. Address: \_\_\_\_\_

5. Phone (include area code): \_\_\_\_\_

6. E-mail address: \_\_\_\_\_

7. Employment in Law Librarianship (include dates and places; if currently a student please indicate school): \_\_\_\_\_

8. Other recent employment: \_\_\_\_\_

9. Education: \_\_\_\_\_

10. Professional Activities and Committee Memberships: \_\_\_\_\_

11. Member of ORALL since: \_\_\_\_\_ Member of AALL since: \_\_\_\_\_

12. What percentage of your expenses will your employer pay for you to attend this meeting?

13. Have you previously attended AALL or ORALL meetings? If so, when?

14. Please attach a summary of your career goal and a statement of how you will benefit from attending this meeting.

15. Please include one letter of recommendation from a person familiar with your work, potential and need of this scholarship.

**Move quickly on these!**

### **SUPPORTING NEW PROFESSIONALS: THE AALL ANNUAL MEETING GRANTS**

The AALL Grants Program provides financial assistance to law librarians or graduate 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 are awarded to cover the Annual Meeting registration fee or the registration fee for workshops presented at the Annual Meeting. Preference is given to applicants who are new to the profession and active in AALL or one of its chapters.

The AALL Grants Program began in 1952 and is one of the oldest and most successful AALL programs. More than 1,000 librarians have received funding to assist them in attending AALL educational activities. Many of those recipients are leaders in the profession today. For additional information, check out the application on the Association's web site:

<http://www.aallnet.org/committee/grants/grants.asp>

In 2001, an additional Grants Program, the Minority Leadership Development Award, was created to assure that AALL's leadership remains vital, relevant and representative of the Association's diverse membership. The Award provides up to \$1,500.00 toward the cost of attending the Annual Meeting, an experienced AALL leader to serve as the recipient's mentor, and an opportunity to serve on an AALL committee during the year following the monetary award. For additional information, check out the application on the Association's web site:

[http://www.aallnet.org/about/award\\_mlda.asp](http://www.aallnet.org/about/award_mlda.asp)

Applications for both AALL Grants Programs must be received at the Association's headquarters by April 1, 2006.:

Joan Stringfellow  
AALL Grants Committee Chair  
American Association of Law Libraries  
53 West Jackson Boulevard, Suite 940  
Chicago, Illinois 60604

\* \* \*

## **ALL-SIS 2006 Centennial Grants to Support Attendance at the AALL St. Louis Annual Meeting**

All-SIS is pleased to announce the availability of two 2006 Centennial Scholarships of \$500 each to be awarded to ALL-SIS members who wish to attend the 2006 AALL Annual Meeting in St. Louis.

As a result of the extraordinary hardships visited upon so many people due to the various natural disasters during 2005, preference for one of the Centennial Grants will be given to an ALL-SIS member who has been negatively affected by natural disasters of 2005 and demonstrates the need for a grant in order to attend the 2006 AALL Annual Meeting in St. Louis, Missouri.

### **Application Process:**

To apply for either ALL-SIS Centennial Grant, the applicants must:

1. Be an All-SIS member.
2. Submit a complete application evidencing the need for this grant and the benefit you expect to derive from attendance at the Annual Meeting. (see Application Process below)
3. A copy of your resume or curriculum vitae.

The application deadline for the ALL-SIS Centennial Grants is March 31, 2006. Applications may be submitted via email, fax or by mail. Please submit your application to:

Mr. Edmund P. Edmonds  
Chair, ALL-SIS Awards Committee  
Director of the Law Library & Professor of Law  
University of St. Thomas  
Schoenecker Law Library  
1000 LaSalle Ave.  
MSL 112  
Minneapolis, MN 55403-2015  
Phone: (651) 962-4899  
Fax: (651) 962-4910  
Email: [epedmonds@stthomas.edu](mailto:epedmonds@stthomas.edu)

\* \* \*

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Midwest Division



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