

Teaching Law Firm Research at Georgetown Law

*Ellen Callinan, Adjunct Professor of Law, Georgetown University Law Center;
Principal, Callinan the Librarian*

From the classroom to the reference desk, librarians are in constant search of the elusive teachable moment. Lawyers and law students are highly motivated to learn how to research when they need information, but that motivation is usually trumped by a pressing deadline. Tempting treats and even CLE credit often cannot lure practicing lawyers away from their pursuit of billable hour minimums and into training programs. First-year law students have the chance to master research skills, but lack the context and substantive knowledge to make these skills their own. The incentive to learn and the opportunity to do so seem hopelessly out of sync.

I struggled with this phenomenon as a firm librarian, and tested many techniques to simulate the incentive of an actual research assignment within a solid pedagogical construct. Thanks to Bob Oakley and Carol O'Neil, I have been lucky enough to find some synchronization of desire and opportunity at Georgetown Law. My three-credit course, Law Firm Research, is one of several advanced legal research courses from which Georgetown students may choose. The expanded offerings are the result of pressure from the students and the willingness of the administration to support a broad course selection to meet the needs of Georgetown's large student body. I taught this course alone for many years, but was thrilled to add Susan Ryan, currently of Seyfarth Shaw and formerly of Georgetown, as the co-professor two years ago. Together we offer third year law students

the chance to master high level practice skills through a unique, albeit labor-intensive, teaching model.

The course is structured around the life cycle of a client matter in a law firm; see Figure 1 on page 5 of this issue. The life cycle is further divided into three units: planning, implementation and evaluation. Our students observe the interplay of research and activity by completing a series of research milestones using a current federal decision of their own choosing. Students select an administrative practice area by the first class, at which time we provide guidelines for identifying an appropriate case that will serve as the focus of their research assignments. We work closely with the students in the first two weeks to find decisions that work with the assignments, and thus begins the research simulation, both for us as librarians and for them as students. For the rest of the semester, the students work on their own matters, following the assignment requirements, and we support and guide them as we would attorneys in a firm.

The lectures examine research-based functions, such as business development and conflict avoidance, and outline practices and sources that facilitate effective research management. In addition, certain lectures review generic research concepts, such as controlled vocabularies and Boolean searching, and explain their relevance to research strategies. Most lectures include case studies or in-class exercises to reinforce student understanding and encourage participation.

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First-year law students do have the chance to master research skills, but lack the context and substantive knowledge to make these skills their own. The incentive to learn and the opportunity to do so seem hopelessly out of sync.

Librarians: Students and Teachers

Shannon O'Connell, Interlibrary Loan Assistant, Williams & Connolly, LLP

Ah, autumn. Time for turning leaves, pumpkins, cozy sweaters, hot cider, and, of course, back-to-school. In the spirit of the season, this issue of *Law Library Lights* is all about education. We examine education of various sorts and in different forms.

Librarians often describe themselves as “life-long learners.” We might also describe ourselves as “life-long teachers.” Librarianship centers of the exchange of information. At times, we are the teachers; at others, we are the students.

Being a student can take traditional and non-traditional forms. Louis Abramovitz relates his experience as an MLS student, describing a traditional student experience of going to campus and learning in class. Laura Maurer

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Law Library Lights

Deadline for Submissions

If you would like to write for *Lights*, please contact **Shannon O'Connell** at **soconnell@wc.com**. For information regarding submission deadlines and issue themes, visit the LLSDC Web site at **www.llsdc.org**.

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talks about her experience as a student at the Legal Research Institutes run by LLSDC. John Cannan shares the highlights of the informal—but no less enlightening—education he received during his first year on the job at the Montgomery County Circuit Court Law Library.

Teaching is also done in traditional and non-traditional settings. Ellen Callinan describes teaching a college course, while Christine Ciambella tells of teaching at the Legal Research Institutes. Students are not merely those enrolled in degree programs and teachers are not only those with degrees in education. Teaching and

learning happens all around us. As John Cannan points out, each encounter between a librarian and a user is an opportunity for education—for both parties.

I hope the 2007-2008 year of *Law Library Lights* will be full of teaching and learning. I know I've learned a lot during my tenure at LLL—first as assistant editor under Dawn Bohls and now as editor. I'm sure my education will continue as I work with my assistant editor, Matt Braun, to put together this year's issues. I hope you, our readers, gain something from the articles you read in these pages. I encourage you to send along your questions, criticism, compliments, and comments to lights@llsdc.org. I look forward to learning from you! **LLL**

Teaching Law Firm Research

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The lecture topics in the planning unit include:

- **Taking Charge of Your Research Environment**, which examines current awareness tools and methods for identifying and assessing the research resources students will have at their disposal in practice;
- **Research Management**, in which we discuss the typical division of labor in law firms, the parameters of unauthorized practice of law and the tools and methods for organizing their research materials and teams;
- **Business Development**, a two-week series on corporate and industry research and competitive intelligence;
- **Client Engagement**, which creates the opportunity to discuss ethics research and practice materials such as forms and rules.

Our implementation unit delves into the more traditional realm of advanced legal research, starting with a two-week series on case development, in which we examine parties to litigation and the tools for uncovering information about courts, judges, expert witnesses, and opposing counsel as well as resources for pre-trial information, such as pleadings, dockets and briefs. We love reviewing statistics that reveal the tiny percentages of cases that actually make it to trial, making pre-trial digging a necessity.

At this point in the semester, the students are deeply into their own matters and are ready for comparative research. We explore publishers' systems and compare the enhancements they build into the same basic raw material of cases, statutes and regulations. We then examine statutory and administrative resources and the process of compiling legislative and administrative histories. By design, the students must compile both types of histories so this rather dry topic becomes very meaningful as they apply these concepts to their own projects immediately after those lectures. We wrap up with a lecture on case resolution, where we explore citation verification tools, methods for evaluating websites and other resources and techniques for achieving research closure.

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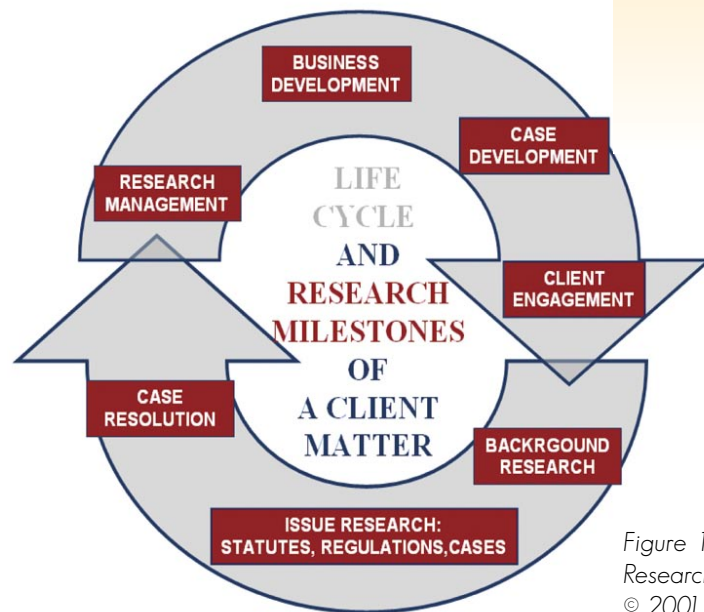


Figure 1. Law Firm Research Model.
© 2001, Ellen Callinan

From the classroom to the reference desk, librarians are in constant search of the elusive teachable moment. Lawyers and law students are highly motivated to learn how to research when they need information, but that motivation is usually trumped by a pressing deadline.

The Year Ahead

Abigail Ross, Library Manager, Keller and Heckman LLP



Abigail Ross

By the time you read this, it will be fall in Washington, D.C.—the leaves will be turning, our Opening Reception will have come and gone, new students and Fall Associates will be settling into their routines, and we will be several months into the LLSDC calendar of events.

I will also be several months into my Presidency. I have a tough act to follow—Billie Jo was not only an excellent leader but also provided some of the best event food I've ever seen (and I'm sure those of you who attended the Peterson Lecture would agree!). So, as we look forward to the next year of programming and events, I wanted to share with all of you my vision for LLSDC.

We are an incredible organization—and rare. We have over 700 devoted members and some great events every year (Agency Day, Holiday Party, Peterson Lecture)—all for a very reasonable membership fee! But there is always more work to be done. My goals for this year include:

- 1) **Revising our bylaws**—we need to make some small changes to our bylaws to allow for rolling membership renewal and online access to our directory, Law Library Lights, and other publications; and we'll be reviewing both the bylaws and procedures and guidelines for any other changes that need to be made to streamline our organization.
- 2) **Moving our organization along the path to the 21st Century**—paperless elections (to save on money for postage!), a website that will eliminate any need for outside management (and save us money!), an online searchable version of our membership directory (no more printing costs!), a simple online renewal process (more money on postage saved!), and more.
- 3) **Taking a good hard look at our finances**—I am working with the board and the SIS/committee heads on this goal. It is important for an organization like ours to have a cushion for rainy days and I am hoping we will come in under budget so that we can add to ours. This will give us some flexibility going forward and help our organization stay afloat for years to come.
- 4) **Challenging each of you**—particularly our newer members and those who have not participated recently, to become more active in LLSDC this year. From attending events to volunteering, we have opportunities for all levels of participation. There is no better way to network with your colleagues than taking advantage of our many programs; and there are plenty of opportunities—from serving on a committee to stuffing bags for the SEAALL/LLSDC meeting in March, I'm sure we can find some-thing for you! Contact me at President@llsdc.org if you are interested.

In this issue we are exploring instruction among librarians. We all wear the “teacher” hat in our jobs and here is an opportunity to learn from your colleagues. This is good preparation for the SEAALL/

LLSDC conference, March 26-29, 2008, in Old Town Alexandria—which we hope will showcase some of the newest and brightest speakers from the DC area and all over the Southeastern United States.

Lastly, I would like to extend special thanks to some volunteers who have gone above and beyond the call of duty. Mary Elizabeth Woodruff and Amy Taylor of the Membership Committee deserve combat medals for their work on the new membership database. They both have spent many hours over the last few months cleaning up our membership information to allow for faster renewals next year and easier access to our information. Thank you both for doing such a thankless job with efficiency and cheerfulness that can only be the result of true devotion (or many bottles of tequila). I would also like to thank Paul Weiss who has spent many hours working on our new website to get it up and running and making it user-friendly. **LLL**

Teaching Law Firm Research

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Initially, assignments were due every week to simulate a practice environment as closely as possible. Now, students submit the first set of “planning” assignments after spring break, present their recommendations at the end of the semester in class and in a memo, and organize all their materials as the final project. Most students submit a binder of their research materials, but we’ve also received some creative alternatives including a password-protection website and a CD collection of scanned images. Increasingly, students are submitting their work on flash drives.

The planning assignments consist of a:

- **Personal Resource Plan**, in which the students select several practice periodicals, newsletters, blogs, and other current awareness tools related to their area of practice to track throughout the semester; they must also identify a mix of the top tools they plan to use in their research and submit a budgeted plan to build their personal libraries for the first two years of practice;
- **Research Management Plan**, which is essentially a memo to their fictional team outlining the process and techniques for collecting, organizing and maintaining the research materials associated with their matter;
- **Business Development Plan**, in which students identify associations and other groups to target for their business development efforts; they need to locate the contact people and the requirements for submitting articles or program proposals and prepare memos to submit proposals to their business development targets;

- **Client Corporate Profile**, which covers sixteen categories of information they need to uncover about the company involved in their case; they must use several sources for this information and are required to compare their research experiences with the various sources;
- **Engagement/Conflicts Packet**, a relatively simple assignment in which students create a fictional conflict and draft an engagement letter and waivers for their matters; we’ve built a “client” database using the cases from past classes and hope to use it to create actual conflicts in future classes;

The implementation and evaluation assignments consist of two detailed sets of instructions that lead students into multiple sources of statutory and administrative law through which they examine the issues raised in their own matters. In essence, the students reverse engineer the research of their own cases, completing the specific tasks we require in the assignments. These tasks give us a basis for grading comparison, despite the great variety in content, and provide structure to the students as they locate and compare the same basic cases, statutes, regulations, and secondary materials in a variety of sources. By definition, they experience the satisfaction of exhausting their research and develop a strong sense of the relative value of many different research tools—print and electronic, free and fee, full-text and indexed.

Speaking of exhausting, this course is just that, both for the students and the professors. The workload is well known throughout the student population, yet we have lengthy waiting lists every time we teach the course. Students

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deep down in the waiting lists show up for the first class, hoping they'll get in after add-drop, knowing they'll fall behind fast if they miss that first class. The registrar gives preference to third years so our class is usually filled with graduating students who might otherwise be looking for a lighter course load for their last semesters of law school. What we find instead are highly motivated students who have experienced the reality of research in practice as summer associates and know what they don't know.

At the end of the semester, we frequently hear something to the effect of, "I can't believe

I would have graduated without knowing this stuff!" from a large number of students. Even the ones who don't quite keep up and eventually pull an all-nighter or two to finish thank us for forcing them to see it through. Former students report using their new business development skills immediately, in several cases to find better offers than the ones they had coming into the course. As Susan and I pull our own all-dayer to submit grades before graduation, we remember all those grateful students and the strong skills they've earned through hard work and push through to our own completion. Incentive and opportunity are united for one brief shining moment and so far, we have nearly 200 graduates using their research skills out there in practice. **LLL**

Legal Research Institutes Redux

Christine Ciambella, Access & Research Services Librarian. George Mason University School of Law

The Legal Research Institutes are a long-standing tradition in LLSDC, and one of our most popular programs. The two day seminars are aimed at people new to legal research, whether they be law librarians, library assistants, or paralegals. The first day covers the basics—secondary sources, cases and digests, and statutes. The second day covers more advanced topics including legislative history and administrative law. I got involved this year because I wanted to send new employees from my library to the LRI. When I learned that it would not be held in 2007, I asked the LLSDC Board if I could take over. Time was running out to meet the March deadline, so we decided on June instead. I had never planned a large event before but was confident that by relying on my LLSDC pals, I could make it happen.

The first consideration was space. We were hoping for a large turnout and needed room to accommodate the crowd. We also needed access to a library with both a large print collection and also a computer lab for teaching online databases. Clearly, it would have to be an academic law library. Summer is a slower time of year in the law schools because there are fewer classes. There are, however, numerous special events. Here at George Mason, we were also renovating our largest classrooms so holding it at my own school

was not possible. I did the next best thing and imposed on my sister, Frances Brillantine, and her boss, Steve Margeton, who agreed to hold it at Catholic University's DuFour Law Library.

As they have done for many years, Westlaw and Lexis sponsored the program. They provided participants with free passwords to their services, and also generously underwrote the cost of providing lunch on both days. West also gave each participant a copy of *Legal Research in a Nutshell*. With this financial support, the registration fees could be devoted to supplying a notebook of materials to each participant.

Next up was deciding on curriculum and finding instructors to teach the sessions. The formula that LLSDC had used for many years was clearly successful, so I stuck to the basics of legal research as described above. This year, I decided to cover cost-effective legal research instead of an advanced subject like international law. These days, everyone is feeling the budget pinch and considering costs when doing legal research is key. Happily, cost-effective research techniques are often time savers as well, and everyone can relate to that.

Choosing qualified instructors was essential. The LRI has an outstanding reputation for providing high-quality education and I wanted to be sure that each program was top notch.

Fearing that burn-out was a factor for some past LRI instructors, I also wanted to use some new talent and get new people involved. Consequently, I hand picked the instructors based upon either personal knowledge of their expertise or a significant teaching reputation. Steve Young and Beth Edinger of Catholic University taught the sessions on secondary sources and cases, respectively. Kumar Percy Jayasuriya of Georgetown explained statutory research. Adeen Postar from American University lectured on administrative law and research. Annette Erbrecht (Akin Gump Strauss Hauer & Feld) offered tips on cost-effective research. Because I cannot resist an opportunity to talk about legislative history, I kept that one for myself.

Initially, I was concerned that not enough people would register for the Institutes. The Special Library Association's annual meeting was the same week, and while I knew we would not have the same attendees, I also knew that people could not be out of the office at the same time as their colleagues. I was prepared to market the LRI outside the LLSDC community by

posting notices on the listservs of other library associations, as well as to paralegal associations and law office managers. My fears were quickly allayed and we had to cap attendance at 50 people to ensure enough space in the computer lab. Clearly there is a real need in the community for this type of training program and the LRI has an outstanding reputation for filling that need.

In my enthusiasm for this project, I naively thought I could teach a session and organize the program as well. That was a mistake. Organizing the event and preparing for my own session was far too stressful. Next time, I would do one or the other but not both. Thankfully, the LRI instructors and the CUA staff rescued me from my inexperience. They eagerly pitched in to handle the inevitable problems and mistakes. Everyone from the information technology staff to the security office at Catholic worked to make the program go as smoothly as possible. Our efforts paid off; feedback from the Institutes was overwhelmingly positive. I am grateful that the 2007 edition added to the stellar reputation of the LRI. **LLL**

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Legal Research Institute: Just What I Needed

Laura R. Moorer, Legal Reference Specialist, Public Defender Service for the District of Columbia

A few years ago as a second year law student, I found myself sitting in a class called "Statutory Interpretation." "Ugh," I thought, "what can this class possibly have to do with becoming a lawyer? I will have a library staff to help me understand the legislative history behind statutory law and my time could be better spent learning the intricacies of personal jurisdiction." So I thought!

Fortunately, this misguided law student has now found herself a law librarian for the Public Defender Service for DC and a student in Catholic's SLIS program. Now, it is unusual for a week to go by when I do not receive, at a minimum, three requests for legislative history research from the attorneys. This work is very enjoyable and is like putting an intricate puzzle together by tracking down the key pieces: House and Senate reports, final votes, and

transcripts from key players, etc. However, doing this work as a "newbie" (and as a student who did not pay attention in law school!) can be a bit overwhelming; therefore, I was excited when I received a flyer in the mail this summer announcing the LLSDC's Legal Research Institute. I quickly signed up and was excited about the class—and rightly so!

The topics covered, ranging from legislative history and case law to cost-effective research tips, were timely, well-organized, and presented by very competent and knowledgeable law librarians. The class exceeded my expectations and the materials provided have become very useful in the past few months. Each presenter handed out resource sheets that provided links to many helpful sites for legislative history, statutory and administrative research, and

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case law research projects. I especially liked Christine Ciambella's tip on creating a binder of research guides organized by topic. Then, in a few months, if someone in your office asks about a particular topic, you can just go to your notebook, pull out the article and—viola!—impress your colleagues. The binder also helps you to stay on top of key issues in your area. I also finally learned the difference between an “enrolled” and “engrossed” bill.

The Legal Research Institute was very helpful to new members in our group and would also be very helpful to new students in the area. I, for one, plan on attending again next summer. Having the course taught by local librarians was practical and allowed real life examples to be brought to the seminar. This made the discussion much more interesting and on point. LRI is a great resource LLSDC offers the community and I hope to see it continue in the future. **LLL**

Top 10 Things I Learned From My First Year As a Law Librarian

John Cannan, Assistant Law Librarian, Montgomery County (MD) Circuit Court Law Library

I graduated from Maryland's College of Information Studies with my MLS in May of last year and was fortunate to obtain the post of assistant librarian at the Montgomery County Circuit Court Law Library. My time in the trenches of public law librarianship has been exciting. It has also been a great educational experience. What follows is a list of the top 10 things I have learned during my first year on the job:

10. Stop With the “Negative Vibes”

Law librarianship has its stresses, from the surly patron to the mysteries of vendor billing to the reference interview gone awry. Life and work are easier when you have something to burn off the negative vibes accumulated from the occasional bad times. Nothing helps me clear the stress more than a good run while listening to a podcast of *This American Life* (www.thislife.org). The stories help me keep life and work in perspective either by inspiring me or by reminding me that life could be a lot worse.

9. A Little Kindness Goes a Long Way

We have received many accolades from our patrons for serving coffee and donuts on Fridays (as well as on days with inclement weather). Faced with service reductions is so many other industries—try getting a free meal on an airline nowadays—people are truly grateful for special amenities, no matter how small. (Related lesson: most people do not like coffee as strong as I do!)

8. When You Create a New Service, You Never Know Who Will Show Up

Last year, the head librarian and I became notaries to add another library service for the benefit of our patrons. At the time, we expected to notarize the traditional legal documents one might see shuffled around the courthouse: deeds, separation agreements, affidavits. While we do get a number of these, we also have seen a lot of foreign documents requiring a notarial signature and stamp. In fact, one of the most frequent documents we have had to notarize is the Brazilian Formulário De Autorização Para Viagem De Menor(Es)—Travel Authorization Form for Persons Under the Age of 18. We have also had many requests for notarization of official documents, like school transcripts, for use overseas. This is, of course, beyond our authority, but some research on the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents helped us realize that these patrons need their documents certified to obtain an apostille. We now help them navigate the process with some helpful information provided by the Maryland Secretary of State's office (<http://www.sos.state.md.us/Certifications/certifications.htm>).

7. Keep Statistics

One important tip they tried to beat into us in library school was the importance of keeping statistics. So, shortly after beginning

We have now developed a more “scientific” statistic gathering plan, counting how many patrons we get, when they come in, and what they are asking. This information will provide a more qualitative review of our how library is used.

my current job, I started keeping an informal count of the type of questions our patrons were asking. After witnessing several thousand reference transactions, I have confirmed some of my initial assumptions: most of our reference encounters are directional—directing someone to a tool or resource whether its the stapler or Wright and Miller’s *Federal Practice and Procedure*—and many of the more substantive questions involve family law issues. There were, however, some surprises. We are asked a significant number of questions for information regarding court procedures, e.g. forms and books explaining how the court operates. We also get a number of questions about Maryland and Montgomery County legislative history (which validated all the extra work on the topic I put into a moot court class many moons ago). Knowing what kind of questions we are getting regularly has helped us plan to develop our collection and tools to meet them. We have now devised a more “scientific” statistic gathering plan, counting how many patrons we get, when they come in, and what they are asking. This information will provide a springboard for a more qualitative review of how our library is used.

6. Every Reference Transaction is a Teaching Opportunity

Even the most mundane queries are opportunities to teach information literacy and research skills. After our recent move, we merged our Maryland treatises and Maryland continuing legal education materials. I have been giving a lot of directions to those resources. I try to use the opportunity to instruct patrons on how to best use the resources they are looking for. Just today, I was juggling various volumes of the *Maryland Code* to demonstrate how a section migrated from the old 1957 Code to the family law article. As they say, teach a person to fish...

5. Don't Think You Know Everything

With hundreds of thousands of cases and thousands more being added every year, not to mention the laws implemented at the federal, state and local levels, the field of law is big in the same way the *Hitchhiker's Guide to the Galaxy* describes the size of space: “[It’s] big. Really big. You just won’t believe how vastly hugely mind-bogglingly big it is.” Because the amount of law is so big, you can’t know everything, so the search for legal information is often a learning experience for both me and the patron. Sometimes when I am sure I know the answer, a little reference

work shows me how much I really need to know. For instance, I got my first question about where an appeal of a case originally appealed from a Maryland district court to a circuit court goes. Off the top of my head, I wanted to say the Court of Special Appeals. After all, that is where an appeal from the circuit court review of an administrative decision ends up. Instead of shooting off what I thought was the right response (and embarrassing myself needlessly), we headed to the books where we found that the answer is actually the Court of Appeals.

4. I Get By With a Little Help From My Friends

Law librarianship, like the practice of law itself, is a collaborative undertaking—it always helps to ask your professional brethren for assistance in a time of need. Since you can’t know everything and you don’t always have everything, you often have to rely on someone else who knows or has what you need (as everyone knows who reads the ILL posts on the LLSDC listserv). I have been impressed by the willingness of my law library comrades to help every time I have harassed them for information. Always remember that the only bad questions are the ones that are never asked.

3. The Joy of Shelf Reading

The great thing about shelf reading is that, aside from keeping the library collection in order, it acquaints me with library resources about which I might not have otherwise known. I am sure I picked up this tip from reading Mary Whisner’s column in the *Law Library Journal*, but occasionally perusing a book I am not familiar with may alert me to a means of answering a question. It often happens that if I am shelf reading in a subject area or reviewing a book, a question involving that subject will follow right behind. It is what a character from the movie *Repo Man* called the “lattice of coincidence” or “cosmic unconsciousness:” if you say or think about something like “plate o’ shrimp,” it might just appear. After I stumbled on the *Maryland Sentencing Guidelines Manual*, I started getting a number of sentencing questions.

2. Law Librarianship Is a Field That Keeps on Giving

I have found that there is always something to do in law librarianship. Since the field is constantly evolving and patrons’ needs keep changing, there

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Even the most mundane queries are opportunities to teach information literacy and research skills.

is always an issue to think about, research, and write on. If I finish one project that seems like a burning issue to me, for instance writing a piece on how to research the history of the Maryland Rules, something else awaits me after I complete it, for example how does a law library comply under the American With Disabilities Act.

1. Passing the Acid Test

In Whit Stillman's movie *Metropolitan*, a character lays out a formula for determining success in life, "The acid test is whether you take any pleasure in responding to the question 'What do you do?'" I take distinct pleasure in doing so. **LLL**

BOOK REVIEW

Karen Silber, Legal Reference Librarian, Bureau of National Affairs, Inc.

Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals

by G. Kim Dority; Libraries Unlimited, 2006, 222 pages, \$38.

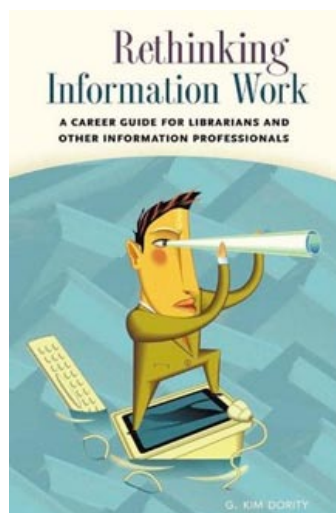
I am sure you have asked yourself the question—what else can one do with a library science degree? In *Rethinking Information Work*, G. Kim Dority spells out the traditional roles of public, school, and academic librarians by detailing work in public, technical, and administrative services. She also lays the groundwork for thinking beyond traditional library roles in order to explore new opportunities. She leads one through the process of planning an information career by showing how to determine what type of work might be most fulfilling, exploring what types of work are available to those with an MLS or LIS degree, and helping one create an action plan for reaching his or her professional potential.

Chapter one discusses the concept of reframing our individual skill set from "librarianship" to the larger and more encompassing "information work," because then we will have "choices that can respond to changes in job markets, personal financial requirements," etc. Indeed, how many times have you heard colleagues discuss that we, as librarians, have to reinvent ourselves? The chapter also contains a section entitled "Designing Your Career," which reminds you that your perfect job may never materialize, so you must do your

homework and start information gathering, exploring options, considering your skill set, identifying opportunities, etc. Additionally, the chapter highlights the importance of perusing job postings and determining if you need to expand your skill set and/or take a few courses to get up to speed with what you want to do.

Chapter two is appropriately entitled "Self-Knowledge" and includes a (fabulous, but long) chart with choices that the reader rates and evaluates. For example, one of the choices asks whether you would rather work for a non-profit versus a for-profit company and how important is this to you. Other questions presented are: "Does a large organization versus a small organization appeal more to you and why? Are you willing/not willing to work extra hours and why? Would traveling for business be disruptive to your home life?" In full, filling out this chart is supposed to help direct you to the setting in which you would like to work.

Chapter three focuses on the "Traditional Path," with over 25 job descriptions, such as Adult Services Librarian, Bibliographer, Young Adult/Youth Services Librarian, etc. This chapter includes sections entitled "Why You Might Love Being a Public Librarian" and "Exploring Public Library Careers" (the same exist for school and academic libraries). As with each of the



chapters, this one ends with a resources section including information on books, periodicals, articles, associations, etc.

Chapter four, conversely, addresses the “Nontraditional Path” and discusses special libraries. Various job roles, as well as particular places to work, are discussed inside of sections entitled “Doing Nontraditional Things within Traditional Special Library Roles” and “Doing Traditional Library Roles but within an Organization Whose Mission is not Librarianship or Education.” The two-page list of the types of work and job titles in a nontraditional career is worth a glance.

For those of you thinking beyond the traditional and nontraditional paths, chapter five is entitled “The Independent Path,” and discusses aspects more related to running a business, such as marketing and billing fees. This chapter closes with the section “Getting Started as an Independent.”

Chapter six is entitled “Creating Your Professional Portfolio,” and one section here that I particularly enjoyed reading is called “Repur-posing Your Skills.” It reemphasized that information skills are in demand and that we need to connect “information skills with the range of potential opportunities” by rethinking the application of those skills. For example, if your job is to perform research, this research capability also enables you to excel at the following value-added services: investigating people, issues, organization, and industry trends; designing research projects; providing data analysis; assessing donor prospects; creating newsletter content,” etc. The list goes on and on. **LLL**

This book is a must read for anyone starting out in our profession and for anyone already in the field but perhaps looking to expand his or her career portfolio.

EYE ON SERIALS

*Susan Chinoransky, Head of Serials & Processing, The George Washington University,
Jacob Burns Law Library*

New Periodical & Serial Titles

Akron intellectual property journal, 2007-
Two issues yearly, University of Akron,
School of Law

Harvard law & policy review, 2007-
Semiannual, Harvard Law School

Human rights & international legal discourse,
2007-
Semiannual, Intersential

*Journal of international media & entertainment
law*, 2006-
Semiannual, Donald E. Biederman
Entertainment and Media Law Institute
of Southwestern Law School

Title Changes

International community law review, 2006-
Three times a year in 2006, Four times a year
starting 2007, M. Nijhoff

Merger of: *International law forum* (Hague,
Netherlands), and: *Non-state actors and
international law*; continues the numbering of
the first publication

New Criminal Law Review, 2007-
Quarterly, University of California Press,
Journal and Digital Publishing Division
Continues: *Buffalo criminal law review*

Absorption

Journal of taxation of global transactions
Absorbed by: *International tax journal*
Quarterly, Panel Publishers

Resurrection

*Government contract, costs, pricing & accounting
report* (St. Paul, Minn.), 2006-
Bimonthly, Thomson West
Previously published under Federal
Publications, Inc. **LLL**

Roger Skalbeck, Associate Law Librarian for Electronic Resources & Services,
Georgetown University Law Library

In this installment of Tech Talk, I look at two free web-based tools useful for many library settings. The first is Adobe's Kuler, which allows one to create and share color palettes online. The second is a program called Conduit, which allows one to create a customized and branded library toolbar for users.

Kuler Color: <http://kuler.adobe.com>

Have you ever had trouble finding inspiration in choosing colors for a website or a design project? Do you have a primary logo color and you want to find a group of similar colors to break up the monotony of a drab site, well then Kuler is just the thing for you. Even if you don't know if you need a new color palette, you might want to check out Kuler, because it is, well, *cool*.

Kuler Interface

To use Kuler, all you need is a web browser with the Flash plug-in installed. You only need to create a user account if you want to save your palettes online for later use. To create a new color palette, choose a base color by dragging a white circle around a color wheel. By default, your base color is the swatch in the middle of the group of five color blocks. If you want to start with an existing hue, you can do so using its RGB,

CMYK, or Hex value. In website stylesheets for instance, most colors are represented by a set of six digits (three pairs of numbers) that translate to the equivalent RGB value. After picking a base color, you can then create a palette of four related colors based on the options: Analogous, Monochromatic, Triad, Complementary, Compound, Shades, or Custom. If you have a base blue color and you want other shades of blue for a design project, choose "Shades" to get lighter and darker variations of the base color. As a general rule, it's not a good idea to have more than five colors in a design project, especially if you are trying to use certain colors to represent different elements on a web page or in a printed document.

Tips on Picking Colors

For thoughts on how to pick color combinations, see this blog post: http://veerle.duoh.com/blog/comments/choosing_color_combinations/. There's also a Wikipedia entry on color theory with good background information about the theory of color combinations and types of colors: http://en.wikipedia.org/wiki/Color_theory.

In general, it's good to have enough contrast between hues to be meaningful. If you choose a link color for a website that is not distinctly different from unlinked text, this is a problem. This is an even bigger problem if you choose to style links with the attribute: `text-decoration: none`; which removes the underline default for hypertext links. Another consideration is that you should pick a color for visited links that is noticeably different than those that haven't been clicked. Usability expert Jacob Nielsen recommends that you can reduce navigational confusion by choosing different colors for visited and new links: <http://www.useit.com/alert-box/20040503.html>.

Alternative Ways to Use Kuler

Beyond visiting the Kuler website directly, there are two ways you may use their content: through RSS and with a desktop application. There's an RSS newsfeed for Kuler that includes theme titles and attributes of new additions, together

Kuler Interface



with useful attributes such as the corresponding Hex values of each color. The next illustration shows an excerpt of themes such as “Cherry Cheesecake” and “Orange on Olive.”

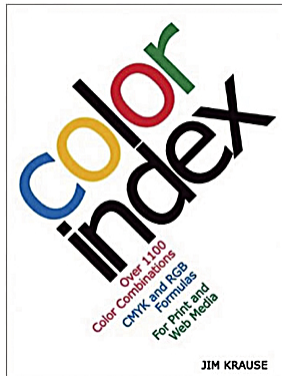
You can also try out Kuler without going to their website. To do this, first install the “Adobe Integrated Runtime” software (AIR) from Adobe Labs (<http://labs.adobe.com>). After this, you can get a simple desktop program to search and export color themes from Kuler. You can't create them with this simplified program, but it has a handy feature to let you export Hex codes for each color combination.

Twenty-Five Alternatives to Kuler

Unsurprisingly, there are other ways to generate color palettes online. In fact, there are more than two dozen alternatives to Kuler. I like Kuler best because I know the interface and it is quick and efficient. If you want to test other palette generators, look at a list from the website CSS Juice where they have twenty-five alternatives, including screen shots, brief reviews, and lists of features: <http://tinyurl.com/27ty8n>. If you need an online source for generating color palettes, one of these should be right for you.

Carbon-Based Alternative

If you're more of a book-based person and not into fancy websites, try a more traditional book like *Color Index* by Jim Krause. Out now in two editions, this book will give you hundreds of pages of color combinations to browse for inspiration. Though it doesn't have the flexibility and spontaneity of the Kuler website, it's still easier to manage than a typical set of pantone color swatches.



Conduit: <http://www.conduit.com>

Customized browser toolbars have been around for several years now. Every search engine and many major organizations have them. Why not get one for your library to provide services and links directly to your users? It's now free and very easy to do. The best way to do this is by using a toolbar creation service available

Theme Title: [Cherry Cheesecake](#)



Artist: donald.agarrat

Posted: 11/22/2006

Tags: red, sweet, tan, cold, beige, smooth, creamy, rich, crust, pie, burgundy, tart, dessert, new york, decadent, baked, junior's

Hex: B9121B, 4C1B1B, F6E497, FCF6E1, BD8D46

Theme Title: [Orange on olive](#)



Artist: mats.holmberg

Posted: 11/22/2006

Tags: signal color

Hex: B4AF91, 787746, 40411E, 32331D, C03000

Theme Title: [Granny Smith Apple](#)



Artist: donald.agarrat

Posted: 11/22/2006

at <http://www.conduit.com>. At the Conduit site, you can build a toolbar with groups of website links, search options for a hand-picked collection of sites, and RSS feed integration. All editing is done through the web browser, as you can see in the accompanying screen shot.

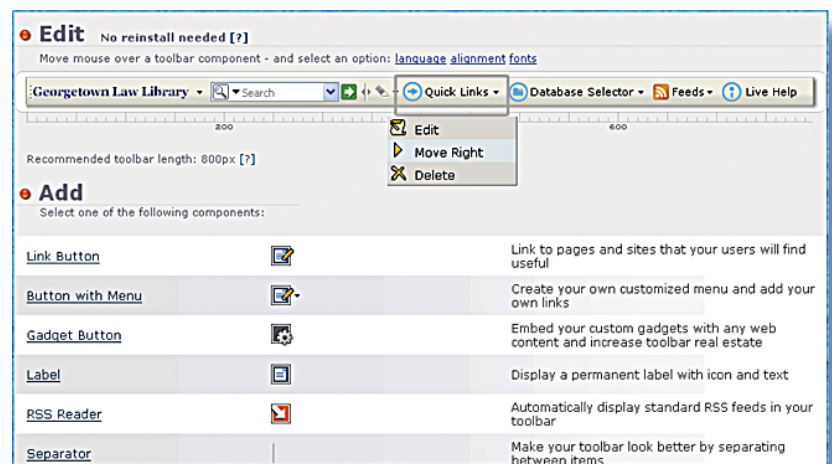
An RSS newsfeed for Kuler includes theme titles and attributes of new additions, such as the corresponding Hex values of each color.

The Subtle Sales Approach

Instead of lauding our toolbar as “a wonderful advance in computing” or forcing it on our users, we at the Georgetown University Law Library have decided to take a more subtle approach. We mention the toolbar in our orientation materials for new students, and we'll feature a link to it on the library's homepage for a few months.

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All editing in Conduit is done through the web browser.



Tech Talk *continued from page 13*

Another subtle approach we're using is to add the toolbar to the desktop image for any public computers in either of our library locations. We're not going to change the world with a browser toolbar, but we might make people a bit happier. Oh, it also provides an easy way for us to keep our "library brand" noticeable in more places with the addition of our name and logo in the toolbar.

Five Great Features of Conduit's Sidebars

Instead of describing all of the features of the toolbar, here are five features we at Georgetown like the most:

- 1) It's free.
- 2) It can be updated automatically.
- 3) RSS Feeds can be integrated directly.
- 4) It works in Internet Explorer and Firefox.
- 5) It allows one to exclude a popup blocker, which can eliminate troubleshooting headaches for websites such as Westlaw and LexisNexis that need popup windows to function properly.

Finally, there's an article about the advantages of browser toolbars in libraries called "The Library in Your Tool Bar," in *Library Journal*, July 2007 (p.30-32). To see our toolbar, visit <http://georgetownlawlibrary.mylibrarytoolbar.com>. **LLL**

LLSDC/SEAALL 2008 Alexandria...Here We Come!

Incorporated in 1749, Alexandria's history is intricately linked with the founding of America. Captain John Alexander, a Scotsman, purchased (for 6,000 pounds of tobacco) and named the land now known as Alexandria. A major colonial trading center, Alexandria became central to the rise of revolutionary sentiment in the American colonies. In 1755, five Royal Governors of the colonies advised the British Parliament that they could benefit from the new wealth in Alexandria. Subsequently, the first colonial tax was levied over the objection of several soon-to-be-well-known Americans.

In 1774, local leaders, including George Washington and George Mason, approved Mason's Fairfax Resolves which recommended ending trade with England. The efforts of these Virginians culminated with America's War of Independence.

Like trade, military strife is an integral part of Alexandria's history. Prior to the Civil War, Alexandria had the regretful distinction of being home to one of the nation's largest slave trading companies. In 1861, the day after Virginia seceded from the Union, Federal troops occupied Alexandria. Located only 6 miles from the District of Columbia, Alexandria became a significant base for Union army operations. Until

the end of the Civil War, Alexandria was the longest occupied territory of the Union army.

Today, Alexandria is populated by approximately 130,000 people who primarily work for the federal government or (serve in) the U.S. military. Although home to the U.S. Patent and Trademark Office (USPTO) and the national headquarters of the Salvation Army,

Alexandria is now probably most well known to some for the depiction of T.C. Williams High School in the 2000 movie, *Remember the Titans*, starring Denzel Washington as legendary football coach Herman Boone.

So, from March 26–29, 2008, be sure to attend the

LLSDC/SEAALL 2008. Join your law library colleagues where you can relive history in Old Town Alexandria, as well as learn the latest intellectual property advances at the USPTO.

We look forward to hosting you. **LLL**

The LLSDC/SEAALL 2008 Annual Meeting Planning Committee

Billie Jo Kaufman, *SEAALL Co-Chair*
Rhea Ballard-Thrower, *SEAALL Co-Chair*
Abigail Ross, *LLSDC President*
Frances Brillantine
Mike Petit



Thinking About Pursuing an MLS?

Louis Abramovitz, Librarian, Wilkinson Barker Knauer LLP

In retrospect, I can honestly say that going for the degree was one of the best decisions I ever made—completely free of any buyer's remorse. Even better than back in the '80s, when I spurned a pushy salesman's "Betamax is the future" pitch and went with VHS.

For me, the decision to go to library school was fairly easy. I was more than ready for a second career (or perhaps a third—hard to keep track). The librarians I knew were some of the most professionally contented folks I had ever met. And many librarians, like me, had decided to attend library school after working 10 or more years in another profession.

In narrowing down which schools to apply to, I wanted to attend an ALA-accredited program that enjoyed a good overall reputation among the librarians I knew and respected.

I also considered a major Web-based MLS program, but decided that a more traditional academic setting (that is, one offering a significant amount of face time with instructors) would be a better fit, given my personal learning style. Perhaps that's a Baby Boomer thing. But it sure can be a lot of fun regaling fresh-faced summer associates and interns with stories about gingerly carrying keypunch cards across campus to run routines on a mainframe.

At the time I applied to library school, I was working full-time in a different field, so the availability of evening and weekend courses helped narrow down my choices. I also looked for convenient class locations, relative to my home and office.

Weighing all of these criteria, the decision was fairly easy: Catholic University was clearly the best choice for me. As a kind of bonus, because I already had a couple other graduate degrees under my belt, the GRE test-taking requirement was waived. This exemption also applied to applicants with a professional degree, such as J.D.—happily for my wife, who attended library school with me.

(Incidentally, holding another graduate degree can sometimes be a plus in the job market, such as a science or business degree in tandem with an MLS.)

A year or so into the program, I had completed most of the mandatory core classes cover-

ing such topics as information organization, library information systems, the role of libraries in society and reference sources. It was at that point that I began to think about picking a concentration.

The law librarianship track was an attractive option, because it seemed to be a good match with my background and interests. I also liked the fact that there was some flexibility in terms of suggested courses for this particular track. Certain other concentrations—school librarianship, for instance—were designed in a more lock-step fashion, simply not my particular cup of tea.

I also gave considerable thought to potential post-graduation employment opportunities. My initial impression, which has subsequently proved to be fairly accurate, was that there were a lot of opportunities for law librarians in the D.C. area—and not only in law firms, but in academic, government, nonprofit and consulting environments as well.

The reputation of Catholic's law librarianship program and roster of instructors also helped tip the scales. The program has consistently been able to draw experienced adjuncts from area law schools and firms, people who bring a "real world" perspective to the classroom. Last year, when library schools' rankings were published in *U.S. News and World Report*, Catholic's law librarianship program was ranked second nationally. The only law librarianship program that ranked higher was the University of Washington in Seattle. So Catholic's assets in this specialty are pretty unique, at least among library schools east of the Mississippi.

Also fortunate for students and practitioners is that the Law Library of Congress and so many other world-class resources are located right here, in the D.C. area.

The law librarianship courses at Catholic were fairly hands-on. We learned, for instance, how to prepare a legislative history and techniques for researching case law, secondary materials and government regulations to answer reference questions. Rather than giving the students made-up research questions, instructors might assign very specific issues that their users had asked them to investigate.

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For me, the decision to go to library school was fairly easy. I was more than ready for a second career (or perhaps a third—hard to keep track). The librarians I knew were some of the most professionally contented folks I had ever met.

Pursuing an MLS? *continued from page 15*

Some excellent guest speakers also provided a sense of the electronic and other research resources students might use in their future work.

Sometimes people ask me if I ever felt overwhelmed by the demands of school, on top of my day job and home life. The answer is no, I never did. Library school, unlike other, educational environments I have experienced, was in large part a team-based, collaborative endeavor. Generally speaking, I found that instructors would go out of their way to help their students, even if that meant meeting them on a Sunday morning at the local Starbucks. And students formed collegial study groups in virtually every course I took. I can honestly say that library school, unlike my other graduate school experiences, was fun!

A number of the courses I took outside the law librarianship area were not only interesting, but have also proved quite helpful in my everyday work. Courses that come to mind include the government information course, taught on a regular basis by Jim Gillispie of Johns Hopkins,

and a course in library management. (I had no idea as a student that my first job after library school would involve managing a library, but I have since learned that many librarians began their careers in a management position.)

As with any graduate degree, academic credentials alone may not be sufficient to help you land your first permanent job. While I was still enrolled in library school, I realized that I needed to acquire at least some library work experience, so I volunteered for a few hours a month to help out a busy solo law librarian.

In addition to assisting with various library routines, I identified a project where I could put some of my classroom knowledge to work. Using the HTML coding I learned in Library Information Systems class, I created a legal webliography on a topic of particular interest to the librarian's users.

Finally, I would be negligent if I failed to mention the invaluable help of my LLSDC colleagues. No matter how good one's formal education, there is no substitute for learning on the job from colleagues who so very generously share their individual and collective expertise. **LLL**

MEMBERSHIP NEWS

Amy Taylor, Reference Librarian, Georgetown University Law Library

Congratulations to:

Shannon O'Connell for completing her MLS at the University of Maryland, College Park.

Ren Hayes, new Library Assistant at Ropes & Gray LLP.

Catherine Dunn, new Reference Librarian at the Georgetown University Law Library.

FYI

Mary Ann Keeling reports that the Department of Homeland Security: U.S. Customs & Border Protection Library has relocated to the corner of 9th and H Streets, NW. The mailing address on Pennsylvania Avenue remains the same, but the telephone numbers have changed. The general number is now 202.572.0600, the fax number is 202.572.0550, and Mary Ann's direct number is 202.572.0545. **LLL**

Creating Multimedia Research and Software Tutorials with Screencasting Software

Sara Kelley, Reference/Electronic Services Librarian, Georgetown University Law Library

In 2001, Georgetown University Law Library developed several web-based legal research tutorials designed to teach first year law students the basics of legal research. These tutorials were written in HTML and included a few images, pop-up windows that let students try out the web-based research methods being described, and, in some tutorials, a few unscored review questions. The tutorials were assigned reading in most sections of first year Legal Research and Writing at Georgetown. Topics included secondary sources, case law research, statutory research, regulatory research, legislative history, and international law research. Interested readers can find an example of these HTML-based tutorials at <http://www.ll.georgetown.edu/tutorials/cases/one/index1.html> (Cases and Digests Research Tutorial).

Although the HTML tutorials remained popular with our legal writing faculty, by early 2007 Georgetown's reference librarians had concluded that the old tutorials were too "low-tech" and text-driven to appeal to students who grew up using multimedia learning and entertainment tools. During the spring and summer of 2007, we set out to create new tutorials incorporating a more graphics, scored review questions, interactive demonstrations of online research tools, and even a few animations and sound effects. Our new, multimedia case law research tutorial is available at <http://www.ll.georgetown.edu/tutorials/cases/index.cfm>.

We created the new tutorials using relatively easy-to-use screencasting software. "Screencasting" is the process of recording a movie of your computer desktop as you demonstrate a program or database. Most screencasting software allows you to record accompanying audio narration, and some software also lets you include static image slides and captions or whole screens of text to describe what is being demonstrated. The best screencasting software allows you to create simulations with which users can interact.

In the process of making our new, richly detailed tutorials, we realized that screencasting

software could also be used to create simple software demonstrations. This functionality came in handy recently when Georgetown Law switched to Microsoft Outlook for email and calendar management. For an example of how we used screencasting to ease the transition, see <http://www.ll.georgetown.edu/ww/ers/docs/libcalendar-to-personalcalendar.swf>.

Available Screencasting Programs

There are many screencasting tools on the market, with a variety of features and prices. During the planning stages of our tutorial project we considered three different programs, described below. All three produce Flash (.swf) files, as well as other output formats.

Wink

Wink is a freeware screencasting program available from <http://www.debugmode.com/wink/>. Quite simply, it captures what you do onscreen as you do it and adds text captions to the videos after recording. The latest version also allows you to record accompanying narration. Besides outputting .swf files, Wink will also export projects to HTML, PDF, text (only the captions are exported in this format), and PostScript. The HTML export option is crude, essentially creating one long web page that links to each screen shot as a separate image. Because it lacks interactivity features such as quiz generation, Wink is not a great tool for creating detailed tutorials. However, it is a very reasonable (free!) option for creating simple software and database demonstration videos.

Wink is available for Windows and Linux.

Adobe Captivate

Adobe Captivate is available at <http://www.adobe.com/products/captivate/>. It is the software we eventually chose to create our new tutorials, is almost as user-friendly as PowerPoint, yet produces sophisticated interactive Flash videos. Captivate not only allows you to capture full-motion video demonstrations with or without narration, but also allows you to create

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By early 2007 Georgetown's reference librarians had concluded that the old tutorials were too "low-tech" and text-driven to appeal to students who grew up using multimedia learning and entertainment tools.

If we had the opportunity to do the project over again, we would probably give ourselves more time to adopt design standards for use in all tutorials, record narration, and conduct usability testing.

Screencasting Software

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click-by-click interactive simulations, text- and static-image screens (much like PowerPoint slides), branching interactive scenarios, and scored review questions. Captivate's only video output option is Flash, but it also allows you to export your text captions as a Word document or to your recorded narration as a separate audio file. A single-user Captivate license costs \$199 for academic purchasers or \$699 for non-academic purchasers, and is available for Windows systems only. Volume pricing is also available.

Because of its branching, text editing, and quiz-generating features, Captivate is an excellent tool for creating in-depth tutorials on any subject, and is more than sufficient for producing simple software demonstrations. Furthermore, learning Captivate is relatively easy, especially if you are familiar with PowerPoint. We were able to get most of our reference staff using Captivate within a short period of time.

TechSmith Camtasia

Camtasia is available at <http://www.techsmith.com/camtasia.asp>) and is a relatively full-featured commercial alternative to Captivate. It allows you to capture software demonstration videos with or without narration. It does not, however, let you easily create text-only or static-image slides. (There are some workarounds, such as creating the static slides in PowerPoint and then capturing your screen as you "perform" the PowerPoint presentation.) Camtasia does include a quiz-generation feature and has excellent video and audio editing capabilities. It also has many video output options, including Flash, QuickTime, Windows Media, and AVI. However, we at Georgetown Law found Camtasia to be less user-friendly than Captivate. Since usability may be in the eye of the beholder, anyone considering investing in commercial screencasting software ought to download trial versions of both Captivate and Camtasia to compare them before making a final purchase decision.

Camtasia is available for Windows systems only. A single-user Camtasia license costs \$179 for academic purchasers or \$299 for non-academic purchases. Volume pricing is also available.

Accessibility Considerations

In general, Flash video is not very accessible for screen reader (visually impaired) users. In theory, Adobe Captivate can be used to produce accessible Flash, but in practice this is very difficult. For example, Captivate allows you to provide keyboard shortcuts for usually mouse-driven events, but unless you are familiar with the way screen readers work, you will probably wind up assigning shortcuts that conflict with key combinations assigned to regular screen reader functions.

Instead of trying to produce accessible Flash video, we made an effort to provide descriptive captions for the onscreen images and actions. We then exported the captions to Word and converted the resulting documents to screen-reader compatible PDF. We included screenshots in these documents in order to provide a printable alternative for sighted students who might not want to work through the tutorials online; screen reader software will ignore these screenshots.

If you want to include audio narration in your tutorials or software demonstrations, you should also plan to provide equivalent text captions for the hearing impaired. If you are working with any of the three programs reviewed here, these captions will not be "closed," but will be visible to all users.

Conclusion

Both students and faculty have so far responded favorably to our new tutorials. However, if we had the opportunity to do the project over again, we would probably give ourselves more time to adopt design standards for use in all the tutorials, record narration, and conduct usability testing. We hope to conduct usability testing in the near future, and to revise the tutorials based on our findings. **LLL**

Proposed Bylaws Changes for 2007

William Grady, LLSDC Bylaws Revision Chair
August 9, 2007

LLSDC President Abigail Ellsworth-Ross has requested the Bylaws Committee prepare Bylaws Amendments that concern two issues. First, to modify the rights and privileges of the various classes of membership to reflect that *Law Library Lights* and the *Membership Directory* are no longer in print but must be accessed electronically. Second, modify the manner in which Dues are collected to recognize the use of the new LLSDC website permitting online notice and payment of dues.

1. Membership Privileges

The rights and privileges of each class of membership are enumerated in Article III, Section 2 of the Bylaws in the subsections devoted to each class of membership. Because the privileges of each class are not alike, this will require changing the wording of most subsections of Article III, Section 2.

Proposed changes:

Article III, Section 2, subsection A, Regular Members, last sentence:

All Regular Members shall (receive) *have access to Law Library Lights and the Membership Directory as part of their membership.*

Language removed in (parentheses),
new language in *bold italic.*

Article III, Section 2, subsection C, Sustaining Members, last sentence:

All Sustaining Members shall (receive) *have access to Law Library Lights and the Membership Directory as part of their membership.*

Language removed in (parentheses),
new language in *bold italic.*

Article III, Section 2, subsection D, Associate Members, last sentence:

All Associate Members shall (receive) *have access to Law Library Lights and the*

Membership Directory as part of their membership.

Language removed in (parentheses),
new language in *bold italic.*

Article III, Section 2, subsection E, Student Members, last sentence:

All Student Members shall (receive) *have access to Law Library Lights and the Membership Directory as part of their membership.*

Language removed in (parentheses),
new language in *bold italic.*

Article III, Section 2, subsection F, Life Members, last sentence:

All Life Members shall (receive) *have access to Law Library Lights and the Membership Directory as part of their membership.*

Language removed in (parentheses),
new language in *bold italic.*

2. Method of Payment and Notices for Membership Dues

Article III, Section 4 concerns Notice of Dues. This section of the Bylaws refers to the procedure LLSDC has used to collect dues when payment could only be made by check. With the purchase of the Tendenci web-based Association management product, LLSDC has embarked on converting both the notices sent for membership renewals and the dues collection itself to electronic format via Tendenci and Paypal. While check payment is still accepted, the Bylaws need to be changed to recognize electronic dues notices and different dues payment periods resulting from the new electronic payment method.

This is a short synopsis of the new procedure.

Each membership runs for one calendar year from date of payment. This means every membership could theoretically have a different expiration date.

A notice that payment is due is sent by email to the last known e-mail address of the

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Proposed Bylaw Changes for 2007

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member 30 days before the end of the particular member's membership period. If you fail to pay up, the software will send reminder notice(s) by email. The Board has requested that two notices of non-payment be sent. If 30 days expire after the renewal date, the member is suspended. The membership can be reinstated by paying the required annual dues. In that event, the membership runs for one year from the date of actual payment.

Proposed changes:

Section 4. Dues:

A. Dues for each Member are annual. Each membership period runs for one calendar year from date of payment by the Member.

B. Notice of dues shall be sent to each Member by the Society thirty (30) days prior to the expiration of the Member's annual membership period. A notice of non-receipt of dues shall be sent seven (7) days prior to, and another notice shall be sent seven (7)

days after the expiration of the Member's annual membership period. Members who have not made payment by thirty (30) days after the expiration of their membership period shall be suspended from membership without further notification.

C. Suspended Members may be reinstated at any time upon payment of their annual membership dues. The annual membership period for such reinstated Members shall run from the date of actual payment of dues.

Current Bylaws section reads:

Section 4. Notice of dues shall be sent to Members by the Corresponding Secretary at least forty-five (45) days prior to the beginning of the Society's fiscal year. A notice of non-receipt of dues shall be sent thirty (30) days after the beginning of the Society's fiscal year. Members who have not made payment by sixty (60) days after the beginning of the Society's fiscal year shall be suspended from membership without further notification. Suspended Members may be reinstated at any time upon payment of the full current year's dues. **LLL**



LLSDC

Law Librarians' Society of Washington, D.C.

A Chapter of the American Association of Law Libraries

Executive Director

[Position vacant]
703/619-5033
<http://www.llsdc.org>

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