ORALL NEWSLETTER

OHIO REGIONAL ASSOCIATION OF LAW LIBRARIES

President's Column – Suzanne Young

So "What in the World *Do* They Know?"

Another summer, another group of summer associates. If you are an academic librarian, you probably just said goodbye to another graduating class. Court librarians have undoubtedly noticed that "they" are getting younger with each passing year. At our Annual Meeting last October, we participated in a survey in which the aging of our profession was demonstrated to us through an audience participation exercise. If you didn't attend the meeting, I am referring to a moment when the speaker asked each "generational" group to stand, and the vast majority of the audience was "baby boomer" or above.

Yes, I've covered this ground before. In an earlier column, I wrote about the need to encourage newer librarians to join our ranks. But my particular rant for this column concerns the legal research skills of the current generation of lawyers and law students. The question I've been puzzling over is this: does reality match up with the general pessimism that I've sensed from lawyers and librarians who were schooled in an earlier era? Or are we just shaking our heads and wringing our hands because we come from different perspectives? Over the past several years, I've noticed that law students and newer lawyers I've met seem to gravitate toward finding all information online.

After hearing Stephen Abram speak at our last ORALL meeting, I have been very conscious of the fact that I do not always understand their world. I did not have computer skills training beginning in elementary school. I learned to use card catalogs, indexes, and note cards for constructing term papers. The present generation of lawyers and law students had a completely different experience in terms of education and technology resources.

I guess my question is not so much whether this is good or bad, but instead, how is it different from my experience, and how do I reach this group in order to provide quality instruction?

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Ohio Regional Association of Law Libraries

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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.

See you in Boston!

**We Look Forward to Seeing You at
the 97th AALL Annual Meeting & Conference,
July 10 – 14.**

**Plan now to join us for
the after-dinner AALL Opening Event
hosted by LexisNexis**

...at the John B. Hynes Memorial Convention Center. The festive evening marks the sweet beginning for your busy week, offering a fantastic array of delicious desserts to enjoy as you reconnect with familiar friends and become acquainted with new colleagues.

Stop by the LexisNexis booth to view informative demonstrations and learn about our newest products and online enhancements. Participate in our exciting, new LexisNexis® Rewards Program where you can now receive reward points by viewing our product demonstrations. Use your points to purchase that must-have item you've been wanting, choosing from thousands of wonderful merchandise options available expressly for you.

Librarian
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Like many of my generation, I learned to use print before I adapted my skills to online resources. I have made an effort to remain current in my profession, to build my technology skills, and to be as fluent in the use of online sources as I am comfortable with the use of print. Despite these efforts, there's no escaping the fact that I process information differently than a person who has not been instructed in the use of print resources.

We've all had a good chuckle at the idea that "it's all on the Internet" and we've encountered newer users who seem to think that everything ever written in the English language is available through the big two legal online vendors. Where did these ideas originate? How did they spread? Why do they continue to surface? Would it be worth constructing an urban myths/hoax-busting site to combat these rumors? Seriously, how do we face a group of newer users who do not have our same frame of reference to let them know that information in digital form is just one of several sources that they can expect to use?

If I were using footnotes, I would place one here, but since I am not, I will just veer off into an aside - for a really interesting look at the amount of information available on the Internet, see: Lyman, Peter and Hal R. Varian, "How Much Information," 2003 (http://www.sims.berkeley.edu/research/projects/how-much-info-2003). This study, by faculty and students at the School of Information Management and Systems at the University of California at Berkeley, analyzes "the annual size of the stock of new information recorded in storage media, and heard or seen each year in information flows." There are basically four types of storage media - paper, film, magnetic and optical, and the amount of information produced and stored in EVERY category (except film) is increasing every year. Film is showing a decline because of increasing migration to digital (optical and magnetic)

storage. So, while there is an increasing amount of information on the Internet, there is also an increase in the amount of information, period. There's more in print, and more on the web. There's just a lot more information, overall. So, if there's more in print as well as in non-print sources, what's a good legal researcher to do? Where should you begin, and how do you know when you've reached a satisfactory answer to any research question? I believe that learning to answer these questions lies at the heart of legal research instruction.

I am really looking forward to Program C-6 *What in the World do They Know?: Information Literacy and Today's Law Students,* which will be presented at the AALL Annual Meeting in Boston. If you're not able to make it to Boston, this is one program that I intend to review in our next newsletter. The Preliminary Program states: "Many incoming law students, who should have had prior research experience, do not have a foundational understanding of how to conduct research. Therefore, they are not only facing the challenge of learning legal research, but of any research." If this statement is accepted as fact, for the sake of making the point, what are the corresponding challenges faced by law librarians who are teaching / orienting / assisting newer users with legal research? Have you ever had this experience? Imagine teaching a group of first year students who are really just learning the vocabulary of the law, along with the process of legal research.   Has anyone else ever been reminded of the Gary Larson cartoon in which he presented a frame on "what we say to dogs" (stern warnings, clearly worded) and then in the next frame, what they hear (blah, blah, blah). We simply can't have a situation in which court and firm librarians ask "what are the schools teaching them?" while academic librarians say, "I assure you we went over that in class." It seems that there is often a disconnect between learning legal research

in school and knowing how to apply what you've learned in practice.

Librarians know that while information is frequently available in multiple formats, on occasion it is only available in one format. We know that information is not always "free." Conversely, some "free" information is also available at a premium. After long experience, we've learned the subtle differences in format, availability, free vs. fee, reliability, and so on. Now imagine for a moment that you are confronting your first big research question. You want to be accurate and thorough in your work. Where to begin? Issue spotting, reading case law? This was pretty much all the preparation that I recall from my first year of law school. Granted, dinosaurs still roamed the earth at that time, but back in the day, our research class consisting of treasure hunts throughout the library where we would complete worksheets of fill-in-the-blank questions while actually coming in contact with many types of materials - encyclopedias, digests, reporters, the US Code. But if I had been confronted with an actual legal issue, I know that I would have started by immediately looking for case law. After all, we just bought the casebook and read and briefed cases in all of our "substantive" classes.

I add this example to point out that I am not advocating a return to the golden days of my 1980's law school training. The treasure hunts were no great shakes as research course methods. Since those long-ago law student days, I've come to think of research as more of a process than as a separate subject for academic study. It's a challenge to teach a process, since it involves practice and it's not easy to grade. Fill-in-the-blank and multiple guess exercises should be ranked pretty low as research instruction methods. Hopefully, the world has changed, and these methods are no longer in vogue. If that is true, then what has replaced them? If you are teaching a research course at the moment and have

any successful methods or programs to share, please consider contributing those stories to the next issue of this newsletter.

It seems to me that we must make a real effort to balance the research skills and preferences of the newer users with the realities of the information available. It really is necessary to be conversant with print sources, in order to avoid reinventing the wheel when encountering a legal research question for the first time. The reality of legal practice is that lawyers and librarians don't have unlimited free use of online resources in most professional settings. Clients may expect you to be cost-conscious. You may not have all the same resources available in practice that you encounter in law or library school. Many other resources, never encountered in school, may be used on a daily basis in law practice. As librarians, we constantly update our skills and revise our knowledge of the myriad sources for information. (Who ever thought that old law reviews and the entire Federal Register would be available electronically? And then along came HeinOnline!) We are also challenged to find non-legal materials about as often as we seek legal information.

How do we instruct the present generation of law students and lawyers to make wise choices when faced with research questions? Where to begin? How do you approach each research session? The answers may be as varied as the questions you are trying to answer! I hope to have additional perspectives on the issue of "What in the World Do They Know?" by the time of the next newsletter. I welcome any input that members might be able to provide on the topic of teaching/training users whose skills and background do not mirror your own.

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ORALL News and Notes
NEW DIRECTOR FOR CINCINNATI LAW LIBRARY

The Cincinnati Law Library Association is pleased to announce the appointment of *Mr. David P. Whelan* as new Director of the Cincinnati Law Library. Mr Whelan, who comes from the ABA Legal Technology Resource Center in Chicago, Illinois, will start June 14. He received his BA in Political Science from the University of Iowa, a JD from the University of Arkansas at Little Rock School of Law and his MLS from the University of North Texas School of Library and Information Sciences.

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DIRECTORY
By Tom Hanley, University of Dayton School of Law, Membership Committee

Please take a moment to look at your name, address, phone number, fax number, and email address as they appeared in the 2003-2004 ORALL Directory (which you received either in paper or as a PDF file) and at your directory information as it appears in the Membership Directory on the web site <www.orall.org>. If any of that information has changed or is incorrect, please email me with your new/correct information. I maintain the ORALL membership database from which mailing labels are generated for items mailed to you by ORALL. If I do not have your correct mailing address, you will not get these items. If the email address I have for you is not accurate, you will not receive email notices about ORALL business.

The membership database is also used to generate the ORALL directory. If I do not have your accurate/current information, you will be listed incorrectly in the directory.

Please take a moment to review your listings and send any necessary changes to Thomas.Hanley@notes.udayton.edu.

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ORALL COMMITTEES – 2004

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Tech Talk
CATALOG ENRICHMENT: FRBR AND MORE
By Deborah Dennison, Case Western Reserve University School of Law

One recent and one upcoming workshop illustrate the work being done, often not in the forefront of library news, on enhancing online public catalogs (OPACS). Although public users might occasionally notice changes in the way information is displayed or accessed in online catalogs (OPACS), most likely even those in the library profession are unaware of how much ongoing work is being done behind-the-scenes to enhance the catalog.

Fueled by many reasons, including increased familiarity with computers, and higher expectations from using multi-faceted Internet resources (e.g., Amazon), researcher expectations are (and should be) a driving force for catalog enrichment.

The International Federation of Library Associations (IFLA), the Library of Congress (LC), OCLC, and other library organizations typically sponsor committees dedicated to investigating, among other things, new cataloging concepts. A few years ago we began hearing about "metadata"; "FRBR" derives from and is part of that discussion.

NORASIST (American Society for Information Science and Technology, Northern Ohio chapter) and NOTSL (Northern Ohio Technical Services Librarians) hosted a March program on FRBR (Functional Requirements for Bibliographic Records) at Cleveland State University. Speaking was Dr. Maja Zumer, recently honored as a Kent State University School of Library and Information Science's Distinguished Alumna. Dr. Zumer is very active in IFLA and works on guidelines for OPAC displays and metadata.[1]

What is FRBR (commonly pronounced "ferber")? Some of you may be familiar with FRBR or may recall a program on the topic by Barbara Tillett of the Library of Congress at AALL a few years ago. The concept is challenging, particularly in how the model might be implemented. I will outline the basic concepts as I understand them, and provide links to articles that I found helpful.

As you know, online catalogs are structured by MARC records. Software reads and interprets various fields in online catalogs so a patron sees the familiar display of title, author, and other bibliographic information. One criticism of current online catalogs is that they function as electronic copies of card catalogs (i.e., a series of records), not as real databases. However, the catalog is evolving, e.g., in the capability of linking to subject headings, and other information from the record display.

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[1] Dr. Zumer has a Ph.D in Information Science from the University of Zagreb in Croatia and currently teaches Library Science at the University of Ljubljana in Slovenia. For more about her impressive credentials and the program outline, see http://www.slis.kent.edu/~norasis/news.htm. The URL provides links to information on FRBR as well.

FRBR is a recommendation by IFLA that theoretically would streamline cataloging and simplify the way works are displayed to patrons. "FRBR would restructure online catalogs based on particular works rather than on the various forms in which the works are expressed".[2] FRBR is primarily then about "relationships" of entities using metadata. For example, a patron searching for *The Grapes of Wrath* would retrieve one mega record that would pull together all the items for that work – the various translations, formats (e.g., books and videos), editions – presumably with distinctions articulated.

FRBR has developed models composed of three groups of inter-related information. (The emphasis is on the relationships, and the few examples I have seen invite comparisons to hyper-linking.) For an explanation of this FRBR model, refer to Barbara Tillett's, *What is FRBR*, http://www.loc.gov/cds/FRBR.html.

Although FRBR has been under discussion for a few years, presently FRBR remains theoretical, with some beta testing occurring. In order for FRBR to proceed a number of things need to happen, including software development as well as a redefining of cataloging rules.

Similarly exploring OPAC enrichment, "Brave New PACs" is an upcoming program sponsored by NOTSL.[3] One aspect of this program will explore how MARC data interacts with external search engines and interfaces to display information in our OPACS.

What are some implications of such enrichments to cataloging? Obviously, it is essential to continue to make improvements to our catalogs so that library catalogs remain viable to researchers. Although one of the lures of FRBR is lowered cataloging costs, implementation of such enrichments at least initially require additional funds for software and staff training. There have been questions as well about continuing to utilize MARC records for the underlying structure of bibliographic records. The most probable scenario would be developing software to use existing information, extraction, and redisplay.

For all of its complexities, The FRBR (and similar) model appears to be a natural progression in our online catalogs. A few years ago we began adding links to URLS in bibliographic records (e.g., electronic text, book reviews, etc.). The "control headings" feature in OCLC Connexion allows patrons to link to information related to the record they have accessed (e.g., in author and subject fields). For the most part, capabilities similar to those FRBR are proposing will be (after much behind-the-scenes work) seamlessly introduced in our catalogs, and catalogs will continue evolving.

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[2] Understanding FRBR, the New Bibliographic Model, @ 1,
http://www.oclc.org/news/publications/newsletter/oclc/2003/262/frbr.htm).
[3] On May 21st, see http://www.notsl.org)

A Reference Work in Progress
LAW CHAT
By Katharine Hall, Moritz Law Library, The Ohio State University

Background

This past January, the Moritz Law Library at Ohio State University began participating in the OhioLINK chat reference service. Initially, we participated in the general service in order to answer legal reference questions from OSU patrons. Unfortunately, we spent most of our time answering non-law reference questions. So last March, we implemented the law chat queue so as to more accurately identify and draw law-related questions.

System

OhioLINK chat reference is a centralized system for managing chat communications among multiple patrons and librarians. When a librarian logs onto the chat system, he/she sees a listing of other librarians currently staffing the service alongside a listing of patrons. Generally, there are at least two librarians staffing the general queue. Often, there are five or more librarians on the system simultaneously. When a new patron engages the service, the system will match that patron with a librarian. The system first attempts to link patrons with librarians from the same institution or within a requested subject specialty (such as health, business or law). If not available, a patron is then connected with an available librarian.

Once a patron and librarian are connected, they communicate via chat. Librarians can build a collection of pre-written auto-messages, such as a standard "welcome, this is . . ." or "just a minute while I check . . ." to reduce the need for re-typing the same messages.

Two tools supplement the chat dialogue: 1) pushing pages and 2) co-browsing. A librarian can easily push a web page to a patron that opens up that page in the patron's browser. This is an effective means of directing a patron to a specific database. Co-browsing, which theoretically allows you to direct the patron's browser, is problematic so we do not use it.

Overall, the software and the communication medium have both been relatively easy to learn and manage. Not being part of the "instant messaging" generation, I was personally a little concerned about my ability to communicate quickly with the patrons using chat. However, the use of auto messages helps maintain a comfortable pace during the dialogue. Also, patrons using the service are often multitasking so there are frequent lulls on their end during many chat sessions.

Cost

There is no licensing cost to any library working on an OhioLINK subject queue. The software needs to be installed on each machine where it will be used so each institution might face equipment costs depending upon their respective equipment set-ups. We did not incur any additional equipment costs for setting up the software.

Types of Questions

The types of questions vary but tend to be simple, general reference questions. Some examples of common questions are:
I am trying to find this article online or anywhere . . .
I am trying to find this book . . .

Because the majority of the questions that we were receiving have been non-law questions, we set up the law queue. This allows us to identify when a patron comes from an "ask a law librarian" link rather than the general chat link. However, due to limitations in the system, we are still occasionally matched with non-law patrons. However at that point, the patron can be easily transferred to another librarian for assistance.

Volume of Questions

The volume of questions has been low. We might average about one or two chat reference questions a day, of those questions, maybe one is a legal reference question. However, because of the low-volume of questions, we are able to man the chat queue simultaneously with the reference desk. Of course during high-volume times (such as legal research and accuracy check week) we will need to adjust staffing.

Problems and issues

Currently, the most significant problem with the law chat queue is the low volume of questions. So our primary goal is to increase usage of the service. One possible means of accomplishing this is to solicit the participation of other libraries under the theory that the more libraries that participate in the service, the greater the potential patron participation.

Yet a cooperative system also raises numerous issues of its own. Differences in levels of service and scheduling are just two examples of the many issues that are likely to arise. However, the corresponding benefits in increased service to patrons are significant and worth considering.

More Information

A number of OhioLINK libraries have indicated interest in this service. We would like to demonstrate how the chat system works and also to discuss some of the issues with chat reference in general, as well as issues specific to a cooperative system like OhioLINK chat.

Please let me know if you or a representative would be interested in meeting at the Moritz Law Library at OSU in Columbus for a demonstration and discussion on Wednesday June 23 at 11 a.m. Since the meeting will probably take a couple of hours and extend through lunch, box lunches will be available to purchase for about $7.50. If you cannot attend but have questions or would like more information, please contact me by e-mail, at hall.849@osu.edu, or call (614) 688-5540 We look forward to hearing from you!

* * *

OhioLINK News
REFERENCE RENDEZVOUS
Wade M. Lee, Chair Ohio LINK User Services Committee

This fall OhioLINK will be holding its third Reference Rendezvous, a day-long conference on reference issues in OhioLINK libraries. The Rendezvous will be held at the Fawcett Center in Columbus, OH on Friday, October 22nd, 200. Registration is expected to be approximately $20.

As at past conferences, the day will be structured in multiple breakout sessions on a variety of topics, including interface design, management aspects of reference services, trends in reference resources, and chat-based reference. During lunch there will be an opportunity for poster sessions and a marketing materials/idea exchange.

More details will be made available over the summer. Questions can be addressed to Wade M. Lee, Coordinator of Information and Instruction Services, University of Toledo Libraries (wade.lee@utoledo.edu).

<p style="text-align:center">* * *</p>

Looking Forward to the Annual Meeting
BOSTON TO MUMBAI: THE WORLD OF LEGAL INFORMATION

ORALL Reception in Boston

Watch your mail for the reservation form for the ORALL reception at the AALL meeting in Boston. The reception will be Saturday evening, July 10, from 7 to 8:30 pm at a Vinny T's, a restaurant right across the street from the Hynes Convention Center.

Vinny T's was recommended to us by a member of the Boston Local Arrangements Committee. We will have a cash bar and hors d'oeuvres at the reception. As you know, Boston is expensive. The fee will be $13 for antipasto, fresh vegetables, cheese and fruit. An open bar would run $12-14 per person in addition to the food, which is why we decided on a cash bar. ORALL is picking up the cost of the gratuity, taxes, and other expenses except for the food.

Reservation forms will be sent the week of June 7 with a deadline of June 28 for their return. We have to confirm the number attending with the restaurant on June 30.

If you have questions, contact Mary Persyn (mary.persyn@valpo.edu) 219-465-7830

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Looking Forward to the Annual Meeting
BOSTON TO MUMBAI: THE WORLD OF LEGAL INFORMATION

What Is All the Hub-bub?

"The HUB," the daily newspaper for the 2004 AALL annual meeting in Boston, will be YOUR hub for up-to-date information throughout the 2004 AALL Annual Meeting. Published Sunday through Wednesday, The HUB will feature articles of interest to the profession, highlight the accomplishments of scheduled speakers, keep you up to date on SIS and Committee meetings and special sessions. Humorous anecdotes, historical tidbits, photos, and even original cartoon submissions are all welcome and encouraged. Trying to find your way around the Hub? You will also find articles about the Boston area, including local activities and sites of interest, tourist attractions, cultural events, and dining.

If you are interested in submitting an article or other information to the HUB prior to the convention, kindly send items to the Co-Editors, Stephanie Burke and Michelle Pearse at the addresses below. E-mail submissions are strongly encouraged. The deadline for publication in the Sunday, July 10 edition is Monday, June 14. During the convention, the submission deadline for the Monday through Wednesday editions is 1:00 p.m. of the preceding day. The HUB office will be Room 305 of the Hynes Convention Center. We look forward to hearing from you!

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Volunteers Needed for Family Social Hour – No Children Required

FREE POPCORN! • FREE COTTON CANDY ! • FREE MAGICIAN SHOW WITH LIVE RABBITS AND DOVES!

Volunteers are needed to staff carnival booths at the Family Social Hour at the AALL Annual Meeting in Boston (Saturday, July 10th, 4:30-6:30pm). Persons with large lung capacity are needed to blow up balloons before the event.

Sign up today at http://www.bu.edu/lawlibrary/surveys/LLNE/volunteer.htm or, for more information, contact Kelly Browne (kbrowne@law.uconn.edu or (860)570-5071).

Looking Forward to the Annual Meeting
BOSTON TO MUMBAI: THE WORLD OF LEGAL INFORMATION

Request for FCIL Materials

Do you teach an advanced legal research course that focuses on foreign, comparative or international law? The Foreign, Comparative and International Law Special Interest Section is re-designing its webpage and updating course materials currently accessible at http://brkl.brooklaw.edu/screens/fcilsis.html   We welcome new submissions of all types of course materials including syllabi, reading lists, PowerPoint slides, handouts, bibliographies, assignments, final exams and final projects.

Materials in HTML and non-HTML formats are welcome - the SIS will facilitate conversion to PDF or HTML formats and will host the materials if necessary. If you know of others who teach ALR-FCIL please encourage them to submit materials.

Please contact Lee Peoples at lpeoples@okcu.edu if you are willing to share your materials.

* * *

Make Way! : AALL 2004 Book Drive

Help a child blossom by donating a book today! Plans are being made for next year's book drive in Boston. The theme this year is "Make Way!" based on Boston's beloved children's book "Make Way for Ducklings" by Robert McCloskey (The Viking Press, New York, 1941).

This year's efforts will benefit *Read Boston,* a city education support initiative whose mission is to ensure that all Boston children are able readers by the time they complete third grade. The programs include: the Family Literacy Program which provides books for classroom libraries and teacher training; the Reading Trail, a family-focused reading program which allows families to borrow books; and the Storymobile which lends books to kids camps and summer programs (see http://www.cityofboston.gov/bra/ReadBoston/JCSRB.asp).

Think about how you would like to donate next year. Donating is easier than ever. You can go directly to Amazon.com to view the AALL Make Way Book Drive for Read Boston Wish List (http://www.amazon.com/gp/registry/registry.html/ref=cm_wl_topnav_gateway/002-6465435-0354402?type=wishlist) and your donation will be shipped directly to the Book Drive team!

Other options include bringing your donation with you to the conference, donating at the Luncheon or by sending your donation or check beforehand to

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