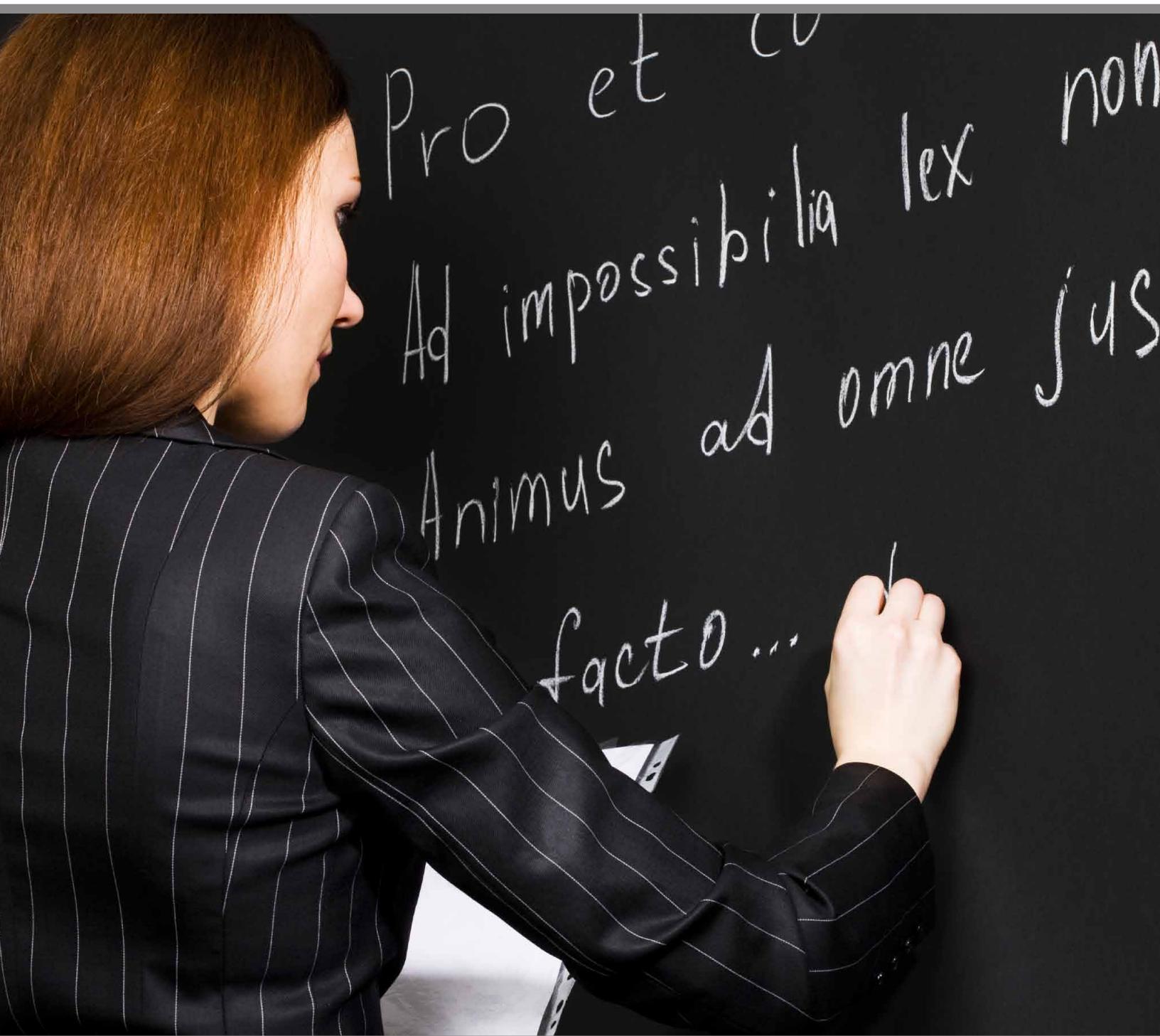


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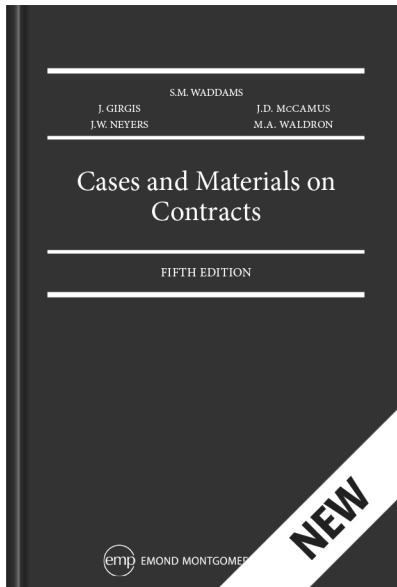
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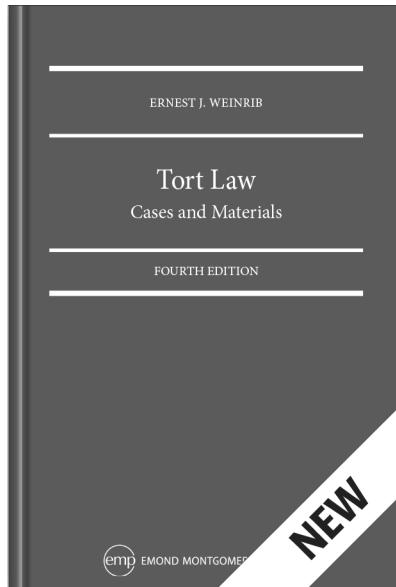
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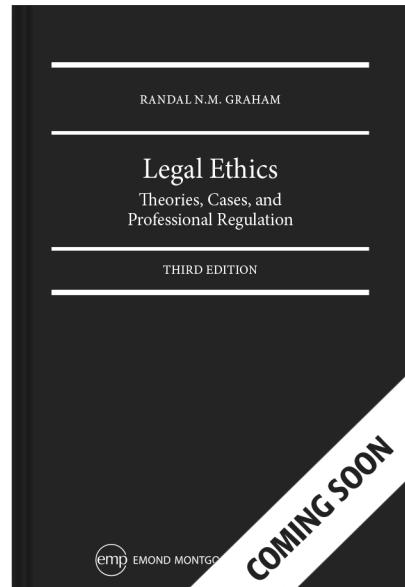
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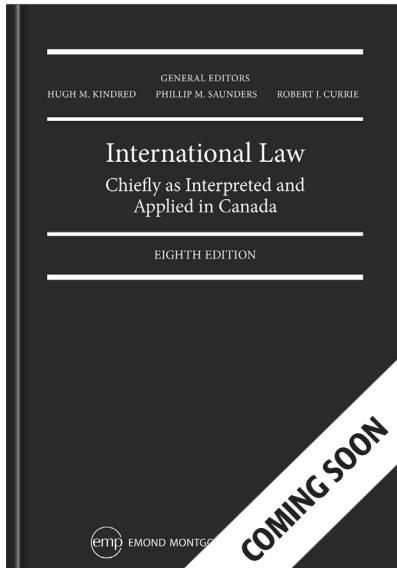
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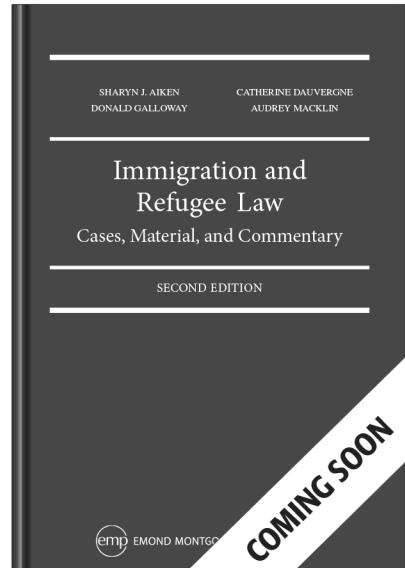
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**"Additional enhancements to the PDF version that will be included in this issue (39:3) are live links to all URLs cited in the journal as well as a linkable table of contents."**

Read more on page 5

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See **edition**, and **edition**.

**editor**, n. [I. *éditeur* *Z.*  
& **-or**. **1.** One who edits  
for publication, one who  
edition. **2.** One who  
the publication of a news-  
editorial (I.), adj. {I. *édi-*

### III From the Editor / De la rédactrice

Before I start talking about this issue of the CLLR, I would like to congratulate the 2014 planning committee on putting together a great conference; it was interesting, educational and great fun. The interesting, educational part was the inspiring and moving keynote speeches as well as the sessions that I was able to attend. The conference confirmed for me that no matter how much I think I know, there is always something new to learn. The fun part was seeing old friends and making new ones, dining out around town and visiting a part of Canada that was completely new to me. I am already looking forward to Moncton.

Since the members of the editorial board come from all over the country, the conference also provided a once a year opportunity for the editorial board to all meet in person. This meeting always gives us an opportunity to celebrate our successes and to set our goals for next year.

The jumping off point for our discussion this year was the CALL member's survey and how the CLLR can respond to the wishes of our members. Many members have requested that a PDF of CLLR be delivered to them via e-mail, and this was accomplished with the redesigned volume 39:2, just prior to the conference. Additional enhancements to the PDF version that will be included in this issue (39:3) are live links to all URLs cited in the journal as well as a linkable table of contents. We are also investigating flip magazine software and will make a decision on that shortly.

We have committed to the creation of a detailed *Style Guide* for contributors which when complete will be posted on our website. This is a work in progress but you will see it by next year in time for the conference in Moncton.

Another of the issues highlighted in the member's survey was the idea that the journal focuses too heavily on the academic side of librarianship and less on the professional. Yes, this is likely to be true as academic librarians are often expected to publish as part of their jobs. One of the decisions we took at the board meeting was to try and redress this imbalance. This issue is a start with an article written by a law firm librarian on enhancing the practicum experience in a law firm library and (all going well) the next issue will feature another article from a law firm librarian on successful budgeting. But what we would like to do is entrench and formalize the law firm library presence in the CLLR and to that end we are looking for writers from the law firm world who would like to contribute to a column that would feature law firm issues, problems, solutions, success stories, etc. And while I am thinking about it, how about contributions from the Court House and Legislative libraries as well? If anyone would like to volunteer, please do, **we would love to hear from you**.

Interestingly, in this issue another theme has emerged. In this case, it is all about the education of law librarians. From a practical point of view, Bronwyn Guiton's *Practical Approaches for Enhancing the Student Practicum in Law Libraries* is a very useful "how to" guide to improving the practicum experience in a way that will benefit both the

students involved and their host library. Jennifer Shin's *The Role of Legal Education in Law Librarianship: A Canadian Survey* looks at law librarians' attitudes toward the value of legal education for law librarians with some surprising and interesting observations.

Read and Enjoy!

EDITOR  
SUSAN BARKER



Avant de parler de ce numéro de la Revue canadienne des bibliothèques de droit (RCBD), je tiens à féliciter le comité de planification 2014 pour l'organisation de ce formidable congrès, qui s'est avéré intéressant, éducatif et très agréable. Les conférenciers principaux, inspirants et touchants, ainsi que les séances auxquelles j'ai pu assister, ont constitué la partie intéressante et éducative. Peu importe les connaissances que je crois posséder, ce congrès me confirme qu'il reste toujours des choses à apprendre. La partie agréable a été de voir de vieux amis et de m'en faire de nouveaux, de dîner en ville et de visiter un coin de pays que je ne connaissais pas. J'ai déjà hâte à Moncton.

Comme les membres du comité de rédaction proviennent de partout au pays, le congrès est une occasion de se rencontrer en personne une fois par année. Cette rencontre nous permet également de célébrer nos succès et d'établir nos objectifs pour l'année à venir.

Cette année, le point de départ de nos discussions a été le sondage effectué auprès des membres de l'Association canadienne des bibliothèques de droit (ACBD) et la façon dont la RCBD peut répondre à leurs souhaits. Un grand nombre de répondants ont demandé à recevoir une version PDF de la revue par courriel, et nous l'avons fait juste avant le congrès, avec un volume 39:2 restructuré. La version PDF de ce nouveau numéro (39:3) contiendra des améliorations, c'est-à-dire des liens actifs vers toutes les adresses URL mentionnées et vers tous les sujets de la table des matières. Nous sommes également en train d'évaluer un feuilleter numérique pour lequel nous prendrons une décision très prochainement.

Nous avons travaillé à la création d'un guide de style détaillé à l'intention des contributeurs, qui sera accessible dans notre site Web une fois qu'il sera prêt, c'est-à-dire à temps pour le congrès de Moncton.

Dans le sondage, les membres ont aussi indiqué que la revue porte une attention trop grande à l'aspect théorique

de la bibliothéconomie, et pas suffisamment à l'aspect professionnel. Cela est sans doute vrai, car de nombreux bibliothécaires universitaires doivent publier dans le cadre de leur travail. Lors de la réunion du comité, nous avons pris entre autres décisions d'essayer de corriger ce déséquilibre. Ce numéro est un début, avec un article sur l'amélioration des stages dans la bibliothèque d'un cabinet d'avocats écrit par une bibliothécaire de cabinet d'avocats. Si tout va bien, le prochain numéro contiendra un autre article d'un bibliothécaire de cabinet d'avocats sur une budgétisation réussie. Cependant, nous aimions renforcer et officialiser la présence de ces bibliothèques à la RCBD et, pour ce faire, nous sommes à la recherche d'auteurs du milieu des cabinets d'avocats prêts à contribuer à une chronique sur les enjeux, les problèmes, les solutions, les réussites, etc. de ce milieu. Pendant que j'y pense, pourquoi pas une contribution des bibliothèques de palais de justice et d'assemblées législatives? **Vous avez envie de vous porter volontaire? N'hésitez pas à communiquer avec nous.**

Il est intéressant de noter qu'un autre enjeu a émergé de ce numéro : la formation des bibliothécaires de droit. Le texte *Practical Approaches for Enhancing the Student Practicum in Law Libraries*, de Bronwyn Guiton, s'avère un guide très pratique pour améliorer les stages de façon à en faire profiter les étudiants concernés et les bibliothèques qui les accueillent. L'article de Jennifer Shin, *The Role of Legal Education in Law Librarianship: A Canadian Survey*, jette un regard sur les attitudes des bibliothécaires de droit à l'égard de la valeur de leur formation juridique en faisant quelques observations surprenantes.

Bonne lecture!

RÉDACTRICE  
SUSAN BARKER





## III President's Message / Le mot de la présidente

### "CALL Conference has "set the bar for future conferences..." "<sup>1</sup>

-CALL/ACBD 2014 conference attendee

The CALL Conference in Winnipeg this year was terrific. Kudos to John Eaton, Donna Sikorsky, our CPC Chairs, and the entire Conference Planning Committee, together with Taylor Weinstein and Dory Kashin, our events planners from Managing Matters. This terrific team organized a memorable conference for us. We have received tremendous feedback from both registrants and from our exhibitors. The theme of this year's conference was *the Confluence: Knowledge Meets Inspiration*, which refers to the power and potential which arise when we expose our professional knowledge to inspiring speakers, instruction, and ideas. A thread which seemed to recur throughout the conference was re-invention and re-branding of the profession.<sup>1</sup>

The conference kicked off with a fabulous opening reception, sponsored by ICLR<sup>2</sup> and Wildy & Sons Ltd.<sup>3</sup> After the Sunday business meetings and the opening of our exhibit hall, where vendors had many surprises in store for attendees, we were then treated to a visit to the fascinating Manitoba Museum<sup>4</sup>, together with some terrific food for our opening reception.

Our Registration Sponsor this year was LexisNexis Canada who also provided a very interesting sponsored vendor

breakfast on Tuesday as well as gifts in our hotel rooms when we arrived. Educational programming sponsorship was provided by the University of Manitoba Libraries, Filmore Riley and Wolters Kluwer CCH.

On Monday morning, plenary speaker Mitch Kowalski<sup>5</sup>, "an innovative thinker, writer, speaker and lawyer and author of the critically acclaimed, ABA best-seller, *Avoiding Extinction: Reimagining Legal Services for the 21st Century*<sup>6</sup>" wowed the audience with his research on recent ways that law firms are innovating and reimagining services, and the potential impacts of these innovations throughout the industry.

This year, Thomson Reuters was the Official Monday Sponsor, providing a very informative breakfast for attendees, sponsorship for the Monday concurrent sessions, and sponsorship for the Monday Awards luncheon. At the Awards lunch, awards were given to:

- Nancy McCormack, winner of the Denis Marshall Memorial Award for Excellence in Law Librarianship (sponsored by LexisNexis Canada);<sup>7</sup>
- Jennifer Adams, Bronwyn Guiton and Mary-Jo Mustoe, recipients of the James D. Lang Memorial Scholarship<sup>8</sup> (sponsored by Thomson Reuters);
- Veronika Kollbrand, recipient of the Diana M. Priestly Memorial Scholarship;<sup>9</sup>

<sup>1</sup> Review my Closing Remarks online at: <http://www.callacbd.ca/en/content/presidents-message>

<sup>2</sup> The Incorporated Council of Law Reporting for England & Wales, online: <http://www.iclr.co.uk/>

<sup>3</sup> Online: <http://www.wildy.com/>

<sup>4</sup> Online: <http://www.manitobamuseum.ca/>

<sup>5</sup> Online: <http://kowalski.ca/>

<sup>6</sup> From Mitch Kowalski website, *supra* note 4, "About".

<sup>7</sup> Read the award description online: <http://www.callacbd.ca/en/content/denis-marshall-memorial-award-excellence-law-librarianship>

<sup>8</sup> Read the award description online: <http://www.callacbd.ca/en/content/james-d-lang-memorial-scholarship>

<sup>9</sup> Read the award description online: <http://www.callacbd.ca/en/content/diana-m-priestly-memorial-scholarship>

- Sarah Sutherland, Tim Knight, Greg Wurzer, recipients of research grants through the Committee to Promote Research;<sup>10</sup>
- Katherine Laundy, recipient of a CALL/ACBD Education Reserve Fund Grant,<sup>11</sup> to attend the 2014 New Law Librarians Institute;
- Susan Barker, Editor of CLLR, presented Janet Moss with a gift to thank her for her work in compiling the history of CALL;
- LexisNexis Canada and Thomson Reuters were thanked for their contributions to the Eunice Beeson Memorial Travel Fund<sup>12</sup> which supports conference attendance.<sup>13</sup>

The Hugh Lawford Award for Excellence in Legal Publishing was presented during the Monday evening wine and cheese. The award went to LexisNexis Canada, for their 25-volume encyclopedia, JurisClasseur Québec.

Throughout the conference, attendees benefitted from a number of compelling educational programs.<sup>14</sup> This year, materials from the sessions were provided to attendees via the website after the conclusion of the conference.

Our Tuesday plenary speaker was the Honourable Mr. Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada, who presented the wholly untold story of our aboriginal peoples in Canada and their legal relationship with Canada over time, resulting in the shocking systematic denigration of their children, language and culture through the residential schools system. Many attendees were greatly moved by his presentation.

**"Best closing reception in years! Opening reception was great too - good food, interesting venue, nice to be met at the door with a drink, just the right length of time. Well done!"**

-CALL/ACBD 2014 conference attendee

The Closing Reception was truly a spectacular highlight for everyone! For this event, attendees visited the Crystal Ballroom of the Fort Garry Hotel. Visitors were greeted in the foyer under stunning crystal chandeliers, with a variety of unique and fun food and drink. Visitors to the photo booth were able to try on a variety of costumes and to dress up for the camera with their friends. A candy and gelato bar were great ways to finish up the night. All attendees thoroughly enjoyed this event!

Our conference was wrapped up on Wednesday by plenary

speaker Greg Lambert, Director of Library & Research Services at Jackson Walker LLP and winner of "the Excellence in Marketing award for "Best Use of Technology" from AALL and Thomson Reuters. His blog, 3 Geeks and a Law Blog has received numerous awards including being on the ABA Blawg 100 for five years in a row<sup>15</sup>. Greg's presentation, entitled "Three foot radius of the law library", provided a compelling and thought-provoking take on how law libraries can re-define themselves by focusing on services rather than space.

The conference has given many people a new appreciation for what Winnipeg has to offer, and has many people curious about what our events planning team will be dreaming up for our conference in Moncton next year!

I and the Board would like to extend our sincerest thanks to the multitude of members who contributed to the success of the conference.

PRESIDENT  
ANNETTE DEMERS



## La conférence de l'Association canadienne des bibliothèques de droit (ACBD) a « jeté les bases des conférences futures... »

-participant à la conférence de l'ACBD/CALL de 2014

La conférence de l'ACBD tenue cette année à Winnipeg s'est révélée exceptionnelle. Félicitations à John Eaton, à Donna Sikorsky, à nos présidents du comité de planification de la conférence (CPC), à l'ensemble du CPC, ainsi qu'à Taylor Weinstein et Dory Kashin, nos planificateurs d'événements de la société Managing Matters. Cette équipe exceptionnelle a organisé pour nous une conférence dont on se souviendra longtemps. Nous avons reçu une rétroaction incroyable tant de la part des participants que de nos exposants. Le thème de la conférence de cette année était Au confluent du savoir et de l'inspiration, ce qui fait renvoi au pouvoir et aux possibilités qui résultent de la confrontation de nos connaissances professionnelles à des idées, des enseignements et des conférenciers inspirants. Tout au long de la conférence, semble-t-il, la réinvention et le réaménagement de la profession ont été au cœur des débats.<sup>15</sup>

La conférence s'est amorcée avec une merveilleuse réception d'ouverture, parrainée par l'ICLR<sup>16</sup> et la société Wildy & Sons Ltd.<sup>17</sup> Après les séances de travail du

<sup>10</sup> Read the Committee and grant description online: <http://www.callacbd.ca/en/node/383>

<sup>11</sup> Read more about this grant online: <http://www.callacbd.ca/en/content/call-education-reserve-fund-grant>

<sup>12</sup> Read more about this funding online: <http://www.callacbd.ca/en/content/eunice-beeson-memorial-travel-fund>

<sup>13</sup> Read the full program online: <http://www.callacbd.ca/en/content/program-glance>

<sup>14</sup> See full bio online: <http://www.callacbd.ca/en/content/plenary-and-concurrent-sessions#Greg>

<sup>15</sup> Consultez mes observations finales en ligne, à l'adresse suivante : <http://www.callacbd.ca/en/content/presidents-message>

<sup>16</sup> L'Incorporated Council of Law Reporting for England & Wales, site Web : <http://www.iclr.co.uk/>

<sup>17</sup> Site Web : <http://www.wildy.com/>

<sup>18</sup> Site Web : <http://www.manitobamuseum.ca/> 2014 Canadian Law Library Review/Revue canadienne des bibliothèques de droit, Volume/Tome 39, No. 3

dimanche et l'ouverture de notre salle d'exposition, où les vendeurs avaient de nombreuses surprises en réserve pour les participants, nous avons eu droit à une visite du fabuleux Musée du Manitoba<sup>18</sup>, ainsi qu'à des mets incroyables pour notre réception d'ouverture.

Cette année, notre commanditaire des inscriptions était LexisNexis Canada, qui a aussi organisé et parrainé un petit déjeuner fort intéressant à l'intention des vendeurs, en plus de fournir les cadeaux qui nous attendaient dans nos chambres d'hôtel. Les bibliothèques de l'Université du Manitoba, le cabinet d'avocats Filmore Riley et la société Wolters Kluwer CCH ont commandité les programmes d'éducation.

Le lundi matin, le conférencier plénier Mitch Kowalski,<sup>19</sup> « penseur, écrivain, orateur et avocat novateur, ainsi qu'auteur de l'ouvrage *Avoiding Extinction: Reimagining Legal Services for the 21st Century*, best-seller de l'American Booksellers Association acclamé par la critique<sup>20</sup> », a fortement impressionné l'auditoire avec ses recherches concernant les méthodes récentes grâce auxquelles les sociétés d'avocats innovent et repensent leurs services, ainsi que les effets possibles de ces innovations dans l'ensemble de l'industrie.

Cette année, l'agence Thomson Reuters assumait la commandite officielle des activités du lundi. Ainsi, elle a offert un petit-déjeuner causerie fort instructif aux participants, en plus de parrainer les séances simultanées du lundi et le dîner de remise des prix du lundi. Lors de ce dîner, donc, des prix ont été remis aux personnes suivantes :

- Nancy McCormack, récipiendaire du prix commémoratif Denis Marshall, soulignant l'excellence en bibliothéconomie de droit (prix commandité par LexisNexis Canada);<sup>21</sup>
- Jennifer Adams, Bronwyn Guiton et Mary-Jo Mustoe, récipiendaires de la bourse d'étude à la mémoire de James D. Lang<sup>22</sup> (bourse commanditée par l'agence Thomson Reuters);
- Veronika Kollbrand, récipiendaire de la bourse commémorative Diana M. Priestly;<sup>23</sup>
- Sarah Sutherland, Tim Knight, Greg Wurzer, récipiendaires de subventions de recherche offertes par le Comité pour promouvoir la recherche;<sup>24</sup>
- Katherine Laundy, récipiendaire d'une bourse du fonds de réserve pour l'éducation de CALL/ACBD,<sup>25</sup> qui lui permettra de participer au programme « 2014 New Law Librarians Institute »;

- Susan Barker, rédactrice en chef du CLLR, a remis un présent à Janet Moss, pour la remercier d'avoir dressé l'historique de l'ACBD;
- On a remercié LexisNexis Canada et l'agence Thomson Reuters pour leurs contributions à la Bourse commémorative de voyage Eunice Beeson,<sup>26</sup> qui appuie la participation à la conférence.<sup>27</sup>

Le prix Hugh Lawford pour l'excellence en édition juridique a été présenté pendant la réception vins et fromages tenue le lundi soir. Le récipiendaire de ce prix est LexisNexis Canada, pour son encyclopédie en 25 volumes, JurisClasseur Québec.

Tout au long de la conférence, les participants ont bénéficié d'un certain nombre de programmes d'éducation fort intéressants<sup>28</sup>. Cette année, au terme de la conférence, les documents tirés des séances ont été offerts aux participants par l'entremise du site Web.

Notre conférencier plénier du mardi était l'honorable juge Murray Sinclair, président de la Commission de témoignage et réconciliation du Canada, qui a rendu compte de l'histoire cachée des Autochtones du Canada et des relations juridiques de ces derniers avec le Canada au fil des années, qui ont entraîné le dénigrement systématique et révoltant de leurs enfants, de leur langue et de leur culture, par l'entremise du système des pensionnats. De nombreux participants se sont dits très touchés par cet exposé.

### **"La meilleure réception de clôture depuis des années! La réception d'ouverture était formidable aussi—la bonne nourriture, un lieu intéressant, un accueil à la porte avec une boisson, la durée idéale. Bien fait!"**

-participant à la conférence de l'ACBD/CALL de 2014

La réception de clôture s'est révélée vraiment spectaculaire! Dans le cadre de cette activité, les participants ont eu l'occasion de visiter la salle de bal Crystal de l'hôtel Fort Garry. Sous de fabuleux chandeliers en cristal, les visiteurs étaient accueillis par un choix de mets et de boissons uniques et amusants. Au kiosque de photos, les gens pouvaient essayer et revêtir différents costumes et prendre la pose en compagnie de leurs amis. Un bar à confiseries et à gelato était également offert. Tous les participants ont raffolé de cette soirée!

Le mercredi, le discours de clôture a été prononcé par le conférencier plénier Greg Lambert, directeur des services de bibliothèque et de recherche de la société d'avocats Jackson Walker LLP et gagnant du « prix d'excellence

<sup>20</sup> Site Web : <http://kowalski.ca/>

<sup>21</sup> Extrait du site Web de Mitch Kowalski, note 4 ci-dessus, « About » (à propos de).

<sup>22</sup> Lisez la description du prix en ligne : <http://www.callacbd.ca/en/content/denis-marshall-memorial-award-excellence-law-librarianship>

<sup>23</sup> Lisez la description du prix en ligne : <http://www.callacbd.ca/fr/content/james-d-lang-memorial-scholarship>

<sup>24</sup> Lisez la description du prix en ligne : <http://www.callacbd.ca/fr/content/diana-m-priestly-memorial-scholarship>

<sup>25</sup> Lisez la description de ce comité et des subventions en ligne : <http://www.callacbd.ca/fr/node/383>

<sup>26</sup> Pour en savoir davantage sur cette bourse, consultez le site suivant : <http://www.callacbd.ca/fr/content/call-education-reserve-fund-grant>

<sup>27</sup> Pour en savoir davantage sur ce financement, consultez le site suivant : <http://www.callacbd.ca/fr/content/eunice-beeson-memorial-travel-fund>

<sup>28</sup> Prenez connaissance du programme intégral en ligne : <http://www.callacbd.ca/fr/content/program-glance>

en marketing pour le meilleur usage de la technologie » de l'American Association of Law Libraries (AALL) et de l'agence Thomson Reuters. Son blogue, « 3 Geeks and a Law Blog », a obtenu de nombreux prix, dont le ABA Blawg 100 pendant cinq années consécutives.<sup>29</sup> L'exposé de Greg, intitulé « Three foot radius of the law library », a offert un point de vue intéressant et inspirant sur la façon dont les bibliothèques de droit peuvent se redéfinir en se concentrant sur les services plutôt que sur l'espace.

La conférence a permis à de nombreuses personnes de redécouvrir la ville de Winnipeg, et a aussi piqué la curiosité de bien des gens quant aux trouvailles que nous réserve l'équipe de planification des événements pour la conférence de l'an prochain, à Moncton!

Le conseil et moi aimerais transmettre nos remerciements les plus sincères aux nombreux membres qui ont contribué à la réussite de la conférence.

**PRÉSIDENTE  
ANNETTE DEMERS**



## President's Roundtable

### Table ronde du président

I'd like to talk to you more about the activities which took place during the President's Roundtable at the conference in Winnipeg. The CALL/ACBD Executive Board is always looking for feedback to help us think forward about the strategic direction that our Association should take. This includes looking at both the details and at the larger picture. For example, the Communications Committee recently called our attention to the fact that the objectives of the Association, as stated on our website,<sup>30</sup> seem to need refreshing. Other members have suggested that the Association should change its logo, and some have even suggested an outright name change. Improvements to the website are starting to get underway, and a communications plan is also in the works.

To help continue the dialogue, I invited members to the President's Roundtable during the conference. This interactive session was designed to get members talking about some of these issues, while also serving as a kind of focus group. The session began with an introduction to Anythink Libraries™ A Revolution of the Rangeview Library System. To see how this library system started out – view this slideshow: <<http://www.slideshare.net/ilovemyanythink>>

<sup>30</sup> Visit our web site : <http://www.callacbd.ca/en/content/about-call>

<sup>31</sup> Consultez le site Web suivant : <http://www.callacbd.ca/en/content/about-call>

becoming-anythink-turning-things-upside-down-or-at-least-sideways>. To see what this library system looks like now, take a look at this video: <[http://youtu.be/Dqs6bpdo\\_kA](http://youtu.be/Dqs6bpdo_kA)>.

The transformation was made by starting with a year-long collaborative brainstorming process that involved all of the library's stakeholders, including their patrons and employees. This story, I think, is a great segue into any conversation about the power of ideas. To flesh out the ideas of those in our room, I had them participate in a “clicker” conversation using a free online service <<http://b.socrative.com/>>.

These conversations are on-going, so stay tuned for future opportunities to get involved in the dialogue! If you have ideas at any time, please feel free to send them to me!

J'aimerais vous parler encore des activités menées dans le cadre de la table ronde du président tenue à la conférence de Winnipeg. Le conseil exécutif de l'ACBD/ACBD est toujours à la recherche de commentaires et de suggestions nous permettant de planifier l'orientation stratégique de notre Association. À cette fin, il importe aussi bien de s'arrêter aux détails que de juger la situation dans son ensemble. Par exemple, le comité des communications a récemment attiré notre attention sur le fait que les objectifs de l'Association, tels qu'énoncés sur notre site Web,<sup>31</sup> semblent avoir besoin d'une mise à jour. D'autres membres ont suggéré que l'Association modifie son logo, et certains ont même suggéré un changement de nom en bonne et due forme. On commence à apporter des améliorations au site Web, et un plan de communication est aussi en cours d'élaboration. Pour assurer la poursuite du dialogue, j'ai invité les membres à participer à la table ronde du président pendant la conférence. Cette séance interactive était conçue de façon à ce que les membres puissent discuter de certains de ces enjeux. De plus, elle tenait lieu de séance de réflexion. Elle s'est ouverte sur une introduction aux « Anythink Libraries™ A Revolution of the Rangeview Library System ». Pour savoir comment ce système de bibliothèque a été mis en place, veuillez regarder le diaporama suivant : <<http://www.slideshare.net/ilovemyanythink/becoming-anythink-turning-things-upside-down-or-at-least-sideways>>. Pour voir à quoi ressemble ce système de bibliothèque présentement, jetez un coup d'œil au film vidéo suivant : <[http://youtu.be/Dqs6bpdo\\_kA](http://youtu.be/Dqs6bpdo_kA)>.

Cette transformation s'est amorcée par un processus de remue-méninges coopératif d'une durée d'un an, auquel ont participé tous les intervenants de la bibliothèque, dont les clients et les employés. Cette histoire, selon moi, constitue un lien formidable avec n'importe quelle conversation portant sur le pouvoir des idées. Pour étoffer les réflexions des personnes présentes dans la pièce, j'ai fait participer ces dernières à un débat « déclencheur » au moyen d'un service en ligne gratuit <<http://b.socrative.com/>>.

Ces conversations se poursuivent. Restez donc à l'affût des possibilités futures de participer au dialogue! Si une idée vous vient à l'esprit, n'hésitez pas à me la transmettre!

## **President's Roundtable Summary:**

Below are the questions that were posed at the President's Roundtable and their responses:

### **Libraries in Canada today are facing unprecedented competition and threats from external sources. (16/20 responded)**

- 94% Agreed

### **What should libraries do about it? Check all that you agree with (15/20 responded):**

- Do nothing - it will pass. 0%
- Put up a fight. 11%
- Have a clear vision for what the library could be and articulate it often. 33%
- Educate users about our services. 23%
- Try to ascertain and closely align with user needs. 28%
- Go back to school. 2%
- I don't know. 4%
- I have other ideas 2%

### **From whom should a library's vision originate? Check all that you agree with. (18/20 responded)**

- Decision makers such as the firm's admin group, boards, the Provost, etc. 20%
- Head librarian. 26%
- Users. 28%
- Library employees. 25%
- I don't know. 0%
- I have other ideas. 2%

### **Discussion Notes:**

Future vision comes from:

- Mandate/vision/strategy of the organization you work for
- Get ahead of the expressed need of users
- It's not a training issue, it's a strategy issue
- Faculty and students have great ideas
- Colleagues
- Front line staff see issues/problems – have insights
- Collaborative decision
- Collaborate with all stakeholders
- Collaborate with colleagues
- Relationship with administration + CFO
- Resource and idea sharing among colleagues
- Quantify values
- Needs assessment and facilitators to articulate the final

result

- Collect data from other jurisdictions and learn from their mistakes/successes
- Add value by expanding resources for users
- Vision: comes from knowledge and experience of the librarian
- Looks at gaps and opportunities in your organization. What drives your organization and how can you contribute?
- Who is the best in your field? What are they doing?
- Tap into users for new ideas
- Continuously look for new opportunities to reach out
- Be friends with IT
- Gretzky: Skate to where the puck is heading, not to where it is today.
- Library services Strategic Plan
- Survey to users and non-users
- Use current awareness tools such as library information/science literature to keep up to date
- Networking with other information professionals coming from all types of library environments
- Observe how people (young) search for information
- Be aware of our competitors/trends in order to better position ourselves
- Have to take into account the Strategic Plan and its implied part to adjust. Same with mission statements. The highest levels have final say.
- Those who control money have to be on side
- Users have no idea of the work involved to offer them services
- Good ideas don't always make up to the higher levels
- Sometimes good ideas to change a practice contradict general policies
- Sometimes we are too quick to dismiss management there has to be a dialogue. Needs to understand the others language.
- Bottom line: a vision should come from all stakeholders but has to fit with available resources.

**The most unique value-added service that I offer is \_\_\_\_\_ . Answer in as few words as possible please. (12/20 responded)**

- We do a virtual current books display, a PowerPoint presentation on continuous loop, near the services desk, with a photo of the cover plus bibliographic information. Gives patrons something to look at while they're checking out books at the service desk.
- An interactive referencing tutorial teaching legal citations.
- Not sure this is unique but we get into every classroom as much as possible and offer seminars to graduate students and research students.
- Out each to our careers officer to help with prepping for clerkship interviews.
- I offer a workshop a few times a year on how to use social media tools to organize and share your research.
- In office document delivery for faculty.
- Safe secure place for possessions and a safe secure place for an opportunity to vent.
- Showing people how to do something they did not know how to do and, even more importantly, showing people how to do something they didn't even know was doable (dealing with the "known unknowns" and the "unknown unknowns").
- Subject specific research services. Tracking what's new in a research field for faculty.
- Providing basic legal research sessions to my (non-law-librarian) colleagues, so that they don't panic when students show up with basic legal questions (that can usually be answered with secondary sources).
- Topical info on issues and teaching seminars. SDI service

**"...you need to determine whether you are spending your time - your most precious asset- in a way that will allow you to achieve your goals..."**

**"The fact is, that having 15 priorities is the same as having none at all..."**

- Robert S Kaplan, "What to Ask the Person in the Mirror" (Jan 2007) 85:1 Harvard Business Review 86 at 90.

#### **In 10 years my library will be...**

Write a short vision statement for your library on a post-it note. No need to identify yourself. Do not discard - this will be anonymously shared with others after the session.

- Seen as even more central to the campus, where students and faculty come, not only to research, but to collaborate and innovate, and be seen as a space to see and be proud of
- Be a place where one will find help in finding the best information
- "We are all desperate need of filters" (one of McLuhan's collaborations)
- Librarians are the best organizers of knowledge
- My library will be the key partner in the faculty on all matters relating to scholarly communications, research and research instruction
- A relevant hybrid library providing full service to our users because we save them time and provide the right information
- In 10 years my library will be a magnet
- In 10 years my library will be the place people turn to for understanding the law and its effects on society
- In 10 years my library will rely more on electronic resources and will need more help from librarians to organize, teach and find.
- In 10 years my library will be highly valued and supported by all stakeholders as the best resource of work related information.
- In 10 years my library will be a place that clients come to for answers, not documents. We will analyze, summarize and present alternatives and will not be afraid to think.
- In 10 years my library will be relevant, accessible and welcoming
- In 10 years my library will be possibly renovated. Hopefully innovating. Definitely still serving our users and satisfying the needs.
- In 10 years my library will be evolved into a service

**In my day-to-day job, I spend \_\_\_\_\_ on strategic / high level thinking about the future of my library. Choose 1 answer that is most accurate for you. (17/20 responded)**

- 1 hour per week -41%
- 1 hour per day -24%
- 1 hour per month -35%
- 1 hour per year -0%

- centre providing the information and facilities students and faculty will need. It will be adaptable and user focused. This will probably be done on fewer.
- In 10 years my library will a vibrant space for student, learning, contemplation and the exchange of ideas.
  - In 10 years my library will be a highly connected and integrated group of legal information professionals charged with providing full service info services to our users.
  - In 10 years my library will be a large flexibly space with few book and zip walls that help create new collaborative spaces of all sizes.
  - In 10 years my library will have a much smaller print collection and greater reliance on electronic resources. My library will be more involved with KM and less on one to one interaction with students
  - In 10 years my library will be managed electronically with a regional virtual law society library
  - In 10 years my library will be bigger and better!
  - In 10 years my library will be a vital resource for lawyers who are in small practices
  - In 10 years my library will be about the same as it is now: amazing, terrific frustrating, and breaking new ground in some areas and while lagging behind in others.

#### **As law librarians, we need a shared vision for the future of our profession.(12/20 responded)**

- 83% Agreed
- 17% Disagreed

#### **As a law librarian, I value...**

Make a list of your professional values.

- Supporting access to justice
- Democracy & transparency
- Preserving legal information
- Informing users
- Supporting Freedom of Information
- No stone left unturned in tracking down answers
- Being a dependable go-to person
- Community of practice
- Users value our neutrality
- Fast and easy access to all legal information
- Knowledge of best practices
- Sharing the knowledge
- To be perceived as an essential asset
- To meet and be ahead of client needs

- To pursue continual education through professional development
- Vision
- Integrity
- Flexibility
- Diplomacy
- Empathy
- People Skills
- Communication Skills
- Professional Community
- Generosity
- Networking
- Accuracy
- Competence
- Responsiveness
- Analytical Skills
- Openness
- Advocates for intellectual freedom
- Teaching lending
- Knowledge of how to use tools
- Customer/client/patron services
- Ability to target the level of information to users
- Comprehensiveness of information
- Time management
- Curiosity and current awareness
- Willingness to try new things and approaches
- Opportunity to grow and lead –early adopters
- Adaptive to changing needs of users
- Provide optimal value with resources
- Value support of administrators

#### **Here is the list of professional values we previously brainstormed. Choose all of those which you feel most strongly about. (11/12 responded)**

- Integrity -18%
- Flexibility -9%
- Professional Development -3%
- Curiosity -12%
- Knowledge Sharing -12%
- Access to justice -0%
- Service -15%
- Diplomacy – 0%
- Collaboration -15%
- Willingness to try new things -6%
- Knowledge of best practices -3%
- Democracy + Transparency -0%

- Vision -3%
- Dependability -3%

**As an Association, CALL/ABD's objectives should reflect our members' shared professional values. (10/12 responded)**

- 100% Agree

**CALL's name and logo are still relevant in this context. (5/12 responded)**

- 60% Agree
- 40% Disagree

**Discussion Notes:**

- Canadian Association of Integrated Legal (Info) Professionals
- Name is still relevant but logo may be updated
- Consider Canadian Association of Legal Information Specialists
- Name relevant, logo needs work
- The logo is a key element of the corporate identity. In conjunction with website design and other visual elements of the Assn. it may be worth while to rethink, but develop a strategy. Don't change one

- facet independent of others.
- Would welcome a name that isn't an acronym
- CALL name is good because can rip off of MALL, TALL, VALL, NCALL, etc.
- Logo needs to be spruced up visually
- CALLS – Canadian Association of Law Library Services
- CALIP – Canadian Association of Legal Information Professionals
- Keep Librarian as part of the name! Whatever you go with, I don't think there really needs to be a change, but if you do watch how the French translation goes with it.
- There is nothing bad about the word "Library" IMHO

Stay tuned for future opportunities to join the discussion!

## Feature Article Submissions to the CLLR are Eligible for Consideration for the Annual \$500 Feature Article Award

To qualify for the award, the article must be:

- pertinent to both the interests and the information needs of the CALL/ACBD membership;
- relevant to law librarianship in Canada;
- excellent in content and style, as shown in its research and analysis, and its presentation and writing;
- not published elsewhere and preferably written specifically for the purpose of publication in *Canadian Law Library Review / Revue canadienne des bibliothèques de droit*.

The recipients of the award are chosen by the Editorial Board. One award may be given for each volume of *Canadian Law Library Review/Revue canadienne des bibliothèques de droit*. Award winners will be announced at the CALL/ACBD annual meeting and their names will be published in *Canadian Law Library Review/Revue canadienne des bibliothèques de droit*. Should the article be written by more than one author, the award will be given jointly.



## III Practical Approaches for Enhancing the Student Practicum in Law Libraries\*

By Bronwyn Guiton\*\*

### Abstract

*This article examines the law library practicum experience and offers suggestions for how supervising librarians can improve upon the experience for the student. Suggestions include specific activities and approaches.*

*Cet article examine l'expérience offerte aux étudiants lors de stages dans une bibliothèque de droit et offre des suggestions sur comment les bibliothécaires supervisant ces stages peuvent améliorer l'expérience de l'étudiant. Quelques suggestions d'activités et d'approches spécifiques sont également énumérées.*

### Introduction

The literature on the topic of unpaid practicums or internships in special libraries (referred to collectively as practicums) falls into two camps: the first generally extols the virtues of such experiences and the second details how to craft the best possible experience. While there is a place for the former, the latter is entirely more useful to the prospective practicum supervisor.

\* © Bronwyn Guiton 2014.

\*\* Bronwyn Guiton has worked as a librarian at Lawson Lundell LLP in Vancouver since August 2012. She graduated from UBC in May 2012 with her MLIS. Bronwyn's first love is legislative research. She was inspired to become a law librarian while she was working as a Page in the Senate of Canada and witnessed the fascinating work of the Library of Parliament librarians as they assisted the Senate committees.

<sup>1</sup> Barbara G Leonard & Donna Z Pontau, "Sculpting Future Librarians through Structured Practicums: The Role of Academic Librarians" (1991) 17:1 Journal of Academic Librarianship 26.

<sup>2</sup> *Ibid* at 28.

<sup>3</sup> Marian F Parker, "Proposed Model for a Reference Internship in a Law School Library" (1980) 73 Law Libr J 684; Ignacio J Ferrer-Vinent & Karen Sobel, "A Study of Master of Library Science Candidates and Librarians at a Practicum Site Library" (2011) 112:7/8 New Library World 365 at 373.

Motivated by my own experience as a practicum student in law libraries, and by my subsequent experience supervising practicum students in my own law firm library, I set out to explore activities and approaches that supervising librarians can employ to enhance the benefits of a practicum and prevent the disappointments.

The most detailed and useful article I have come across is one by Leonard and Pontau<sup>1</sup> in which the authors describe the results of a survey of 191 recent library school graduates on the topic of their practicum experiences. Of particular note is this description of the favourite and least favourite aspects of practicums from the student perspective:

The graduates were asked to name the two greatest benefits and the two greatest disappointments of their practicum experience. Not surprisingly, respondents overwhelmingly mentioned the library work experience and professional contacts in the "real world" as the most significant benefits. A lack of structure and nonprofessional clerical assignments were frequently cited as the two greatest disappointments.<sup>2</sup>

This finding is confirmed by first person accounts of practicums published prior to and subsequent to Leonard and Pontau's article.<sup>3</sup> My own experiences as a practicum student in 2011 and 2012 are also in line with this finding.

Leonard and Pontau speculate that the disappointment that students face is possibly a result of a lack of direction from library schools to the supervising librarian: "...discussions with supervising librarians in other parts of the country indicate that very little direction about practicum content or design is generally provided by the library schools."<sup>4</sup> Indeed, without uniform direction from the library schools with regard to the format and organization of practicums,<sup>5</sup> it is no wonder that students are experiencing their practicums as unstructured and supervising librarians are resorting to clerical tasks when constructing a schedule.

Fortunately, I was armed with this knowledge when I designed practicum programming for the two students I supervised in my own law library. I came up with a handful of tactics and activities to mitigate the potential disappointments and enhance the benefits of the practicum. After the practicums were over, I reached out to one of the students (who had since found work in her field) to have a frank discussion about what worked and what did not. Taking that feedback into account I have created the following description of activities and approaches that law librarians can employ next time they are supervising a practicum student.

### Mitigating the Disappointment of Non-Professional Clerical Assignments

I do not shy away from assigning clerical tasks, such as loose-leaf filing, to practicum students. After all, clerical tasks remain a significant element of work for professional law librarians in small and mid-size law libraries. To mitigate the occasionally tedious nature of this activity, I would recommend a variety of strategies.

First, when assigning a clerical task, define the outcome but allow the student to determine how and at what pace the work is done. For example, state that 20 titles need to be updated with the latest loose-leaf release by the end of Friday. However, allow the student to determine how many they do each day and when the work is done on this.

Second, break up the student's day by assigning more interesting activities alongside clerical tasks. For example, have the student answer some easy research questions as a break from clerical tasks. Having the student answer research questions takes two forms in my library. If a question comes in via phone or email that is easy and not time-sensitive, the student will be asked to draft an answer to be approved and sent by the librarian. An ideal request would be something like "Could you please email me PDF's for the following 15 cases? No rush." Alternately, if such questions are not forthcoming, I draw on my own email archive and forward old research questions to students to answer as an exercise. I ask them to draft an answer as if they were addressing it to the original lawyer. I follow up by giving feedback on their work and showing them my own answer to the question.

Finally, a supervising librarian can break up clerical tasks by asking students to contribute to a research skills guide or subject guide. The librarian assigns a list of reference sources to students, and asks them to learn about how each resource is best used and to write a 150 to 500 word how-to-guide for the resource aimed at new law students. Their explanation should answer questions like "What do I use this resource for?" and "How do I get the most out of it?" Examples of ideal resources for this assignment are *Halsbury's Laws of Canada*, *The Digest*, *Canadian Encyclopedic Digest*, and the federal *Table of Public Statutes and Responsible Ministers*.

### Mitigating the Disappointment of Unstructured Practicums

The importance of structure to a student on practicum cannot be underestimated. Students are in the midst of a university curriculum which lays out, in minute detail, what they are expected to do, when they are expected to do it, how they will be evaluated on their work product, and what the benchmarks are for success. Even if the real world is not quite so focused on structure, university students appear to be most comfortable when it is present. Here are my strategies for providing structure in a practicum.

On day one of the practicum, provide the student with a daily schedule for the next 3-4 days. After this point, a schedule may organically develop and a written one is often no longer needed.<sup>6</sup> Laying out a schedule provides just the sort of structure students are used to. A detailed schedule is fine, but even something as vague as the following will set a student at ease: "2:00 PM - 5:00 PM: Work at your desk on any unfinished tasks or the ongoing projects we discussed earlier." Another thing to include in their daily schedule is when they are expected to take breaks and for how long. One well-received item I included in a schedule for a practicum student was the direction that they should continue with the task at hand "...until they aren't learning anything new or are having information overload." This direction gave the student the autonomy to decide how to keep the day productive.

On the first day of the practicum, in addition to a schedule, provide the student with a list of duties. Duties might include things such as assisting a library staff member with work when asked; only answering questions for lawyers when directed to do so by a librarian; redirecting all inquiries from lawyers to a librarian; answering all communication promptly and professionally; and completing assigned tasks with as high a level of professionalism as possible. Specifying for the student both what they are expected to do and what they are expected not to do is equally useful.

The last thing to hand the student on the first day of the practicum is a set of goals with specific benchmarks for achievement. Sample goals could include completing a specific project by day 10 of the practicum, being able to independently check-in and check-out all borrowed material in the library by day 4, and filing 25 loose leaf updates by day 10. Setting goals for the students gives them the structure of knowing what they are expected to accomplish and what they will be evaluated on. Whether students are evaluated on a school evaluation form or informally evaluated in your

<sup>4</sup> Leonard & Pontau, *supra* note 1 at 28.

<sup>5</sup> J Gordon Coleman, "The Role of the Practicum in Library Schools" (1989) 30:1 Journal of Education for Library and Information Science 19; Karen Markey, "Current Educational Trends in the Information and Library Science Curriculum" (2004) 45:4 Journal of Education for Library and Information Science 317.

<sup>6</sup> This is a personal observation supported by findings in Ferrer-Vinent & Sobel, *supra* note 3 at 373.

reference for them, knowing what is expected from day one ensures you are on the same page.

## Enhancing the Benefit of the Work Experience Gained from a Practicum

Learning the skills and developing the knowledge not taught in library school are by far two of the most useful aspects of a practicum for a student. It was both my experience and that of my practicum students that library schools focus overwhelmingly on preparation for public libraries. Having the opportunity to see firsthand how a law library works and the special knowledge and skills that are required is valuable for aspiring law librarians in particular. Supervising librarians can enhance their practicum student's development by polishing up on their own teaching skills. It is one thing to convey haphazardly, for example, how to locate relevant case law and it is quite another thing to take a methodical approach to it. The Tell-Show-Do-Review method is a ubiquitous training methodology. Although it cannot be attributed to a single pioneer, it is exactly the methodical approach librarians should keep in the back of their mind as they launch into practicum supervision. TSDR is a method that many of us probably already employ to various degrees. To use the method, structure a lesson into four parts.

1. Tell the students what you are going to teach. At this point there should be no demonstrating. Simply tell them what they will learn. For example, tell them that they are going to learn how to take a Canadian case citation and locate the corresponding decision using CanLII.
2. Show the students how to do the skill you are teaching. You, the teacher, are doing the skill and the students are just observing. For example, you open the CanLII webpage, type the citation into the search box, select the appropriate result, and save a copy of the PDF of the decision.
3. Have the students perform the skill they just observed. You, the teacher, are observing them and not stepping in at all (unless their mistake would affect something critical, like sending a mass email to your entire organization).
4. Review what the students did once they finish or when they do not know what to do to finish. Give the student feedback about where they went right and where they went wrong. Repeat from step one if you think necessary.

To further enhance the development of the student's skills, assign tasks and projects that can be listed on a résumé and that you, as a librarian, would find desirable in a new employee. While many students like to have the opportunity to create something tangible that can be marketed on a résumé,<sup>7</sup> I believe it is equally reasonable to send them off with an attractive set of skills and newly developed areas of knowledge. Structuring a practicum around marketable skills ensures that the work experience the student is getting is current and useful beyond the immediate practicum. For example, a 2013 job posting at Norton Rose Fulbright LLP listed the following (among others) responsibilities and desirable core competencies for a Research Librarian position: cataloguing, knowledge of legal terminology

and concepts, and strong skills in Quicklaw and Westlaw. Each of those three points could be taught to a practicum student through activities and projects such as shadowing a cataloger and then cataloguing some titles, learning how to use a popular legal research resource and then writing 500-words about it to contribute to a research skills guide, and answering real or mock research questions that require using Quicklaw and Westlaw.

## Enhancing the Benefit of Being a Professional Contact for a Student

Providing an employer reference for a former practicum student is incredibly valuable to that student. Another way to be a great professional contact is to recommend a former practicum student for an unadvertised job that they would be fantastic for. While it is easy to be enthusiastic at the conclusion of a successful practicum, in the case of less-than-stellar practicum students, it is important to prevent an acrimonious experience by laying out goals and benchmarks for the student on day one. Based on these expectations, a conversation at the conclusion of the practicum that lays out what you feel comfortable saying about them and their work will keep you and your student on the same page about the nature of your reference.

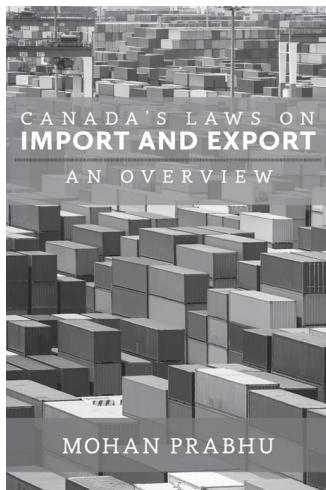
Providing advice on which professional organization to join and activities to pursue is one of the primary ways a practicum supervisor can be a great professional contact for students. As their supervising librarian, you will get a good understanding of their career goals and suitability for various facets of the field. You will also be able to introduce them to friendly members of local, national, or subject-area professional organizations. For example, a student who is interested in the technological side of law libraries may find an introduction to the head of a local specialty software platform at the next meeting of the local law library organization to be more useful than a general recommendation to join a national organization.

Making yourself available to former practicum students after the practicum ends can enhance and prolong the positive effect of being a professional contact. This starts with something as simple as providing your business card (contact information) to students during their practicum and making them contacts on LinkedIn at the conclusion of a successful practicum. Encourage students to reach out to you after the practicum and then make time for a prompt email response, phone call, or coffee meeting. These moments of contact allow you to offer guidance to the students as they consider job postings and start their first jobs. Useful guidance might include noting which employers have perpetual high turnover or which library managers have a reputation for being great managers to new law librarians.

Regardless of how you design your practicum, keep in mind the results of the Leonard and Pontau study that show that practicum students most value the work experience and professional contacts they gain and are most disappointed by a lack of structure and clerical tasks. Being aware of these points and taking a few steps to improve them will greatly increase the value of a practicum for an aspiring law librarian.

<sup>7</sup> A personal observation supported by findings in Ferrer-Vincent & Sobel, *supra* note 5 at 373.

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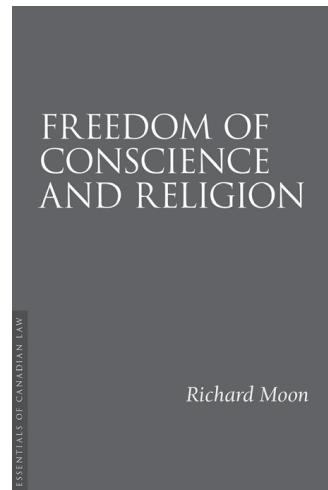
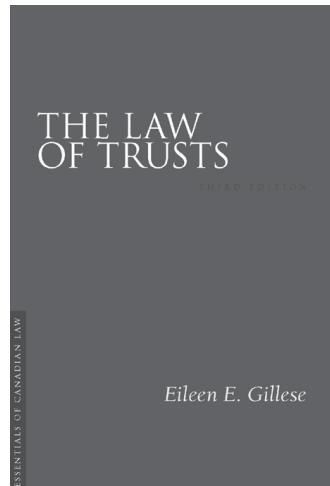
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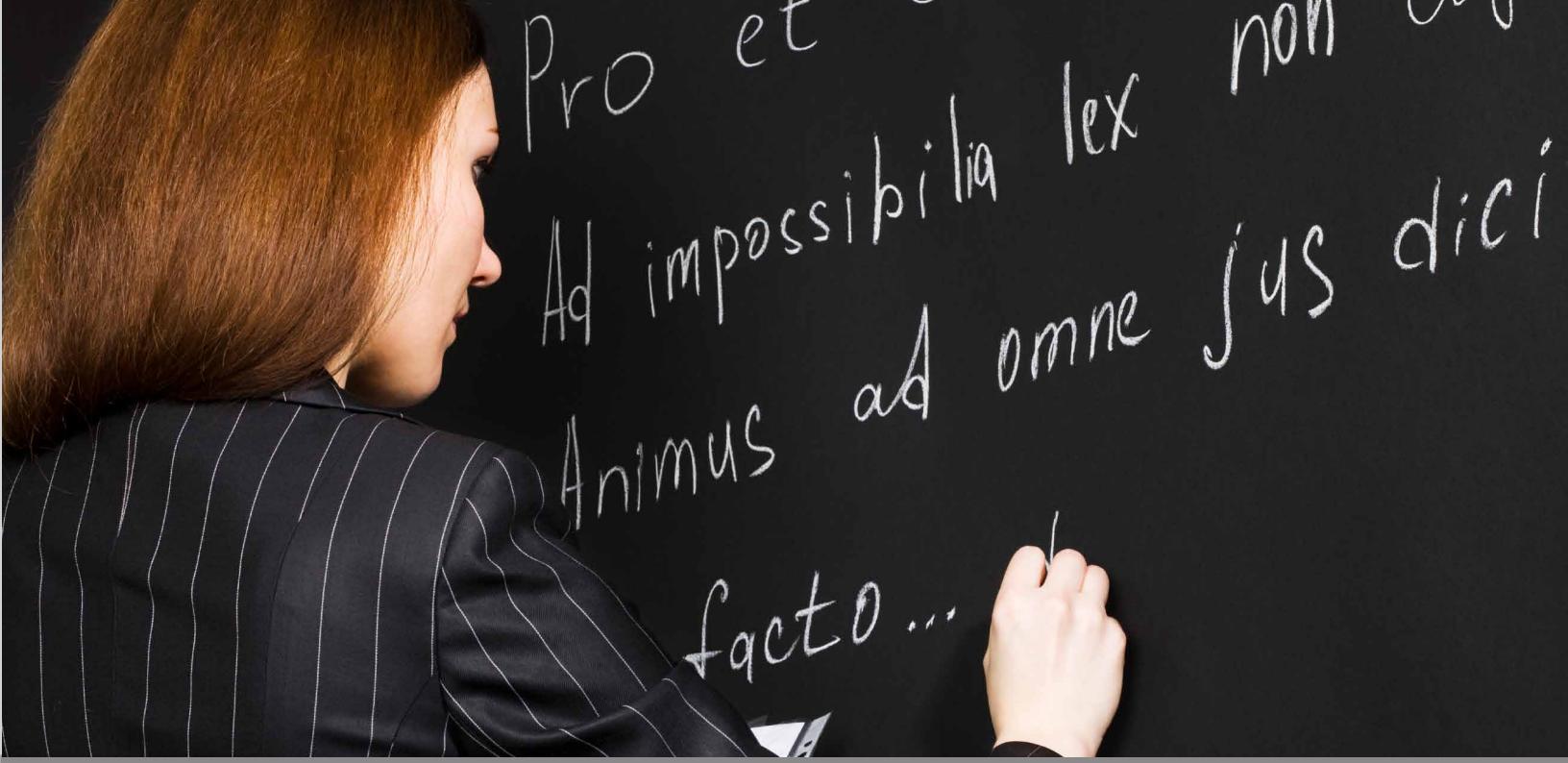
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## III The Role of Legal Education in Law Librarianship: A Canadian Survey\*

By Jennifer Shin\*\*

### Abstract

*Law librarianship is a specialized field. Accordingly, there is much debate as to the educational requirements of law librarians, particularly as to whether law librarians need subject training in law apart from their training in librarianship generally. While there is much discussion of this topic in American literature, there is considerably less in Canadian literature. This paper discusses the results of a recent survey of Canadian legal information practitioners and their perspectives on the appropriate role of legal training in law librarianship.*

*La bibliothéconomie juridique est un domaine spécialisé. Par conséquent, il y a beaucoup de débats sur les exigences de formation des bibliothécaires de droit, en particulier à savoir si les bibliothécaires de droit ont besoin de formation en droit en dehors de leur formation en bibliothéconomie en général. Bien qu'il y ait beaucoup de discussions sur ce sujet dans la littérature américaine, il y en a beaucoup moins dans la littérature canadienne. Cet article examine les résultats d'une enquête menée récemment auprès de professionnels canadiens de l'information*

*juridique sur leurs points de vue sur le rôle approprié de la formation en droit dans la bibliothéconomie juridique.*

### Introduction

The educational requirements of law librarians, especially the necessity of legal education like a law degree or other formal training, have been “fiercely debated” for years in the United States.<sup>1</sup> Although there is very little literature on the issue in Canada<sup>2</sup> the discussion is still very much alive. In 2013 at the CALL/ACBD Conference in Montreal there was even a panel session offered on the topic called, Continuing Professional Development: Options for Legal Studies.

This paper discusses of the results of an online survey I prepared earlier in 2013 which solicited practitioners’ perspectives on the role of legal education in law librarianship. The study was originally prepared as my final project for the Legal Literature and Librarianship course at the iSchool at the University of Toronto, in anticipation of the panel session at the CALL/ACBD conference, noted above, and with the

\* ©Jennifer Shin 2014.

\*\* Jennifer Shin is a recent graduate of the Master of Information program at the iSchool at the University of Toronto. She has a law degree, also from the University of Toronto, and currently works as a freelance writer for Carswell. This paper was originally prepared for submission in the Legal Literature and Librarianship course at the iSchool.

<sup>1</sup> Judith E McAdam, “The Place of Legal Education in Law Librarianship” (1996) 21 Can L L 251 at 251; see also Barbara B Bonney, “The Controversy Over Dual Degrees for Law Librarians” (1991) 11 Legal Ref Serv Q 127; Serena Brooks, “Educating Aspiring Law Librarians: A Student’s Perspective” (2005) Law Libr J 517; and Penny A Hazelton, “Law Libraries as Special Libraries: An Education Model” (1993) 42 Library Trends 319.

<sup>2</sup> The few Canadian articles I was able to find were Angela Gibson & Ted Tjaden, “A Study of the Education Levels and Professional Development Needs of Canadian Law Librarians” (2005) 30 Can L L Rev 242 and McAdam, *supra* note 1.

hopes of filling an apparent gap in the Canadian research landscape on this topic.

## Study Methodology

The survey (Appendix A) was prepared using an online survey software called Fluid Surveys and consisted of 11 questions which asked practitioners for their opinions as to whether legal training would be helpful for law librarians, whether it should be required for law librarians, what form legal training for law librarians should take, and how it would be helpful to them. Additionally, respondents were asked for information about their current work-status, place of work, and educational background. The design of these introductory questions was informed by the demographic questions in the salary surveys prepared by the Toronto Association of Law Libraries (TALL). The survey questions took the form of either multiple-choice or short-answer questions. Respondents could also provide additional comments at the end of the survey.

Respondents were recruited via email through the TALL and the Canadian Association of Law Libraries (CALL) listservs on March 16, 2013 and March 19, 2013 respectively. In these emails, I introduced myself, gave the purpose of the survey, and provided a link to the survey.

## Survey Results: Profile of the Respondents

There were a total of 74 responses to the survey. The backgrounds of the respondents are described below.

## Respondents by Geography (Table 1)

Greater Toronto Area	33	47.14%
Rest of Ontario	7	10.00%
Alberta	8	11.43%
British Columbia	7	10.00%
Saskatchewan	5	7.14%
New Brunswick	2	2.86%
Nova Scotia	2	2.86%
Quebec	2	2.86%
Manitoba	1	1.43%
Northwest Territories	1	1.43%
Australia	1	1.43%
New York	1	1.43%
Total	70	100.00%

Seventy of those respondents provided information regarding where they worked. The majority of these respondents were from Ontario (40, or 57.14%); specifically, 33 respondents (47.14%) reported they work in the Greater Toronto Area. The second largest number of responses came from individuals working in Alberta (8 individuals, or 11.43%), then British Columbia (7 individuals, or 10%) and Saskatchewan (5 individuals, or 7.14%). There were also two respondents from each of New Brunswick, Nova Scotia and Quebec, one from Manitoba, and another from the Northwest Territories. An individual from New York and an individual from Melbourne, Australia also participated in the study.

## Respondents by Type of Institution (Table 2)

Law Firm	32	43.24%
Government	16	21.62%
Academic	11	14.86%
Corporate	4	5.41%
Courthouse	4	5.41%
Law Society	3	4.05%
Other (Prison, Private, Independent Consultant)	3	4.05%
Not Currently Employed	1	1.35%
Total	74	100.00%

The respondents largely worked in law firms (32 of 74 respondents, or 43.24%), government (16 respondents, or 21.62%) or academic law libraries (11 respondents, or 14.86%). Other respondents worked in a corporate law library or courthouse (4 individuals, or 5.41% each) or law societies (3, or 4.05%). One individual reported working at a prison library, another worked at a private library, and one respondent was an independent consultant.

## Respondents, Full-Time vs. Part-Time (Table 3)

Full-Time	62	83.78%
Part-Time	11	14.86%
Not Currently Employed	1	1.35%
Total	74	100.00%

One individual reported not being employed at the time of completing the survey. Sixty-two individuals (83.78%) reported that they worked full-time, while 11 respondents (14.86%) reported they were working part-time.

## Respondents by Work Experience (Table 4)

0-5	20	27.40%
6-10	11	15.07%
11-15	8	10.96%
15+	34	46.58%
Total	73	100.00%

Twenty of the 73 respondents (27.40%) who answered the question about work experience were relatively new to the profession, having between 0 and 5 years of experience in law librarianship. Eleven individuals (15.07%) had between 6 and 10 years of experience, while 8 respondents (10.96%) had 11 to 15 years of experience. Thirty-four of the respondents (46.58%) had over 15 years of law library experience.

## Respondents by Title (Table 5)

Librarian (Librarian, Reference Librarian, Public Services Librarian)	43	61.43%
Library Manager (Chief Librarian, Director, Library Manager, Manager, National Director, Supervisor)	20	28.57%
Knowledge Management Specialist (Knowledge Management Specialist, Knowledge Manager)	2	2.86%
Library Technician, Library Clerk	2	2.86%
Other (Consultant, Library Services Coordinator, Senior Compliance Officer, Regulatory Analysis)	3	4.29%
Total	70	100.00%

The range of job titles held by the respondents also varied greatly, and included library technicians, librarians, library managers, knowledge managers, a consultant library services coordinator, and a compliance officer. Most (43 or 61.43%) of the 70 respondents who provided their job title reported being a librarian, and an additional 20 individuals (28.57%) reported they were involved in library management.

## Respondents by Educational Background (Table 6)

Bachelor's Degree, Master's Level Library Education (B.L.S, M.L.S./ M.L.I.S./M.I.St./M.I., Postgraduate Diploma in Library and Information Science)	45	62.50%
Master's Library Degree and Law Degree	13	18.06%
Library Technician's Diploma (including one with Library Technician's diploma and Law Degree)	8	11.11%
Other (Bachelor's Degree, Law Degree, Legal Assistant, Education in Progress)	6	8.33%
Total	72	100.00%

Forty-five of the 72 respondents (62.50%) who provided information about their educational background reported possessing solely a Bachelor's, Master's, or post-graduate level degree in library science, while 13 respondents (18.06%) held a law degree and Master's level library training. Eight respondents (11.11%) had a library technician education, including one individual who possessed a law degree in addition to the library technician diploma. The other respondents had only bachelor's degrees, or a law degree, or legal assistant education, or they were in the process of obtaining library technician education.

It should be noted that the number of respondents holding dual degrees may not be representative of the larger population. As mentioned, 13 (18.06%) of 72 respondents reported having a joint law degree and Masters level library training. This is nearly double the proportion of respondents (10 of 103, or 9.7% of respondents) to the Toronto Association of Law Libraries' (TALL) latest salary survey from 2012. It is, admittedly, difficult to compare the results of surveys like my present study and the TALL salary surveys, given their anonymity, voluntary nature, purposes, foci, time of administration, and differences in sample size. However, given that the proportion of individuals with dual degrees differs so greatly between the two studies, and considering the lower response rate in my study, it is possible that individuals with joint legal and Master's level library training are overrepresented in my study. The results of the legal training questions described below should be considered with this in mind.

## Survey Results: Legal Training Questions

### Would Legal Training be Helpful for Law Librarians? (Table 7)

Yes	71 out of 73 (97.26%)
No	2 out of 73 (2.74%)

Seventy-one of 73 respondents (97.26%) answered in the affirmative. Only 2 respondents did not think legal training would be helpful to law librarians. However, one of these exceptional respondents also commented that legal training should be given to law librarians through continuing education courses. The other individual responded that learning should be on the job.

### Should Legal Training be a Requirement for Law Librarians? (Table 8)

Yes	21 out of 73 (28.77%)
No	52 out of 73 (71.23%)

While nearly all of the respondents believe legal training is helpful for law librarians, far fewer respondents (21 of 73, or 28.77%) believe that legal training should be required of law librarians. Moreover, there are differences of opinion depending on the types of institutions respondents worked at and the different educational backgrounds of the respondents. Thus, it seems the place of formal legal training continues to be debateable in Canada, but the vast majority of legal information professionals do not believe it to be a necessary requirement of law librarianship.

### Positive Responses by Type of Institution (Table 9)

Academic	3 out of 11 (27.27%)
Corporate	0 out of 4 (0.00%)
Courthouse	2 out of 4 (50.00%)
Government	4 out of 16% (25.00%)
Law firm	9 out of 32 (28.13%)
Law Society	2 out of 3 (66.67%)
Not currently employed	1 out of 1 (100.00%)
Miscellaneous	1 out of 3 (33.33%)

Individuals working at law societies (2 of 3 librarians) or in courthouses (2 of 4 librarians) seem more inclined than legal information professionals in other settings to think that legal training should be required for law librarians. As the law society and courthouse respondents did not provide comments as to the reasons for their response to this question, it is difficult to determine the rationale for this finding. However, it may provide support for Penny Hazelton's suggestion that "anything less [than a JD] is not recognized or valued in the eyes of most law librarians' primary patrons – lawyers and judges."<sup>3</sup>

Only 3 of the 11 academic law librarians (27.27%) who answered this question thought that legal training should be required. This is an interesting finding, given the trend in the United States of preferring to hire academic reference law librarians and law library directors with formal legal education.<sup>4</sup> Similar pressures may now exist in Canada: one respondent commented that "[c]urrently in Ontario a law degree is required for law school librarians." However, this contrasting survey result seems to indicate that despite formal or informal hiring practices, academic law librarians themselves do not believe that a law degree should be required for law librarianship.

Law firm librarians tended to think legal training, while perhaps helpful, should not be required for law librarians, with only 9 out of 32 individuals (28.13%) answering the question in the affirmative. This seems to be consistent with the "ambivalent attitude" to the JD found in American law firms.<sup>5</sup> Finally, none of the law librarians in corporate law libraries thought legal training should be required of law librarians.

### Survey Results: Responses by Educational Background and Experience (Tables 10 and 11)

#### Proportion of Respondents, by Educational Background, Who Believe Legal Training Should Be Required (Table 10)

Bachelor's Degree, Master's Level Library Education (B.L.S, M.L.S./M.L.I.S./M.I.St./M.I., Postgraduate Diploma in Library and Information Science)	9 out of 45 (20%)
Master's Library Degree and Law Degree	6 out of 13 (46.15%)
Library Technician's Diploma (including one with Library Technician's diploma and Law Degree)	2 out of 8 (25%)
Other (Bachelor's Degree, Law Degree, Legal Assistant Training, Education in Progress)	4 out of 6 (66.67%)

Individuals with dual legal and library science training were more inclined to believe that legal training should be required for law librarians, than legal information professionals with other educational backgrounds. Six of the 13 individuals with dual Master's library degrees and law degrees (46.15%) responded they felt this way. Only 9 of the 45 individuals (20%) with solely librarianship training thought that legal training should be required for law librarians, and only 2 of the 8 respondents (25%) with a library technician's diploma thought this should be the case. On the other hand, of the 6 individuals with either a bachelor's degree, law degree, legal assistant training, and the individual pursuing their library technician degree, 4 respondents (66.67%) reported they felt legal training should be required for law librarians.

#### Proportion of Respondents, By Level of Experience, Who Believe Legal Training Should Be Required (Table 11)

0-5	7 out of 20 (35.00%)
6-10	3 out of 11 (27.27%)
11-15	2 out of 8 (25.00%)
15+	9 out of 34 (26.47%)

<sup>3</sup> Hazelton, *supra* note 1 at 329.

<sup>4</sup> American Association of Law Libraries, Educational Requirements, online: American Association of Law Libraries <<http://www.aallnet.org/main-menu/Careers/lawlibrarycareers/Education-Requirements>> at para 3; Bonney, *supra* note 1 at 128; George Butterfield, Is a J.D. necessary for law librarians?, online: Law and Technology Resources for Legal Professionals <<http://www.llrx.com/features/jdnecessary.htm>> at para 5. Furthermore, article 6-8.6(a) of the American Association of Law Schools' Bylaw and Executive Committee Regulations Pertaining to the Requirements of Membership and standard 603(c) of the American Bar Association's 2012-2013 Standards and Rules of Procedure for Approval of Law Schools both state that law school library directors should have a law degree. It is now the norm for academic law librarian positions with "teaching responsibilities and direct contact with faculty [... to] require[ ] a J.D": see Ronald E Wheeler, Nancy P Johnson & Terrance K Manion, "Choosing the Top Candidate: Best Practices in Academic Law Library Hiring" (2008) 100 Law Libr J 117 at 118. Unsurprisingly, the proportion of academic law librarians reporting possessing dual degrees in the American Association of Law Libraries' salary surveys has been steadily increasing: 7% 1936, 17% in 1976, 26% in 1993 and 55% in 2011 (Ashley Ahlbrand & Michael Johnson, "Degree pedigree: Assessing the effect of degree-granting institutions' ranks on prospective employment at academic law libraries" (2012) 104 Law Libr J 553 at 556-557).

<sup>5</sup> Butterfield, *supra* note 5 at para 11.

Seven of the 20 respondents (35%) answering this question who had up to 5 years of work experience reported they felt legal training should be required of law librarians. Three of the 11 respondents (27.27%) with 6 to 10 years of work experience and only 2 of the 8 respondents (25%) with 11 to 15 years of work experience felt the same way. Nine of the 34 respondents (26.47%) stated they felt legal training should be required of law librarians.

### In What Form Should Law Librarians Receive Legal Training? (Table 12)

Continuing Education Courses	30	41.10%
Multiple	11	15.07%
Master of Arts in Legal Studies or Similar Programs	8	10.96%
CALL/ACBD's New Law Librarians Institute	7	9.59%
Legal Librarianship and Research Course During Master's of Library Science Studies	6	8.22%
Situation-dependent	4	5.48%
Paralegal Degree	3	4.11%
Law Degree	2	2.74%
Other (On the Job Training)	1	1.37%
Not Applicable	1	1.37%
Total	73	100.00%

Response options for this question were designed with consideration of the different forms that Judith McAdam considered in her paper investigating the place of legal training in Canada nearly 20 years ago, namely continuing education, paralegal education, a law degree, or a “one year degree programme in substantive law and legal thought.”<sup>6</sup> To these, I added four other options: a law clerk diploma, the CALL/ACBD's New Law Librarians Institute, “Not applicable”, and “Other” (wherein respondents could provide an alternative response).

Respondents were able to check off as many options for this question as they wished. However, as they were not expressly instructed to do so, this led to some confusion. Many respondents did select multiple options, but others selected one and noted in their comments or wrote in the “Other” option that they thought multiple forms of training could be beneficial to law librarians. Of the 73 respondents, 11 (15.07%) thought that legal training should be provided to law librarians through multiple forums. Four other respondents (5.48%) stated they could not really answer the question because the type of training that is appropriate might vary depending on the type of work one does.

Of the respondents who only chose one option, 6 (8.22%) thought that the preferred form of legal training was specific legal research and librarianship courses during library school. Currently, 52 American ALA-accredited library science education programs offer at least one course in law librarianship.<sup>7</sup> In Canada, Dalhousie University, McGill University, the University of British Columbia, the University of Toronto, and the University of Western Ontario list courses in law librarianship or legal literature on the websites of their ALA-accredited Master's level library programs.

Legal librarianship courses would, ideally, provide all the training aspiring law librarians need in order to excel in their careers. Unfortunately, specialized subject knowledge is usually outside of the scope of library science education. Legal librarianship courses tend to focus on “the organization and access to [legal] resources as well as the evaluation of comparable publications”, not “details of legal vocabulary, legal approaches to problem solving and any discussion of substantive law.”<sup>8</sup> The fact that most respondents chose other options also indicates that library schools do not yet offer comprehensive training for aspiring law librarians.

Only 2 respondents (2.74%) thought that law librarians should get a law degree and these respondents possessed law degrees themselves. It is not surprising that law school was not a popular choice. Law school is expensive and requires at least a 3-year time commitment. As one respondent commented, there is little return-on-investment on this route, especially since “the typical law librarian’s salary is nowhere near that of a lawyer’s.”<sup>9</sup> Still, this option is available to law librarians. In addition to pursuing both degrees separately, 14 of the American ALA-accredited library science schools offer the option of pursuing both degrees concurrently.<sup>10</sup> Dalhousie University and the University of Toronto also offer dual degrees.

Law school may not be attractive for other reasons. While Oakley recommended that librarians “take at least the foundational courses of a first year of law school [...] to learn] the methods and vocabulary [of law ... and receive] an introduction to those subjects which form the heart of the law: contracts, torts, property, procedure, Constitutional law, etc.,”<sup>11</sup> one respondent thought that law school might be “overkill.”

<sup>6</sup> McAdam, *supra* note 1 at 251.

<sup>7</sup> American Association of Law Libraries, ALA-accredited graduate programs in library science with law library classes or joint MLS/JD classes (By state), online: American Association of Law Libraries <<http://www.aallnet.org/main-menu/Careers/lawlibrarycareers/Education-Requirements/state.html>>.

<sup>8</sup> McAdam, *supra* note 1 at 252.

<sup>9</sup> Brooks, *supra* note 1 at 519.

<sup>10</sup> American Association of Law Libraries, *supra* note 8.

<sup>11</sup> Robert L Oakley, “Education for Law Librarianship: Avoiding the Trade School Mentality” (1990) 11 Journal of Library Administration 147 at 158. John Eaton, “Teaching Legal Research in Canadian Law Schools: Are We Meeting the Needs of the Profession?” (2010) 10 Legal Info Mgmt 98 at 98.

Additionally, law schools have been criticized as poor training grounds for teaching aspiring lawyers legal research skills.<sup>12</sup> It has been said that new hires do not “know which words and phrases are the best to use to create a proper search string”<sup>13</sup> and that new associates often “lack [ ] an understanding of the interconnection of administrative law, legislation, and regulations, [...] do not know how federal regulations are promulgated, the differences between a statute and a regulation, and the specific stages involved in how a bill becomes a law.”<sup>14</sup> Thus, despite legal research being a “fundamental” skill for lawyers, law schools do not seem to provide adequate instruction regarding the processes by which law is created and the appropriate legal vocabulary to conduct legal research, and may offer limited benefit to legal information professionals.

Three respondents (4.11%) chose the paralegal option. Paralegal training may be more attractive than law school for some because of its shorter length. In Ontario, paralegal training can be completed in as little as one year.<sup>15</sup> As well, paralegal instruction is often said to be more practical than law school and can provide “a greater knowledge of procedural issues and legal vocabulary.”<sup>16</sup> This option has been “rejected by the law library community” in the United States, however, because it is thought that paralegal training lacks “depth of substantive knowledge.”<sup>17</sup> Given that paralegal training is now regulated in Ontario by the Law Society of Upper Canada, and accredited paralegal schools are required to have “at a minimum, certain fundamental courses that cover the essential elements of procedural

and substantive practice as well as ethical and responsible practice,”<sup>18</sup> this may become a more attractive option for legal information professionals.

Similarly, while none of the respondents identified law clerk education as their preferred mode, one respondent reported having both a law clerk degree and a law degree and had found the former to be helpful for practical skills and the latter to be helpful from a theoretical perspective. Law clerk training is practical, teaching “legal procedures and terminology, as well as how to complete research, conduct client interviews and prepare legal documents.”<sup>19</sup> Furthermore, in Ontario, it can be completed in as few as three semesters.<sup>20</sup> Although one respondent to my survey commented that the “overall benefit [of either paralegal or law clerk training] would not be worth the time spent to obtain the diploma or degree,” it may be worthwhile to do a more detailed study of these two options in the future.

Eight respondents (10.96%) selected the Master’s of Arts in Legal Studies or equivalent degree option.<sup>20</sup> These programs have generally been said to be intended for foreign law degree holders or Ph.D. scholars<sup>21</sup> and are often interdisciplinary in scope and research intensive.<sup>22</sup> For example, the Master of Studies in Law (MSL) program at the University of Toronto is “designed for established academics and scholars who work and write in a discipline related to law, and who wish to acquire a knowledge of law in order to add a legal dimension to scholarship in their own discipline.”<sup>23</sup> Moreover, while they get exposure to first-year law courses, students of these

<sup>12</sup> There may be several reasons why law schools provide inadequate training. For one, most law schools do not provide legal research apart from one class, often taught during first year without the appropriate context and opportunities for application to help students retain what they learn: see Eaton at 99 and Barbara Bintliff, “Legal Research: MacCrate’s ‘Fundamental Lawyering Skill’ Missing in Action” (2009) 28 Legal Ref Serv Q 179 at 180. Additionally, in common law systems, the emphasis is mostly on case law, over legislation, with the hope of training students in “thinking like a lawyer”: see Frederick Schauer, *Thinking Like a Lawyer: A New Introduction to Legal Reasoning* (Cambridge, MA: Harvard University Press, 2009) as cited in William M Cross & Phillip M Edwards, “Preservice Legal Education for Academic Librarians within ALA-Accredited Degree Programs” (2011) 11 Portal: Libraries and the Academy 533 at 535. As such, there is often less emphasis on the legislative process and finding legislation. Additionally, students do not often gain an “understanding of the process of finding such cases for themselves” because law schools seldom emphasize secondary sources, like treatises and encyclopedias, which are the first step in legal research: see Eaton at 99-100. Anecdotally, lawyers have reported having a “limited tie ... to secondary sources in their legal research class”: Jill L K Brooks, “Great Expectations: New Associates’ Research Skills from Law School to Law Firm” (2009) 28 Legal Ref Serv Q 291 at 293.

<sup>13</sup> Jill L K Brooks, *supra* note 13 at 293.

<sup>14</sup> *Ibid* at 297.

<sup>15</sup> OCAS Application Services Inc, Paralegal Programs in Ontario, online: [Ontariocolleges.ca](http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-PARALEGAL/_N-lqhh), <[http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-PARALEGAL/\\_N-lqhh](http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-PARALEGAL/_N-lqhh)>.

<sup>16</sup> Serena Brooks, *supra* note 1 at 529.

<sup>17</sup> McAdam, *supra* note 1 at 252.

<sup>18</sup> Law Society of Upper Canada, Paralegal Education Program Accreditation, online: Law Society of Upper Canada <<http://www.lsuc.on.ca/with.aspx?id=2147491238>> at para 1.

<sup>19</sup> OCAS Application Services Inc, Law, Justice and Security Programs at Ontario Colleges, online: [Ontariocolleges.ca](http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-LAW-JUSTICE-SECURITY/_N-Incz) <[http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-LAW-JUSTICE-SECURITY/\\_N-Incz](http://www.ontariocolleges.ca/SearchResults/FIRE-JUSTICE-SECURITY-LAW-JUSTICE-SECURITY/_N-Incz)> at para 4.

<sup>20</sup> *Ibid*.

<sup>21</sup> These programs may be offered by law faculties but are distinguishable from a Master of Laws (LLM), which are generally limited to individuals with an undergraduate or first degree in law (LLB or JD). In certain cases, individuals without law degrees may apply for an LLM, as with the Professional LLM Program at Osgoode Hall Law School. However, it should be noted that individuals without a law degree cannot apply for a general LLM at Osgoode, but must specialize in a particular area and must have “significant work experience related to the specialization for which they have applied”: Osgoode Hall Law School, Professional LLM Program, Osgoode Hall Law School <[http://www.osgoodepd.ca/lm\\_special/lm\\_special\\_admission.html](http://www.osgoodepd.ca/lm_special/lm_special_admission.html)> at paras 4, 9.

<sup>22</sup> Serena Brooks, *supra* note 1 at 527.

<sup>23</sup> More details about these programs can be found on their websites: Carlton University Department of Law and Legal Studies, MA Program, online: Carlton University Department of Law and Legal Studies, <<http://www1.carleton.ca/law/prospective-students/graduate/>> at para 3; University of Toronto Faculty of Law, MSL Program (Master of Studies in Law), online: University of Toronto Faculty of Law <<http://www.law.utoronto.ca/academic-programs/graduate-programs/msl-program-master-studies-in-law>> at para 4; University of Western Ontario Faculty of Law, Master of Studies in Law Degree (Project Based), online: University of Western Ontario Faculty of Law <[https://www.law.uwo.ca/academic\\_programs/graduate\\_programs/msl\\_project-based.html](https://www.law.uwo.ca/academic_programs/graduate_programs/msl_project-based.html)> at para 1; and University of Western Ontario Faculty of Law, Master of Studies in Law Degree (Thesis Based), online: University of Western Ontario Faculty of Law, <[https://www.law.uwo.ca/academic\\_programs/graduate\\_programs/msl\\_theForsisbased.html](https://www.law.uwo.ca/academic_programs/graduate_programs/msl_theForsisbased.html)> at para 1.

programs may be limited in the number of substantive law courses they can take.<sup>24</sup>

One option that was not included in the survey was the new graduate certificate in Legal Research and Information Management offered at Durham College in Oshawa, Ontario. I was not aware of this program until a respondent directed me to it. This one-year program, still in its infancy, combines “instruction in legal theory and substantive law with the development of advanced-level skills in managing and accessing information in a variety of forms.”<sup>25</sup> The program is said to be “designed for individuals with previous education or work experience”<sup>26</sup> and applicants are required to have either a “university degree or college diploma” or “[f]ive years of relevant experience or equivalent.” Presumably graduates of a library program and individuals working in law librarianship would qualify for admission into this program.<sup>27</sup> As the course descriptions indicate, students of the program will learn about the Canadian legal system, be exposed to fundamental legal principles and practices, learn about key sources in different practice areas, and gain practical experience through research-based assignments. The program sounds promising; as it becomes more established, it will be worthwhile to investigate its value for law librarians in more detail.

The most popular option chosen by the respondents was continuing education courses. Thirty of the respondents (41.10%) thought continuing education courses would be best, and 7 respondents (9.59%) thought that CALL/ACBD’s New Law Librarians Institute, a form of continuing education, was the preferred mode of receiving legal training. Professional associations like CALL, TALL, and the Vancouver Association of Law Libraries offer workshops, lunch and learns, and other informal educational opportunities for their members, many of which are free.

CALL/ACBD’s New Law Librarians Institute is “an intensive, week-long program aimed at developing librarians’ skills in the key competencies of law librarianship,”<sup>28</sup> including an introduction to core areas of law to which first year law students are exposed. The New Law Librarians Institute caters to “recent graduates of library education programs” pursuing a career in law librarianship and “mid-career librarians from other fields interested in starting anew in law libraries,”<sup>29</sup> and features “expert instruction from leading law librarians and law professors”.<sup>30</sup> As continuing education programs are created by practitioners, their subjects are

likely to be most useful to law librarians for their practice, and it is unsurprising that this was the most popular choice in the survey.

Only one respondent (1.37%) specifically identified on-the-job training as the preferred mode of receiving legal training. This respondent also commented that there was “too much intellectualization when it comes to legal training … on the job you will remember it much more.” Indeed, on-the-job training can be invaluable, as it can be tailored to the nature of one’s work and workplace. It was not explicitly made an option in my survey, as my focus was more on formal legal training, but a future study investigating on-the-job training might be valuable to the profession.

There are numerous other ways for librarians to learn about the law: reading books and legal reference materials like encyclopedic digests,<sup>31</sup> consulting online information, including “statutes and case law, legal forms, and legal dictionaries,”<sup>32</sup> and following legal blogs, which provide “a regular and ongoing source of professional and scholarly discussion on legal issues.”<sup>33</sup> The plethora of information instantly available at one’s fingertips, much of which is in plain or simplified language, makes self-study, another form of continuing education, easier for legal information professionals.

### How Would Legal Training be Helpful for Law Librarians? (By Frequency of Types of Comments) (Table 13)

Understanding Context	34
Communication	9
Credibility	8
Evaluating Resources	6
Reduce Learning Curve	3
Expansion of Services	3

Respondents frequently commented that legal training would provide them with the background knowledge to conduct their work, conduct better reference interviews, train students, and better understand the context of their work. Subject knowledge could also help law librarians better evaluate resources and perform collection development duties. Several respondents also mentioned how legal training could help them better communicate with lawyers

<sup>24</sup> University of Toronto Faculty of Law, MSL Program (Master of Studies in Law), online: University of Toronto Faculty of Law <<http://www.law.utoronto.ca/academic-programs/graduate-programs/msl-program-master-studies-in-law>> at para 1.

<sup>25</sup> For example, the University of Western Ontario limits students in the thesis based program and project based program to two and five law courses respectively: University of Western Ontario Faculty of Law, Master of Studies in Law Degree (Project Based), online: University of Western Ontario Faculty of Law <[https://www.law.uwo.ca/academic\\_programs/graduate\\_programs/msl\\_projectbased.html](https://www.law.uwo.ca/academic_programs/graduate_programs/msl_projectbased.html)> at para 5; and University of Western Ontario Faculty of Law, Master of Studies in Law Degree (Thesis Based), online: University of Western Ontario Faculty of Law <[https://www.law.uwo.ca/academic\\_programs/graduate\\_programs/msl\\_theforsisbased.html](https://www.law.uwo.ca/academic_programs/graduate_programs/msl_theforsisbased.html)> at para 3.

<sup>26</sup> Durham College, Legal Research and Information Management (Graduate Certificate), online: Durham College <<http://www.durhamcollege.ca/programs/legal-research-and-information-management-graduate-certificate>> at para 3.

<sup>27</sup> *Ibid* at para 2.

<sup>28</sup> *Ibid* at para 6.

<sup>29</sup> Canadian Association of Law Libraries, New Law Librarians’ Institute, online: Canadian Association of Law Libraries <<http://www.callacbd.ca/en/print-pdf/184>> at para 1.

<sup>30</sup> *Ibid* at para 3.

<sup>31</sup> *Ibid* at para 1.

<sup>32</sup> Cross & Edwards, *supra* note 13 at 542-543.

<sup>33</sup> *Ibid* at 543.

and students. Respondents also commented that legal training could enhance their credibility with lawyers and students, reduce the learning curve for law librarians, and help law librarians expand the types of services they offer their organization. Some representative comments are set out below:

- It would help librarians to understand legal research better, understand the practice of law better, and increase credibility among lawyers.
- It is useful to know why a lawyer is asking a particular reference question, the context of a particular case, how the law works, and it would make it easier for law librarians to discuss issues with lawyers.
- [It would provide:] 1) better understanding of the context and vocabulary when asked reference questions 2) procedural issues can be quite important, and without any training it's more difficult to understand how our courts/boards and tribunals/arbitrations function.
- Legal training would provide law librarians with fundamental and necessary skills to navigate through the disjointed locations that make up our legislative history. It is very challenging to navigate and not an easy skill to master.
- Legal training would be helpful for almost all aspects of librarianship: reference, instruction, indexing, collection development. It would be useful to have knowledge of the different legal "subjects" to be able to better help our users (i.e., environmental law- in relation to torts? to contracts? to criminal law?, etc.).
- It would improve the ability to frame research, i.e. to understand the related concepts that might need searching, to be able to eliminate unrelated results. Legal training may also permit a better reference interview. Legal training also would make one more familiar with basic texts and authors who [are] respected[,] and why, for collection development purposes, particularly in these times of cut backs.
- Legal training might make research easier and more efficient. Once I receive a research request, I need to spend the first while just educating myself about the concepts and issues involved.
- Significantly reduces the learning curve, helps in the analysis of legal material, pre-existing familiarity with legal citation and databases...
- Makes it faster to integrate to a new position
- More flexibility in what we can offer/do

• It would give them insight on legal reasoning and legal/court processes which all point to business processes in a law firm/practice of law that is intertwined with managing the documentation --a great fit to legal research services. Also increase their credibility when law librarians diversify their service offerings. Strongest fit would be electronic discovery and records management which law librarians and records managers play a peripheral role at this time.

• There is a necessity to understand the discipline and increasingly there is an expectation that librarians will possess subject expertise. It will also allow the librarian to be considered a law faculty member in the full sense of the term.

## Conclusion

Law librarianship has been said to be a "unique vocation,"<sup>35</sup> full of jargon<sup>36</sup> and made up of resources with "unique qualities and traits."<sup>37</sup> Law is "a complex entity with its own structure, language, citation system, and research methods required to utilize its unique publication mechanisms,"<sup>38</sup> and the number and variety of legal resources continues to increase at an overwhelming pace.<sup>39</sup> Law librarianship is said to have a "very steep" learning curve,<sup>40</sup> and as such, many have argued for legal training for law librarians. However, this is a contentious suggestion, and it is clear that the respondents to my study believe that while legal training may be helpful to legal information professionals, it should not be required of them. Furthermore, if law librarians were to pursue legal education, it seems most librarians would prefer to do so through continuing education programs and workshops, rather than through formal legal education programs like law school or paralegal studies.

<sup>35</sup> Michael J Schau, "Law Librarianship: A Unique Vocation" (2001) 39 Journal of Educational Media and Library Sciences 106 at 106.

<sup>36</sup> *Ibid* at 112.

<sup>37</sup> F B Waters, "The Education of a Law Librarian – a Panel" (1957) Law Libr J 361 as cited in Bonney, *supra* note 1 at 129.

<sup>38</sup> Serena Brooks, *supra* note 1 at 519.

<sup>39</sup> Legislation, policy statements, procedural manuals, press releases, information from all levels of governmental agencies, blogs and podcasts are but a few of the different types of resources legal practitioners may use: Richard Leiter, "Who Gets to Be the Expert?: Legal Research Skills Certification in Legal Education" (2009) 28 Legal Ref Serv Q 271 at 273-274.

<sup>40</sup> Schau, *supra* note 32 at 107-108.

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## III Reviews / Recensions

Edited by Nancy McCormack and Kim Clarke

***Mean Girls at Work: How to Stay Professional when Things Get Personal.*** By Katherine Crowley and Kathi Elster. Whitby: McGraw-Hill, 2013, 187 p. ISBN-13: 978-0-07-180204-8 (hardcover) \$22.49.

This book secured a prestigious spot on the New York Post's Top 10 Career Books of 2012, as well as the Top 10 Business Books 2013. Crowley, a Harvard-trained psychotherapist, and Elster, a management consultant and executive coach, are the principals of K Squared Enterprises, a consultancy that helps businesses deal with interpersonal conflict. They are also known for their previous bestsellers, *Working for You Isn't Working for Me: The Ultimate Guide to Managing Your Boss* (2009) and *Working With You is Killing Me: Freeing Yourself from Emotional Traps at Work* (2007).

The term "mean girls" entered the popular lexicon in 2004 when a movie by that name became a box office success. The teen comedy-drama starring Lindsay Lohan was loosely based on the non-fiction book *Queen Bees and Wannabes* by Rosalind Wiseman. Since then the term has been commonly used to label women who engage in destructive relationships with female colleagues, whether they appear in real life or in popular entertainment. Miranda Priestly from another recent Hollywood film *The Devil Wears Prada*, for example, is a classic manifestation of the "mean girl" personality type.

Mean girls, unfortunately, are not a rarity. Many of us have encountered a mean girl at work who 'accidentally' excludes a fellow employee from important meetings or seems bent on taking her down professionally or making her look bad by missing deadlines. Even worse, a clique of mean girls might seem to be on a mission to make an employee's life miserable.

Crowley and Elster offer insight into what makes mean girls tick and how to make the best of bad situations vis-à-vis other female co-workers. The authors make sure that the book is aimed not only at targeted victims of workplace bullying but also women who engage in mean behaviour without realizing it. After all, who hasn't gossiped about a female co-worker? Who hasn't rolled their eyes in the presence of a woman she doesn't like? You might have even found yourself saying, "I've done that," or "That's been done to me" as you read the book.

More than just helping visualize those moments, the authors provide invaluable advice on more subtle ways of being mean, even if unintended:

*Women who "don't mean to be mean" are a study in self-centeredness. Unlike "meanest of the mean," "very mean," and "passively mean" girls, who can really inflict pain and damage on your life, these women don't intend to attack you. Rather, they are so immersed in their own thoughts, feelings, and dramas that they don't consider anyone else's reality. They truly are oblivious.* [p. 92]

As women enter the workforce in increasing numbers, the phenomenon of mean girls is bound to continue. The hostile work environment a mean girl creates can lead to high turnover and serious management issues. This is why not only women, but also business owners, management, and HR professionals will benefit from Crowley's and Elster's research. The book explains how to deal with workplace conflict and how to walk away instead of taking the bait. It

illustrates how to set limits rather than exposing yourself, and encourages making a break for the gym when you feel like pulling someone's hair.

What I really liked about the book was its structure and clear division into sections that can be referred to when needed. There are many workplace self-help guides dealing with office conflict but Crowley and Elster bring a fresh approach by including real-life scenarios in sections titled "In Her Own Words." The book portrays a range of behaviours, from the meanest to the least offensive, and offers detailed ways to shield yourself against a mean girl attack.

Bringing the content up to date, the authors include sections on digital communications (texting, tweeting, posting or blogging). In an online environment, employees have to be especially careful to avoid antisocial behaviour. An email can become an e-missile; a text message can read like a text torpedo; a Facebook post can turn into a Face bomb; and a simple tweet can trigger a "Twitter war!"

Through sensible guidance and an array of coping techniques, *Mean Girls at Work* isn't just about surviving difficult situations: it's about transforming a toxic relationship into one that benefits both sides. It is a manual for maintaining professionalism. It has the potential to shift behavioural office pathology towards self-improvement and to create a healthy, positive workplace for all.

In addition to offering a valuable self-guide with ready made scenarios to identify specific conflict situations, Crowley and Elster also manage to create a smart, sometimes humorous book. They convey an empowering message that, mean girls aside, women truly rock. We're all capable of being our best, no matter what the workplace situation!

**REVIEWED BY  
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**Special Lectures 2012: Employment Law and the New Workplace in the Social Media Age.** Toronto: The Law Society of Upper Canada, 2013. xi, 397 p. Includes tables of cases and index. ISBN 978-1-55221-315-5 (hardcover) \$115.00.

The organizers of the 2012 Special Lectures did a commendable job in assembling a diverse mix of speakers on the subject of social media and employment law. This impressive volume contains 24 separate articles (contributed by Canadian and American lawyers who specialize in civil litigation, labour, employment, human rights, technology, intellectual property, media and criminal law) on various topics related to that overarching theme.

Some of the topics addressed in this wide-ranging text are electronic employee monitoring, intellectual property ownership issues, cyber-sabotage (that is, the use of social media and other technologies to deliberately inflict harm on organizations) and online defamation issues. Other topics include disciplining employees for off-duty conduct, obtaining injunctive relief against former employees and human rights complaints involving employees and social media.

This is, no doubt, a timely publication. As the authors note, "Canadians spend more time online than citizens of any other country" (p. 45) and "[i]f Facebook were a country, it would be the third largest country in the world" (p. 227). By and large, the authors observe that old rules are slowly being adapted to address new issues related to social media; as Andrea York and Karinne Coombes note at p. 46, "[l]ike 'Web 2.0,' we may be in the midst of the evolution into 'Workplace Rules 2.0.'"

As with any publication of this nature, its main drawback is that it reflects the law as it existed in 2012, and not necessarily as it exists today. While many of the articles reference the Supreme Court of Canada's decision in *Crookes v Newton*, 2011 SCC 47, [2011] 3 SCR 269, only some of them referred to the Court's seminal decision in *R v Cole*, 2012 SCC 53, [2012] 3 SCR 34 (others relied on the Ontario Court of Appeal's decision in the case), as well as the groundbreaking common law privacy case of *Jones v Tsige*, 2012 ONCA 32. Obviously the text does not reflect jurisprudential developments such as *Alberta (Information and Privacy Commissioner) v United Food and Commercial Workers, Local 401*, 2013 SCC 62, *R v Fearon* (currently pending before the Supreme Court of Canada), or legislative changes such as the passing of *The Personal Information Protection and Identity Theft Prevention Act*, SM 2013, c 17. The section of the text pertaining to service of court documents using social media is also rather out-of-date, simply due to the passage of time and the rapid development of the law in that area over the last two years.

Despite this drawback, much of the content remains relevant today. Of particular interest to practitioners will be the guidelines for creating and implementing social media policies (p. 71), along with the recommendations regarding social network background reviews (p. 88) and the practical drafting tips for letters of employment (p. 209).

I only have two other minor complaints about the text. First of all, some of the content is republished from other sources. So, if you do not wish to purchase the full version of the text, you can access portions of it at <[www.fastcompany.com](http://www.fastcompany.com)> and <[www.barrysookman.com](http://www.barrysookman.com)>, as well as *The Daily Record*. Seven of the presentations may also be freely downloaded from the LSUC Great Library's website. Finally, there is a fair bit of repetition between the articles regarding the definition of social media. The end product would have been much more readable if the authors could have agreed, at the outset, to a shared definition of the term that could have been included at the beginning of the text, rather than having to reprise the non-contentious definition in each of their papers.

This collection demonstrates the cross-cutting and multifaceted nature of privacy in employment law. It does an admirable job of placing the issue in its proper context. It will appeal to labour and employment lawyers across Canada, as well as those whose practices involve social media issues with employment law implications.

**REVIEWED BY  
MELANIE R. BUECKERT**

Legal Research Counsel. Manitoba Court of Appeal

**Preliminary Inquiry Handbook.** By Lloyd Lombard. Toronto: Thomson Reuters, 2013. 193p. Includes table of cases, bibliographic references, appendices and index. ISBN 978-0-7798-5479-0 (softcover) \$88.00.

In a concise and cogent manner, Lloyd Lombard clearly explains the continuing conflict between the opponents and proponents of the preliminary inquiry and why that conflict will endure absent future amendments to Part XVIII of the *Criminal Code*. Opponents, he notes, argue that the Crown's post-*Stinchcombe* disclosure obligations effectively eliminate the historical rationale for the preliminary inquiry as a means of discovering the Crown's case. Additionally, they argue that 2004 *Criminal Code* amendments were meant to reduce the number and scope of preliminary inquiries. Proponents, in contrast, argue that the preliminary inquiry continues to play an important role as a means of further discovering the Crown's case.

The author, in addition to adeptly outlining the arguments, elaborates upon the rationales set out in the bodies of opposing case law relied upon by each side to support their arguments. Practitioners of criminal law will benefit from the guidance offered by the author on a number of matters, including making or resisting applications by the

- Prosecution to tender its evidence solely at the preliminary inquiry solely via witness statements pursuant to section 540(7) of the *Criminal Code*.
- Defence in seeking to call evidence on issues unrelated to the sufficiency of the evidence for committal pursuant to section 541(5) of the *Criminal Code*; or
- Either side in seeking *certiorari* arising from decisions at a preliminary inquiry.

The inclusion of a preliminary inquiry procedural flow chart serves as a guide to new lawyers to ensure that all the necessary steps are taken. It is a refresher for experienced practitioners regarding the usefulness of focus hearings and the importance of ensuring clarity in the recordings of agreements or admissions pursuant to sections 536.4 and 536.5 of the *Criminal Code*.

Research efforts in regards to issues connected to the current preliminary inquiry regime will be significantly lessened by using this publication as a starting point. The treatment of the topic and the cases by the author is even-handed, making this handbook a very useful resource for judges, crown attorneys and defence counsel.

**REVIEWED BY**  
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**What to Say When Things Get Tough: Business Communication Strategies for Winning People Over When They're Angry, Worried, and Suspicious of Everything You Say.** By Leonard S. Greenberger, New York: McGraw-Hill Education, 2013. xxix, 240p. Includes bibliographical references and index. ISBN 9780071806435. USD \$20.00

Communication is an essential task for law professionals and, as a librarian, I have never stopped trying to polish my communication skills. This is important because we communicate via multiple means to a variety of audiences in our daily work life. Even so, I find that I encounter difficulties once in a while for different reasons, one of which is having an "emotional audience."

As the title indicates, this book is all about special communication strategies dealing with angry, worried, and suspicious "audiences," or in other words, tough situations involving communication with other people. When I decided to review this book, I was hoping this book would empower me with practical communication skills and techniques to apply in these tough situations. And while I have not become a super communicator after reading this book, I have certainly learned some very practical techniques.

The author of this book, Leonard S. Greenberger, is a partner of an American communication consulting firm with more than twenty years' experience in this field. This book summarizes Greenberger's experience with communicating in tough situations over the past two decades. It begins with an introduction of recent social changes in the context of authority credibility in America, citing the twin presidential sexual scandals that have happened in the past four decades. It is the erosion of the level of trust and credibility among people, according to Greenberger, that poses challenges for communicators to win-over their audiences in difficult situations today.

The first chapter briefly reviews some of the basic theories related to risk communication. Being very practical, this book uses plain language to explain the science of communication in relation to tough situations. Greenberger emphasizes that he does not intend to cover the theories more than laying the foundation for the practical strategies.

In chapter 2, the four equations that provide the basis for the entire book are explained, namely: perception equals reality, emotions trump facts, success comes from being positive, and third party translates into higher credibility.

The remaining eight chapters provide hands-on instructions on how to apply practical strategies related to special communications. Some of these strategies are already familiar to us, for example, storytelling, the use of nonverbal messages, and the criteria that govern the perception of trust and credibility. Greenberger adds his own fresh illustration of these traditional strategies. Other issues discussed include the difference between real and perceived risk, the credibility

gender gap, mastering the media, avoiding and escaping traps, and how to provide the CAN (caring, answer, and next steps) response. Greenberger has certainly mastered the art of storytelling, as the whole book is full of real life stories, which make it very interesting to read and easy to follow.

Although this book focuses on communication strategies specifically applied in tough situations, the strategies discussed can be applied to all types of communications, regardless of the audiences, the media, or the context. At the end of the book, a list of recommended readings is provided for those who are interested in pursuing more techniques and skills related to this topic. There are a number of diagrams and pictures throughout the book, illustrating the strategies vividly. This book is also available as an e-book for tablet and e-reader users.

I would highly recommend this book to anyone, either working in a corporate environment, or in academic institutions, or governmental departments, who might encounter tough communication situations in their work environment. With practice, those strategies can tremendously enhance our ability in building trust and credibility in our work relationships and further improve our skills in dealing with emotional audiences. To a certain degree, some techniques reviewed in this book can even be applied to deal with personal relationships.

**REVIEWED BY**  
**SHARON WANG**

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Osgoode Hall Law School of York University

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***Brokering Access: Power, Politics, and Freedom of Information Process in Canada.* By Mike Larsen & Kevin Walby, eds. Vancouver: UBC Press, 2012. xxi, 374 p. Includes bibliographical references and index. ISBN 9780774823234 (softcover) \$34.95.**

When I think of access to information (ATI), I think of the legal right of citizens to seek access to records in the government's possession; the concept of information brokerage does not immediately spring to my mind. In *Brokering Access*, we read about the information brokers, such as ATI coordinators, who play a role in shaping the overall access regime in Canada. We learn about the complex interactions between ATI legislation, politics, and established procedures within government departments. The book emphasizes the need to reform the federal legislation that structures this regime and which ultimately impedes the right to access government information.

The book is comprised of 13 essays on Canada's ATI regimes by authoritative contributors, including scholars and journalists. In addition, the editors have provided a very substantial introduction. The essays are organized into four thematic sections. Part 1 addresses the history of ATI in Canada. Chapter 2, by former Information and Privacy Commissioner of Saskatchewan Gary Dixon, might be

especially useful to readers, as it examines and compares ATI regimes (including the legislation, the oversight bodies, the role of ATI/FOIP coordinators, and the political leadership surrounding ATI) across the provinces and territories.

Part 2 concerns how information is controlled by government agencies in the name of national security; there exist numerous ways that disclosure of information can be blocked or delayed for security reasons. The essays in Part 3 address the challenges encountered in using ATI as a research tool. In addition to the *Access to Information Act (ATIA)* and the *Privacy Act*, civil litigation has also been used by researchers to access data about government practices, although scholars can face considerable barriers in suing the government for information. Part 4 focuses on how investigative journalists have used ATI research in their work, and includes practical tips for requesters.

Although the essays comprising the book are diverse, there are common themes. The right to know is cherished as a fundamental democratic value, heralded by politicians. Despite the rhetoric, the executive branch of government appears to prefer secrecy. While it is generally recognized that the *ATIA* is in need of substantive changes (it came into force in 1983 and has not been significantly amended since), no federal government has had the political will to enact reforms. An idea repeated throughout the book is that change is resisted because ceding access to sensitive information involves political risk, and governments want to remain in power. The executive branch is accustomed to the immunity it has been accorded. For example, records held in the PMO or a minister's office are exempt from disclosure under the *ATIA*, as are cabinet confidences.

Another theme is that the *ATIA* ought to be considered as part of a mediated process. There are many variables involved in an ATI request. ATI coordinators, civil servants and executive branch staff may all play a role in processing an ATI request, operating within the context of the government's commitment to access. It is suggested that requesters patiently exploit the human aspects of what is perceived to be an unreliable process. The ATI request process can itself be a subject of study, as the trail of records left by civil servants is a dynamic system that responds when a request is made. Making an ATI request about your ATI request can reveal the presence of political interference in the process.

The book presumes some knowledge of ATI on the part of the reader; however, the introduction is very helpful in providing history and context. It is generally accessible, although several essays are quite scholarly in tone. The book is most suitable for academic libraries, but public law libraries will also find it a valuable addition to the collection. With its focus on access at the level of practice, I believe it is a unique addition to the books on this topic. With increased pressure from citizens for government transparency, this book is likely to be of great interest to readers.

**REVIEWED BY**  
**CHRISTINE WATSON**

Law Librarian, Alberta Law Libraries

**Death of a Taxpayer.** By Suzanne I. R. Hanson and Sandra A. Bussey. 10th ed. Toronto: CCH Canadian Limited, 2012, 282p. Includes index, check list and bibliographic references. ISBN 978-1-55496-566-3 (Softcover) \$100.00

This is a concise, comprehensive and practical guide to the legal and tax issues that arise out of that most certain and ultimate of combinations: Death and Taxes. It is very much aimed at the legal or tax practitioner (or very brave and sophisticated lay person), and is largely uninterested in the theoretical or jurisprudential underpinnings. For this reason, it can, at times, read like a cookbook or instructional manual. The organization of *Death of a Taxpayer* is clear and follows the usual CCH chapter/numbering system so that cross referencing to related topics is clear and repetition is minimal. The introduction is followed by Chapter 2 which deals with "Computation of Income and Taxes Payable." Chapter 3 considers "Taxation of Property Held at Death;" Chapter 4 reviews "Executors, Administrators and Trusts;" and Chapter 5 looks at "Spouses, Common-Law Partners and Qualifying Trusts." Chapter 6 is entitled "Some Income Tax Aspects of the Ontario Family Law Act" and deals with the oft-arising family law issues in the context of the Ontario regime; Chapter 7 is "The Taxation of Partnerships;" and Chapter 8 ends with "Farmers and Farm Property."

*Death of a Taxpayer* does an excellent job of providing its readers with what they will need to know in most circumstances while deftly gesturing to where they will have to look if they need to go beyond the usual issues and practices. This is done in part through a particularly useful set of Appendices: 1) Canadian Taxation and the Non-Resident; 2) United States Estate Tax; 3) Checklist of Filing Requirements; 4) Checklist of Useful Information; 5) Relevant Interpretation Bulletins, Information Circulars Covering Death, Deferred Plans and Estates, Tax Rulings, Advance Tax Rulings, Technical News, and Guides. To use the example of the last appendix, throughout the book, Hanson and Bussey are able to steer readers to the appropriate CRA documents as well as citing statute and case law. This also makes it easy for the prudent practitioner to check the currency of the discussion and to make sure that the Interpretation Bulletin has not been revised.

I have set chapters and appendices out in full because they really are the best descriptors of this book and because it really does deliver on its promise. While the obvious usefulness of *Death of a Taxpayer* is to any lawyer involved in a wills and estates practices, the modern reality (sad or otherwise) is that consideration of death and tax must be part of any competent advisor's discussion of business, family, real estate and virtually every other legal issue that ever appears in a law office. For this reason and particularly by virtue of its focussed and organized approach, I would suggest that this will be a particularly useful text for law libraries.

REVIEWED BY  
**CHARLES R. DAVIDSON**  
Lawyer, Guelph, Ontario

**Administrative Law in Context.** Edited by Colleen Flood and Lorne Sossin. 2nd Ed. Toronto, ON: Emond Montgomery Publications, 2012. Xxxix, 607 p. Includes bibliographic references and index. ISBN 978-1-55239-471-7 (hardcover) \$98.00. ISBN 978-1-55239-810-4 (online) \$76.50.

*Administrative Law in Context* is, among other things, aimed at law students to help them learn what administrative law is and how it is practiced in Canada. Edited by Colleen Flood (University of Toronto Law Professor & Canada Research Chair in Health Law and Policy) and Lorne Sossin (Osgoode Law School Dean & Professor), with 17 scholarly academic contributors from across Canada, the textbook is a good primer for its intended audience.

The first two chapters give readers the background of administrative law in Canada by providing its historical development and how the rule of law plays an integral foundation to its practice. In chapters 3 to 7, the book looks at administrative law in action by examining the different components: remedies, delegating regulations and rule making, judicial review, advocacy of litigators, and access to administrative justice from interested parties. The crux of modern administrative law is in chapters 8 to 10, with the interplay between tribunals and courts where tribunal independence and impartiality is explained, along with how courts determine whether or not to intervene with the standard of review, and how policies determine the court's deference to tribunal decisions. Chapters 11 and 12 examine administrative discretion (afforded by legislation) and the Charter in detail, with a discussion of how legislation affects tribunal decisions. The final four chapters are about expanding the scope and understanding of modern administrative law with an overview of international human rights, accountability and public inquiries, along with two new chapters on aboriginal administrative law and how the Federal Court is a de facto administrative law court in the Canadian judicial system.

With each print copy purchased, a unique PIN code is included to access online materials (PDF ebook, cases, legislation, secondary reading material, as well as updates) to supplement the published text. These online resources add another dimension to a student's learning experience, especially for those whose preference is towards online learning. The PDF ebook can also be purchased on its own.

To help navigate within the book, a number of tools have been included. A Table of Contents provides page numbers for detailed headings for those only wanting to look up specific points. The Table of Cases helps to tie together cases that recur throughout the book in different chapters and links how each chapter relates to different aspects of a case (for example *Baker v. Canada (Minister of Citizenship and Immigration)* and *Dunsmuir v. New Brunswick*, figure prominently throughout the text).

Other reference tools by the authors include footnotes that cross reference to source material, as well as added notes made by the contributing author. A list of additional readings found at the end of each chapter helps students to better flesh out the topics discussed.

Even though the book has been written by many different authors, the chapters are cohesive and build on each other as seen in each of the authors' notes of thanks to one other for working together by proof reading and providing constructive suggestions. The text within each chapter will often refer readers to information mentioned previously in another chapter to avoid the repetition that often plagues textbooks with multiple authors who refer to the same material or cases.

Other books on the topic of administrative law include *Administrative Law: Cases, Text, and Materials*, edited by Harten et al, 6<sup>th</sup> ed. (which is intended to be used on conjunction with *Administrative Law in Context*), as well as two comparable titles: *Administrative Law in Canada*, by Blake, 5<sup>th</sup> ed., and *Principals of Administrative Law*, edited by Jones and de Villars, 5<sup>th</sup> ed. (Both of these books have lawyers as their lead authors/editors and are seen as prime resources for practitioners in the field of administrative law.)

For students, this book not only provides an introduction to administrative law, but an avenue for policy analysis. Other audiences who can benefit from reading this book are scholars and practitioners in the area of administrative law. Case in point, it has been cited in Canadian courts, including the Supreme Court of Canada.

#### REVIEWED BY

**VICKI JAY LEUNG**

Reference Librarian, University of Windsor

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**Anarchy and Legal Order: Law and Politics for a Stateless Society.** By Gary Chartier. New York: Cambridge University Press, 2013. xvi, 410 p. Includes bibliographic references and index. ISBN 978-1-107-03228-6 (hardcover) \$115.00. ISBN 978-1-107-66161-5 (softcover) \$38.00.

This book's title is intriguing – can there be legal order in an anarchist or stateless society? Indeed yes, according to the author. Notwithstanding the general understanding of anarchy as something resulting in chaos, Chartier believes that a stateless society can be a peaceful, voluntary cooperative society in which just legal rules, including a maxim of nonaggression, a prohibition against violating people's bodies, and a prohibition on the interference with people's property claims, could be enacted. He asserts that it is actually the state that is completely "inimical" to a peaceful and cooperative society, as the government itself uses force and aggression against individuals to enforce its laws.

Chartier's philosophical leaning, as evidenced by his membership in the Alliance of the Libertarian Left and the Center for a Stateless Society, has led to an unabashedly leftist publication. The author explains that *Anarchy and Legal Order* is his attempt to "articulate an anarchist position that is identifiably leftist, anticapitalist, and socialist, while also [being] hospitable to robust possessory claims and to mutually beneficial exchange as a valuable variety of

peaceful, voluntary cooperation." (p. viii)

The author's legal background is reflected in his discussion of natural law theory and the principles of fairness, respect and recognition that are desired in society. Chartier also explores how the maxim of nonaggression (the right to not be subject to a purposeful and unreasonable physical attack) would function in a stateless society. He argues that tort-based rules could be created under this maxim to address violations against people and their possessions, requiring violators to pay compensation to the injured. Criminal law would not exist in a stateless society, as that is a statist creation.

Given that the author possesses both a law degree and a doctoral degree in political philosophy, it is understandable that this book is a highly intellectual publication, being thoroughly researched and heavily footnoted. The index, at four pages, is a little short for a scholarly book of this length. It contains references to many philosophical theories and philosophers which allow one to see how they have been referred to throughout the publication. These references, along with the voluminous footnotes, may be Chartier's attempt to counteract the charge leveled by other reviewers that his position on these issues is "radical." I leave it to subject experts to determine if he was successful in this attempt.

As interesting and thought provoking as Chartier's arguments are, this book was very difficult to read. Notwithstanding the quote on the publisher's website that his "arguments are laid out with such elegance and precision that any intelligent lay reader should be able to understand them," I (with three universities degrees, including a law degree) did not find it easy reading. I often had to read sentences aloud to understand what was being said, which was a painstakingly slow process.

Anarchy is currently a hot topic, with several books recently having been published on anarchy in religion, anarchy and the arts, and anarchy in justice, among others. Despite the popularity of its subject, however, *Anarchy and Legal Order* is a book best suited for an academic environment and for scholars interested in anarchy and political philosophy. As such, this book is more appropriate for inclusion in a main university library's general book collection rather than in law library collections.

#### REVIEWED BY

**KIM CLARKE**

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**Thin Glass Houses.** By M.M. Melvin. Chester, N.S.: Three Dogs Press, 2013. 329 p. Includes Acknowledgments & Bibliography. ISBN: 978-0-991979-31-8 (pbk.). ISBN: 978-0-991979-32-5 (epub) \$19.95.

I've chosen to review this legal thriller for two reasons: one is that the author, Ms. Melvin, is a Judge of the Nova Scotia Provincial Court, and the other is that the local setting of

Chester, Nova Scotia, described as “quite possibly the most beautiful village anywhere,” is where Ms. Melvin spent some of her childhood. Notably, Ms. Melvin practised law for 25 years, including criminal defence work. This is her first criminal suspense novel, and all of her royalties are being donated to Prostate Cancer Canada.

This mystery centers around the largest law firm in Atlantic Canada with prestigious and highly paid legal counsel, where the old saying, “*If you can’t say something good about someone, don’t say anything at all*” evokes derisive laughter. The book’s main protagonist is Adin Avery, a brilliant young lawyer at Christmas, Dibbles and Weiberhass who is entangled in a secretive affair with Elmo, a married senior criminal defence lawyer. As we get to know Elmo, the firm’s “golden boy,” we are warned not to judge a book by its cover: “There wasn’t a client who had come to him yet that had been as devious as she knew Elmo to be.”

With such an introduction, the reader is told of horrifying events – the disappearances of several young women – in this idyllic seaside town. The firm’s most senior partner, Crandel Christmas, takes the case. While preparing for trial, he discovers that someone in the firm is stealing crucial evidence from his file. Everyone in the firm is a suspect.

The characters whose stories intertwine in this book range from weak to devilish. An egocentric senior partner, Darshin Dibbles, “believes himself to be [...] far superior to anyone he has ever met.” Under the umbrella of the law which he ostensibly represents, Dibbles is not afraid of kidnapping and planning the murder of one of his own partners, while at the same time concealing a dark past that leads him to the criminal side of life. And there is more suspicious activity in the firm. In fact, the lawyers “have only two things in common: their smoldering hatred for one another ... and their insatiable greed.”

The plot thickens when panic-stricken villagers learn that another woman has gone missing, bringing the total number to twenty-four. The woman’s effigy is burned on a cross, and then the prime suspect is murdered while in jail. Adin Avery knows that she has to uncover the truth because she could be the next victim. In the end, she finds more than she bargained for.

Melvin knows how to write thrillers. Her cast of characters is deftly sketched; while their relationships are complicated, tension steadily builds, bad things get worse, and the book becomes a classic page-turner. The title’s meaning is revealed in the players’ delusional faith in their own superiority and invincibility. There is no moralizing the good and bad sides of the anti-hero; readers are free to be repelled or seduced by his morally ambiguous actions. For my part, I could not find much redeeming value in the evil characters, no matter what their life stories were. Others may see them differently.

One thing I appreciated from the onset is the structure of the book. The characters’ backgrounds and motives are fully explained right at the beginning. The introductory passages

were a ready source for framing the book’s character development. This technique reminded me of Molière’s classic plays.

Besides holding winning ingredients of a legal mystery, readers of *Thin Glass Houses* can also learn about the day-to-day routine of a large law firm, picking up on legal terminology and the intricacies of legal research.

The book’s main weakness is a fairly predictable denouement and an anticlimactic conclusion, but this did not undermine my reading experience as a whole. The book is replete with sharp plot twists and turns in the grand tradition of the genre. The violence – although necessary – is mercifully brief and tempered with romantic counterpoints. Anyone who is looking for an engrossing read and a break from the drier tomes of legal non-fiction will find it here.

**REVIEWED BY**  
**DONATA KRAKOWSKI-WHITE**  
Judges' Librarian

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***People with Disabilities: Sidelined or Mainstreamed?***  
By Lisa Schur, Douglas Kruse, Peter Blanck. New York: Cambridge University Press, 2013. xv, 288 p. Cambridge Disability Law and Policy series. Includes bibliographic references and index. ISBN 9781107000476 (hardback) \$103.95. ISBN 9781107239944 (e-book).

“Are people with disabilities entering the mainstream? ... The answer ... is a qualified yes.” “...Have they overcome the economic, political, and social exclusion they have historically faced? ... The answer ... is clearly no ...” (p. 237)

This volume in the Cambridge Disability Law and Policy series is a highly readable and scholarly review of the evolution of the economic, political and social inclusion of people with disabilities in mainstream society, an assessment of the current degree of inclusion (or lack thereof), and the prospects for greater inclusion. The book draws on data and studies from around the world and is not intended to focus on one country exclusively, but it does have a US-centric slant especially when discussing legislative efforts to overcome discrimination. In any event, the authors’ analyses are thoughtful and are supported by more than a hundred studies, and aided by helpful graphs and tables.

*People with Disabilities* discusses the relevant facets of each of the economic, political and social inclusion of people with disabilities, paying particular attention to employment issues when considering economic inclusion and highlighting the inter-relatedness of all three types of inclusion in mainstream society with each other. The authors also examine the effects gender, race, ethnicity and type of disability have on inclusion before providing a concise, almost point form, summary of all their findings.

The authors consider the roles the *Americans with Disabilities Act*<sup>1</sup> and the *ADA Amendments Act*<sup>2</sup> have

played in addressing discrimination against people with disabilities. While interesting and perhaps instructive, from a Canadian perspective this discussion is not as relevant as a discussion of Canadian legislative initiatives would have been. The chapter on political inclusion describes the intended effect of the UN *Convention on the Rights of Persons with Disabilities*<sup>3</sup>, and a later chapter notes the guidance the Convention provides to countries developing disability strategies. Canada signed the Convention (but not the related protocol) in 2007 and ratified it in 2010,<sup>4</sup> but Canadian readers will need to do further research to discover its impacts in this country. This is not a criticism of *People with Disabilities*. Although Canadians can assume some parallels to the US experience, for the book to be as useful in non-American contexts as in the US, it would need more commentary on the progress being made elsewhere, which would be an enormous undertaking.

*People with Disabilities* is an excellent book to read to gain a broad understanding of the progress that has been made and the disparities still faced by people with disabilities

1 42 USC c 126 §12101 (1990).

2 Pub L No 110-325, 122 Stat 3553 (2008) (codified as in note 1).

3 *Convention on the Rights of Persons with Disabilities*, 13 December 2006, open for signature 30 March 2007, 2515 UNTS 3 (adopted by General Assembly of the United Nations by Resolution A/RES/61/106). <[www.un.org/disabilities/convention/conventionfull.shtml](http://www.un.org/disabilities/convention/conventionfull.shtml)>. Accessed 22 March 2014.

4 [www.un.org/disabilities/countries.asp?navid=17&pid=166](http://www.un.org/disabilities/countries.asp?navid=17&pid=166), <[https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-15&chapter=4&lang=en](https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&lang=en)>. Accessed 22 March 2014.

in becoming fully included in mainstream society, and to appreciate some of the measures taken to achieve inclusion. The concepts in the book are clearly defined and explained and extensively supported, but not in a way that detracts from its readability. The book is well organized and the scope of each chapter and the interrelationships between the chapters are clearly established. The book is indexed and has a detailed table of contents, so it is easily navigated. It has an extensive bibliography of over 3000 documents, an excellent resource in itself. Because of its readability, and useful and interesting content, I would recommend it for public libraries, and for academic libraries supporting disability studies programmes. Law libraries supporting disability law courses or practices will also find it useful.

#### REVIEWED BY

SANDRA GEDDES

Librarian

Osgoode Hall Law School Library, York University

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## III Bibliographic Notes / Chronique bibliographique

By Susan Jones

**Marshall Breeding, “Perceptions 2013: An International Survey of Library Automation” (3 February 2014) online: Library Technology Guides <<http://www.librarytechnology.org/perceptions2013.pl>> (accessed 11 April 2014).**

I only recently discovered Marshall Breeding’s Library Automation Perceptions Report. First published in 2007, the Perceptions Report is an annual, online-only report of users’ ratings and experiences of library-related automation products. Breeding collects and analyzes the data gathered from his annual survey and presents the results in a variety of statistical tables along with his own observations about the results. The survey’s results are also available in an interactive version, allowing users to create custom-built tables based on the statistical data.

The purpose of Breeding’s Perceptions Report is two-fold. First, it helps libraries understand and evaluate their options when it comes to making the all-important decision about, and very often a significant investment in, an automation system. Second, the Perceptions Report provides constructive criticism to the developers of automation products and serves as a source of ideas for possible improvements to their systems. Breeding’s Perceptions Report is designed to complement the Automation Marketplace pieces that he’s written for the Library Journal for over a decade. While the Library Journal articles are based on information provided by the companies offering automation products and services, the Perceptions Report is based only on the survey responses from the libraries using those products and services.

Breeding’s most recent Perceptions Report (2013) includes the responses of over 3000 libraries in 53 countries. Not surprisingly, most of the responses come from libraries in the United States, followed by Canada, the United Kingdom, Australia, and New Zealand. While the majority of responses come from English-speaking countries, Breeding makes an effort to secure the participation of libraries in other countries by also offering the survey in Spanish and French. The top three types of libraries represented in the survey are public libraries, academic libraries, and school libraries, but the survey also includes responses from law libraries, government agencies, and special libraries. Attempts are made to limit responses to one per library to encourage respondents to report the opinions of their libraries as a whole, rather than their own personal views.

The survey conducted in 2013 collected information about 136 proprietary and open source systems, including Aleph, Alma, and Voyager by Ex Libris; Apollo by Biblionix; Atrium by Book Systems Inc.; Destiny by Follet Software; Horizon and Symphony by SirsiDynix; Millennium and Sierra by Innovative Interfaces, Inc.; Polaris by Polaris Library Systems; WorldShare Management Services by OCLC; and several open source systems, including Evergreen, Koha, and OPALS. The survey gathered information about libraries’ general satisfaction with their automation systems, systems’ overall functionality and effectiveness for print and electronic resources, libraries’ satisfaction with customer support, and the likelihood libraries would purchase another automation system from the same developer. Respondents answered each question on a scale of 0 to 9 and were invited to provide narrative comments, as well.

The results of the 2013 survey are too voluminous to summarize but Breeding offers selected findings on the top performers. For example, Polaris Library System's Polaris received top ratings in all categories from large and medium-size public libraries, while Biblionix's Apollo received the highest marks from small and very small public libraries. Amongst school libraries, open source OPALS received the most favourable responses. There wasn't a clear overall winner amongst academic libraries, but Ex Libris's Alma, Innovative Interfaces Inc.'s Sierra, OCLC's Worldshare Management Services, and open source Koha all received top marks for particular features, functions, and services.

While Breeding discourages libraries from using the Perceptions Report as the determining factor in the purchase of, or migration to, a new automation product, the opinions and observations of colleagues are an invaluable tool in the investigation and evaluation of new systems.

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**Ellen Qualey, "What Can Infographics Do for You? Using Infographics to Advocate For and Market Your Library" (February 2014) 18:4 AALL Spectrum 7-8. Available online: <<http://www.aallnet.org/main-menu/Publications/spectrum/Archives/Vol-18/No-4/pr.pdf>> (accessed 11 April 2014).**

You've seen them in print magazines and newspapers, on blogs and websites, and posted to social media sites like Facebook, Twitter, and Pinterest. They're infographics and they're an increasingly popular way to convey a message and display information in an eye-catching visual format. If you've ever considered using infographics at your library, then you'll want to read this article by Ellen Qualey, Emerging Technologies Librarian at the University of Minnesota Law Library in Minneapolis.

The author defines an infographic as "a visual representation of information used to convey complex data knowledge quickly." What's great about infographics, and what makes them unique, is that they take complex and often uninteresting data and present it in a visually-appealing, easy-to-understand format. They're an effective and efficient communication tool in a world where demands on time are great and people's attention spans are short.

In this article, the author outlines three ways libraries can use infographics. First, libraries can employ infographics for advocacy purposes. Infographics are very effective in bringing attention to issues of importance to libraries, such as literacy or funding. Second, libraries can use infographics for marketing purposes, perhaps to highlight upcoming instructional sessions or the library's electronic resources. Third, libraries can use infographics to convey information about complex or large amounts of data, such as statistics about reference transactions or selected findings from a patron survey.

If you're thinking about using infographics for any of these reasons, then consider the advice offered by the author. To start, not all issues and topics are well-suited to this particular means of communication. If, for example, a lot of text is required to convey the desired message, then an infographic is not likely the best option. However, if it is the right choice, then make sure you think strategically about the message you want to convey with an infographic. Also, given that statistics are an essential component of most infographics, make sure they're relevant and accurate.

Now comes the fun part. Once you've chosen a topic and gathered the relevant data, you can begin to design the infographic. If you feel you lack the creative talent to design your own infographic, then fear not. There's no need for complex graphic design software or expert knowledge of Photoshop. The author highlights a few free websites to help you get started with the design of your own infographic. The first tool is Raw ([app.raw.densitydesign.org](http://app.raw.densitydesign.org)), a free website you can use to create treemaps, scatter plots, bubble charts, and other interesting visuals to add to an infographic. It's just a matter of pasting your data into the tool and then watching the visual image develop as you select your preferred layout, mapping, colour, and size. Raw also provides various options for downloading the finished product or embedding it into a website. Infogr.am (<https://infogr.am>) provides free and fee-based options for creating colourful, interactive infographics and charts to share through social media, on a website, or via a link. Although free, registration is required. Easel.ly ([www.easel.ly](http://www.easel.ly)) is still in beta, but it's a great starting point for the beginner. The author recommends using it to create eye-catching headers and visuals to accompany the data-heavy elements of infographics. Piktochart ([piktochart.com](http://piktochart.com)) is another online, easy-to-use tool to transform data into visually-appealing infographics. While users can download and share their infographics, Piktochart only removes its watermark for fee-based users.

The author uses several infographics in her article to illustrate her ideas, all of which are available for viewing online at [<http://www.aallnet.org/main-menu/Publications/spectrum/Archives/Vol-18/No-4/pr.pdf>](http://www.aallnet.org/main-menu/Publications/spectrum/Archives/Vol-18/No-4/pr.pdf). You can also see them, as well as other library-related infographics, on the author's Pinterest page at [<http://www.pinterest.com/ellenqualey/library-infographics/>](http://www.pinterest.com/ellenqualey/library-infographics/).

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**Kari Mercer Dalton, "Their Brains on Google: How Digital Technologies are Altering the Millennial Generation's Brain and Impacting Legal Education" (Winter 2013) 16:3 SMU Science and Technology Law Review 409-438.**

Do you merely skim through your reading material these days? If you do manage to read through an entire article, do you stop to check your email midway through, send a Tweet, respond to a text message, or check for Facebook updates? If that kind of distracted reading sounds familiar, you're not alone. This was certainly the experience of Kari Mercer Dalton, the author of this article and an associate professor

at John Marshall Law School in Atlanta, Georgia. And she was wondering that if this was happening to her, a self-described “digital immigrant”, what was happening to her “digital native” students? As an in-class experiment, she gave her students 10 minutes to read a lengthy article, but not a single student read continuously for the allotted time. Instead, she observed students alternately reading and checking their laptop computers and mobile devices. Also, their responses to questions about the article showed they didn’t understand the material and some students even admitted to trying to Google the answers. The author’s own distracted reading habits, and those of her students, spurred her to learn more about the impact of the Internet on our brains, especially those of law students, and what this might mean for legal education.

The author begins her article with a basic overview of brain anatomy, including an explanation of how the brain changes in response to our experiences. The brain, in fact, is constantly changing in response to stimuli, with some neural pathways strengthened by repeated exposure to particular tasks and experiences, and other pathways weakened from lack of use. She then examines how our interaction with digital technologies is changing our brains. Studies show that online activities can change the brain’s neural circuitry remarkably quickly and in measurable, meaningful ways. Scientists and researchers report changes to higher order reasoning and working memory as a result of exposure to digital technologies. Others claim negative impacts to abstract vocabulary, mindfulness, reflection, problem solving, critical thinking, and imagination. Exposure to digital technologies is changing the way we read, too. Deep reading is replaced by skimming and power browsing, mirroring the way we move quickly from page to page and hyperlink to hyperlink in the online world. The constant exposure to and stimulation from digital technologies doesn’t give the brain the downtime it needs to learn and retain information.

The majority of students in law school today are drawn from the Millennial generation, those young men and women who were exposed to a variety of digital technologies at a very young age and for whom Twitter, Facebook, YouTube, and Google have always been a part of everyday life. So much so, that according to one study cited in the article, Millennials spend more than eight hours a day using digital technologies. As a result of her research, the author concludes that the Millennial generation’s experiences with digital technologies have altered their brains and negatively impacted their reading comprehension, concentration, and contemplation, all of which are key lawyering skills. Critical reading skills, especially, are the foundation for many of the activities undertaken by lawyers, such as case and statute analysis, synthesis and application, clear writing, critical thinking, and persuasive speaking. Fortunately, all is not lost. The author asserts that any negative effects can be reversed by monitoring and limiting time spent interacting with digital technologies, tasking our brains in other, non-technological ways, and teaching reading comprehension skills.

The research into the impact of digital technologies upon the brain is fascinating. If you’d like to learn more about this topic in the context of legal education, then you may want to read Shailini Jandial George’s “Teaching the Smartphone Generation: How Cognitive Science Can Improve Learning in Law School” (2013) 66:1 Maine Law Review 163-190. George is Professor of Legal Writing at Suffolk University Law School in Boston and her article examines law students’ skills and learning styles, with particular attention paid to the impact of the Millennial generation’s multitasking behaviour. She also examines how cognitive learning theory can inform teaching in law schools and offers suggestions to teachers for effective course design and planning, along with techniques to increase students’ learning.

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**Jason Vance, “Staplercide! The Lives and Deaths of Academic Library Staplers” (December 2013) 74:11 College & Research Libraries News 570-572. Available online: <<http://crln.acrl.org/content/74/11/570.full>> (accessed 11 April 2014).**

When I was studying to be a librarian, there was one role I didn’t know I’d have to assume once I got out of library school – that of stapler triage nurse. I’ve spent my fair share of time wrestling with jammed staplers, prying apart levers with letter openers and extracting errant staples with the pointed ends of mechanical pencils. If this sounds familiar, then you’ll enjoy Jason Vance’s humorous article on the lives and deaths of academic library staplers.

Staplercide is the author’s preferred term for the murder of library staplers and when it reached a crisis point at Middle Tennessee State University’s James E. Walker Library in Murfreesboro, the author took action. He began tracking the age and cause of death of library staplers in a spreadsheet and posting photographs of the dearly departed on a tumblr page he created expressly for the purpose <<http://deadstaplers.tumblr.com/>>.

In the article, the author provides his opinion on the best value for money when it comes to library staplers, along with tips for taking advantage of any limited lifetime warranties. You’ll get a laugh from his story of the short life and disturbing death of the expensive electric stapler once offered to students at the Walker Library. Equally funny are his observations on the ill-treatment of library staplers, as well as his account of building a new stapler from spare parts, affectionately named the Frankenstapler. Whether you appreciate the author’s humour or not, at the very least, you might just pick up a few tips for repairing broken staplers.



## III News from Further Afield / Nouvelles de l'étranger

### Notes from the UK

#### London Calling!

By Jackie Fishleigh\*

#### Congratulations Canada!

Firstly, well done on another great performance at the Winter Games! Our medal winners' photo, taken when the team arrived back at Heathrow looked pretty full for once – although mainly with groups of curlers who had been beaten by your team!

#### London Underground in Crisis

Today the big news is (groan) another tube strike. We had one in February and it caused mayhem for the transport system here in the capital.

It was called by the National Union of Rail, Maritime and Transport Workers (RMT), which is the main trade union in the UK for transport workers with more than 80,000 members. The current dispute is particularly bitter and revolves around London Underground's proposed closure of ticket offices, shedding of staff, some through what is charmingly called "natural wastage" (not replacing staff who leave), and also changes in terms and conditions of workers' contracts to lay a path for a 24 hour service in a couple years' time.

The controversial General Secretary of the RMT, Bob Crow, died suddenly in March after the first strike in February. This was a huge shock to everyone. He was only 52 and had been the subject of criticism in the press for holidaying on a

beach in Brazil when people thought he should be working his socks off resolving the dispute.

Since then the RMT and London Underground bosses have met 40 times in 9 weeks but failed to reach any agreement on the way forward. At least they are talking; Bob Crowe and Boris Johnson, controversial Mayor of London hadn't met for years as they couldn't stand each other.

The losers are businesses, tourists, commuters and London's reputation as a great world city. This is a huge shame after the good work of the 2012 Games in revitalising the capital's image.

The government has been considering banning strikes by workers in "essential services" such as transport, hospitals etc. Apparently industrial action on the New York metro is banned. Will we follow suit here? I doubt it as I think we value the right to strike too much, however great a pain in the neck it is when workers choose to exercise it!!!

#### HS2 Controversy Continues its Passage Through Parliament

Last night MPs at Westminster decisively backed legislation enabling the proposed HS2 high-speed rail link between London and the West Midlands to be constructed.

HS2 will link London, the Midlands and the north of England at an expected cost of £42.6 billion. A bid by Tory ex-minister Cheryl Gillan to halt the plan was defeated by 451 votes

to 50. Transport Minister Robert Goodwill said it was an "important step" in taking the controversial project forward. Thirty-four Tories voted against the government, while 46 Tories missed the vote or abstained. Those abstaining may have been attempting to preserve their careers.

Although MPs' support for the *High Speed Rail (London - West Midlands) Bill 2013-14* at second reading means that they approve of its general principles, the bill will undergo many more hours of detailed scrutiny as it continues its passage through Parliament.

I am going to a Conference in the Midlands next week. The journey from London Euston to Coventry takes one hour which is not bad as it stands. Is it all worth it, one wonders...? Over to our man in the North, Peter Smith for his take on this subject!

Pete here! Really I have no particular stance. That said, as Jackie notes, the London-Midlands journey time is reasonable, and the London-Sheffield time not one which gives me too much pause. It's one of those opportunity cost issues – more could probably be done to stimulate growth by direct investment in areas like Sheffield.

### **Trains, Trains and Trains**

In the meantime First Great Western Trains have embarked on what they describe as "the greatest investment in its services since Brunel." In 1838, Isambard Kingdom Brunel's, Great Western Railway was hailed as the greatest engineering feat of its time. As they point out "Brunel didn't simply build a train line – he connected communities, promoted trade and brought prosperity to the region."<[firstgreatwestern.co.uk](http://firstgreatwestern.co.uk)>

As Canada was largely built on its railroads I thought you would be interested to hear about this. I thoroughly enjoyed my ride on the Rocky Mountaineer railway in 2007! Especially the spiral tunnels. I can't believe how much you transport in terms of cargo and how long your trains are!

### **Teacher Stabbed to Death in Front of Pupils**

Yesterday a highly competent and much loved Spanish tutor, Anne Maguire was stabbed to death by a disturbed 15 year old pupil in front of his classmates in Leeds. Tragically she was just weeks away from retirement.

This is so rare that it has stunned the nation.

### **Stephen Lawrence – Police Corruption Revealed and Confirmed**

I recommended *Memoirs of a Radical Lawyer* by Michael Mansfield QC in the last issue. In his chapter on Stephen Lawrence he alludes to police corruption. He chooses his words carefully, saying that some police were too close to one of the criminal families who were suspected of involvement. Mark Ellison QC was instructed by the Home Secretary to

conduct an independent review into allegations of corruption by police officers involved in the original investigation into the murder of Stephen Lawrence. The Stephen Lawrence Independent Review, known as the Ellison Report, <<https://www.gov.uk/government/publications/stephen-lawrence-independent-review>> published in March 2014, concluded as follows:

"Doing the best we can from the limited sources available to us, the intelligence picture that emerges is that the Metropolitan Police Service (MPS) did hold intelligence which suggested that:

- a) there was a strong inference that Clifford Norris was a corruptor of police officers and an intimidator of witnesses;
- b) a possible link from Clifford Norris to Detective Sergeant John Davidson existed through both "Officer XX" and DS Davidson having a common connection with "Officer B", another officer suspected of corrupt activity; and
- c) there was an enhanced level of suspicion that DS Davidson was corrupt both before and after he worked on the Stephen Lawrence investigation."

DS Davidson now lives in Minorca, Spain where he runs a bar popular with ex-pats.

On a lighter note, London based barrister, Amal Alamuddin, a human rights lawyer working at Doughty Street Chambers has just got engaged to George Clooney. That should fill the Anglo-American celebrity vacuum left by Gwyneth Paltrow and Chris Martin splitting up or should I say "consciously uncoupling."

### **Jimmy Savile Abuse Fallout**

Celebrity publicist Max Clifford has been found guilty of eight indecent assaults, including several involving a 15-year-old girl. He has become the first person to be convicted as part of Operation Yewtree, a police investigation into sexual abuse allegations, predominantly the abuse of children, against the media personality Jimmy Savile (who died in 2011) and others. The investigation led by the Metropolitan Police Service started in October 2012.

The guilty verdicts were welcomed by police and prosecutors who had faced questions over the success of the inquiry, which so far has only seen four people charged out of the 17 arrested.

### **"What the Heck is a Bilby?"**

This was the question posed by ABC News when Wills, Kate and gorgeous George visited Sydney's Taronga Zoo as part of their seemingly endless tour of New Zealand and Australia. It looked like a cross between a rabbit and a mouse. We don't have them over here.

Apparently Charles and Camilla will be touching down in Canada soon despite the tragic death of her brother.

I always feel bad about these royal visits since an Australian with republican leanings pinned me down while we were on holiday in Switzerland in 2011 and told me that the Aussies resent paying to host them. I was tempted to offer her 10 euros as a contribution if we could change the subject!

### **European Elections and Local Elections May 2014**

May in Britain is a particularly lovely time for spring blossom. It is also the month we hold our elections – next year the big General Election. This year it's "just" the Europeans. However the UK independence party (UKIP), led by the popular in some quarters and surprisingly credible Nigel Farage seem to become more and more of a threat to the traditional parties every time. I am not a fan being pro-European but he certainly has a lot of support which is a major headache for Cameron, Miliband and Clegg. Even his views on immigration don't seem to put voters off. If the party sounds like a one-man show it is, rather. The other high profile members are loose cannons to put it mildly.

### **Cornish Gain Minority Status Under EU Law: Impact**

The Cornish will be afforded the same protections as the Welsh, Scottish and the Irish.

This means that government departments and public bodies will be required to take Cornwall's views into account when making decisions.

The law ensures that the rights of national minorities are respected by combating discrimination, promoting equality and preserving and developing the culture and identity of national minorities.

The status does not attract extra money.

I must say it came as a surprise to me. Good for them, I guess. I do love a hot Cornish pasty!

Until next time!

JACKIE

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### **Notes from the Steel City**

By Pete Smith\*\*

#### **Legal Aid**

When even the Prime Minister's brother is expressing concern over the effects of cuts to legal aid, you know that the effects of those cuts are being felt. Alex Cameron QC claimed that defendants in a fraud trial were not properly represented owing to legal aid cuts. Mr. Cameron is working on the case pro bono. The case may be adjourned until January 2015, by which time barristers from the Public Defence Service could be available.

The wider issue has reached resolution in one area, with the Criminal Bar Association calling off its strike action having reached a deal with the Ministry of Justice. This caused some anger amongst solicitors and probation officers, who are continuing with their action.

All areas have been affected by cuts in legal aid, but criminal cases and work in the family court have been hit particularly hard. One high profile case was that of Nigel Evans MP, recently found not guilty of several sexual offences. His legal bill is very large, and under new arrangements he cannot recover anything. Many have pointed out the irony that at the time the new arrangements were going through parliament, Mr. Evans supported them.

#### **Judicial Review**

Judicial review is another area where legal aid cuts will have an effect. Many critics have argued that cuts to legal aid, allied to proposed changes to judicial review processes, will make it harder for groups to bring public bodies and Ministers to account. The Lord Chancellor, Chris Grayling, has argued that the reforms are needed to save money and make courts more efficient, and also to prevent "abuse" of legal aid by pressure groups seeking to subvert Parliament.

This view has been rejected by Parliament's own Joint Committee on Human Rights, which has called on the Government to reconsider its approach. It has highlighted the lack of evidence based policy making, and the tension between Grayling's role as Minister in a government committed to cuts and his role as Lord Chancellor with responsibility for the rule of law. It also pointed out the lack of Parliamentary discussion of the broader legal aid cuts.

The report was published shortly before the deadline for this article; further changes to judicial review are proposed in the Criminal Justice and Courts Bill; watch this space!

#### **With Friends Like These...**

Cuts in legal aid have led many to worry that access to justice will be affected; if people cannot afford representation, they may have to represent themselves or not pursue their case. In either situation their chances of vindicating their rights are significantly lowered.

There are a number of possible answers, from restoring legal aid to extending the pro bono work of lawyers. An interesting and controversial suggestion has come from the Legal Services Consumer Panel (LSCP.) This body was created as part of the *Legal Services Act 2007* reforms to legal services regulation, its role being to represent and advocate for the interests of those who use legal services. In essence the LSCP argued that the McKenzie Friend system be regularised, particularly given the number of McKenzie Friends who charge. A McKenzie Friend is usually a volunteer who helps litigants-in-person through actions; they are generally not legally qualified, and by law cannot carry out advocacy or conduct litigation.

The LSCP report argued that the benefits of a self-regulated body for McKenzie Friends, to allow for increased access to justice, outweighed the risk. It called for greater acceptance of McKenzie Friends, and recommended that current work on supporting litigants-in-person should include developing systems to support McKenzie Friends.

The proposals have met with criticism from some legal professionals. The Law Society has argued that it would be better to reduce regulation, and thus costs, for legal professionals. This would allow solicitors to reduce charges. Concerns have also been expressed about the knowledge of McKenzie Friends, and in respect of those charging fees whether they should be treated as advisers rather than "friends."

### New Court Structures

There are two "new" courts, or rather changes to structures of existing courts. The unitary County and Family courts came into existence in April as part of wider reforms as a result of the *Crime and Courts Act 2013*. All family business will now be heard in the Family court, with such matters as divorce no longer being dealt with by the County court.

### Co-Op Profit Problems

Co-Operative Legal Services was launched as an ABS with great fanfare in 2012, many seeing in it the appearance of what had been called "Tesco Law," the involvement of large scale non-lawyer organisations in legal services. CLS planned to provide a range of legal services, including personal injury and family work, and a joint training academy with Manchester Metropolitan University.

The CLS Academy continues to develop, primarily as an online service. However CLS itself, and indeed the Co-Operative as a whole, are in some difficulty. Management issues within several elements of the Co-Operative, coupled with overall losses of £2.5billion, have dented confidence in the group as a whole. CLS itself has posted a loss for 2013, and the head of its family legal services division has left to form her own business.

### British and Irish Association of Law Librarians news

June will see the British and Irish Association of Law Librarians (BIALL) conference. This year it is in Yorkshire – Harrogate to be precise. I will be there, and look forward not only to meeting colleagues but also enjoying some time in Harrogate, an enjoyable little town on the edge of some beautiful scenery. Our next column will feature news and reviews from the conference.

Spring is finally here, with mild days and lighter nights. I wish you all well and look forward to reporting on a summer of legal news! Until then,

Take care!  
PETE

### Letter from Australia May 2014

By Margaret Hutchison\*\*\*

Hello from Australia,

I'm back from Orlando, no mouse ears or Harry Potter wand, I bought the t-shirt instead. The Wizarding World Harry Potter was excellent, the castle looked very gloomy against the grey day and I didn't notice the palm trees behind the fake snow on the roofs until later.

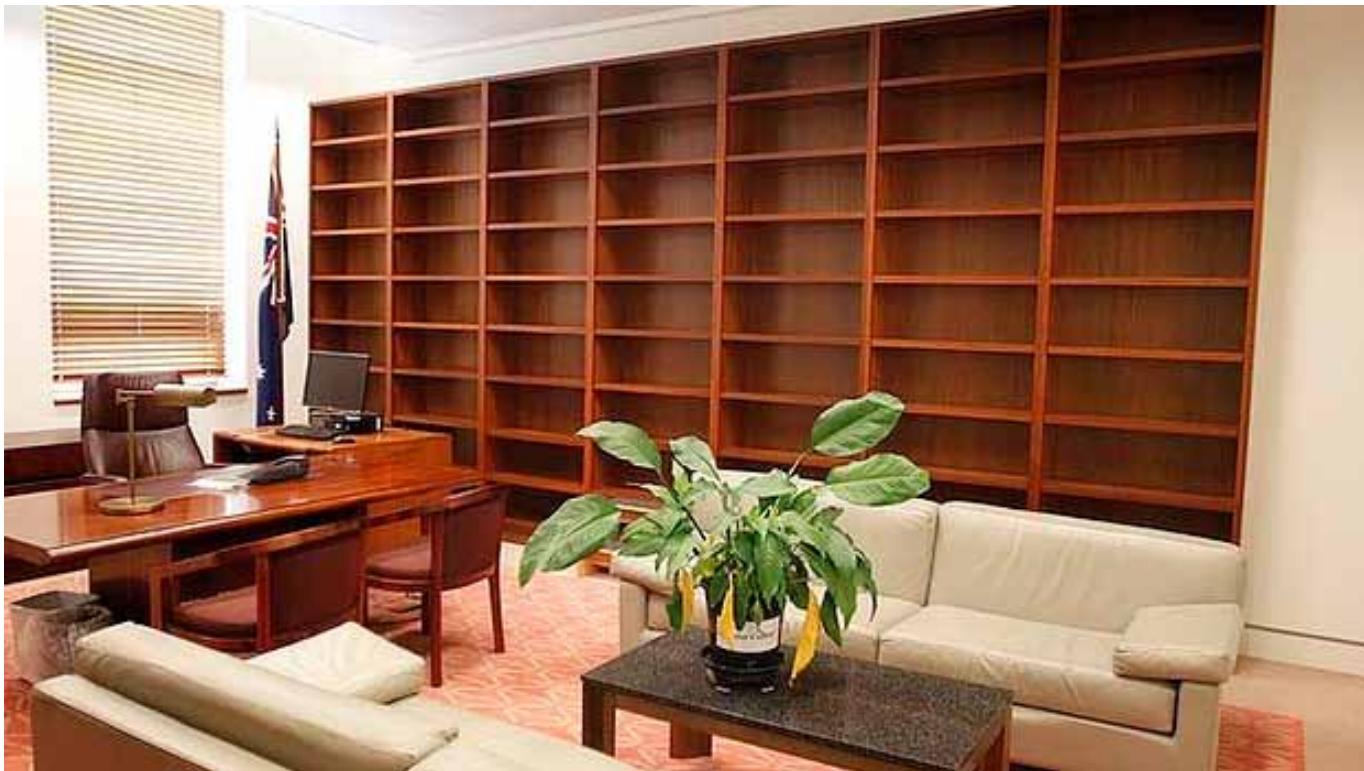
Now back to the real world down under.

I wrote in my last letter about the 1370 missing Senate ballot papers in Western Australia from the September 2013 federal election and the probability that the High Court, sitting as the Court of Disputed Returns would order a new half Senate election to be held. This duly occurred and a fresh election was held on 5th April. It was almost problem-free, apart from the ballot papers of residents in a nursing home also being misplaced so a very small group had to vote a third time. There are no candidates from any of the many micro-parties elected this time.

In March, on the retirement of the first female Governor-General, Quentin Bryce, and her replacement by General Peter Cosgrove, the Liberal Prime Minister, Tony Abbott, announced the reintroduction of the rank of knights and dames to the Order of Australia, after a hiatus of some 28 years. There are to be 4 appointed each year on the Prime Minister's recommendation to the Queen. The first appointments were the outgoing and incoming Governor-General, who became Dame Quentin Bryce and General Sir Peter Cosgrove respectively. Knights and dames in the Order of Australia were introduced by the previous Liberal government in 1976 and then discontinued by the Labor government in 1986. The Prime Minister did not consult with his Cabinet beforehand and general ridicule has greeted the reintroduction of this rank of honour.

This return to the past isn't just restricted to the Order of Australia, it is also in the legal profession. In 2012, the Queensland Attorney-General announced that from 2013, any new silks would be Queen's Counsel and any present Senior Counsel who wished to, would be able to turn into a QC. Seventy of 74 SCs became QCs. In February 2014, new silks in Victoria will have the option of being either QCs or SCs. About 90% of the SCs in Victoria have requested the change to QC. In New South Wales, a subcommittee of the NSW Bar Association split 4-3 against the reintroduction of QCs despite a rumoured majority of submissions being in favour of QCs. In New South Wales, any change requires an act of Parliament so there are more complications than in other states.

The Federal Attorney-General, Senator George Brandis issued a draft exposure amendment to the *Racial Discrimination Act* which would repeal the present section 18C, which makes it unlawful for someone to publicly "offend,



insult, humiliate or intimidate others because of their race, colour or national or ethnic origins." The amendment would change the definition of racial vilification and, according to a spokesman for the Prime Minister, would be a move towards restoring free speech laws to their full power. In 2011, conservative media figure, Andrew Bolt was found to have broken the law over 2 articles he wrote in 2009 about light skinned people who identify as Aboriginal. A Federal Court judge found Bolt's articles would have offended a reasonable member of the Aboriginal community, that he had not written in good faith and there were factual errors.

During Question Time in the Senate on 24th March, when questioned by Senator Nova Peris, an indigenous senator from the Northern Territory, Senator Brandis responded by saying "People have a right to be bigots, you know. In a free country, people do have rights to say things that other people find offensive, insulting or bigoted." <<http://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;id=b=CHAMBER;id=chamber%2Fhansards%2F6a5b8de8-212b-46a9-b00f-61b865fe92a2%2F0026;query=Id%3A%22chamber%2Fhansards%2F6a5b8de8-212b-46a9-b00f-61b865fe92a2%2F0000%22>>

The resulting public furore resulted in broader consultations and a revised draft of amendments being released.

The photo above is of the former office of the Attorney-General whilst in Opposition, showing the fine bookshelf he requested for his "working library" of legal textbooks and law reports, (including a set of Commonwealth Law Reports, which would only fill the first or second bays) plus a vast array of books and magazines which had been charged as parliamentary expenses, a total of about \$13,000 over 4

years. These shelves are 5.2 metres long, three metres high and finely crafted from brush box (Australian hardwood), with adjustable rectangular pigeonholes. The bookshelves could not be moved to his new office as Attorney-General so new shelves were ordered, but built in such a way as they can be separated into smaller sets for later users. The costs had to be shared by the Department of Parliamentary Services and the Attorney-General's Department, and a small stepladder ordered to reach the top shelves.

*Photo: Andrew Meares from SMH Feb 24 2014*

That's all for now, until next time,

Best wishes,  
**MARGERET**

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## **Developments in U.S. Law Libraries Spring 2014**

By Anne L. Abramson\*\*\*\*

This column seemingly touches on many divergent topics, but there are some continuing themes. See if you can find them.

### **The Truth about MOOCs**

The following articles from the Chronicle of Higher Education and AALL Spectrum shed further light on the perils and promise of MOOCs.

Thomas M. Rollins, *Moocs, Been There, Done That*, Chronicle of Higher Education, B4 (Jan. 24, 2014)

<<http://chronicle.com/article/MOOCs-Been-There-Done-That/144025/>>. According to the author, one need look back only as far as 1998 to 2006, when universities and financiers first created online learning like MOOCs i.e. NYUonline and Fathom.com at Columbia, both of which folded in three years. Then there was UNext and AllLearn. Unfortunately, these endeavors may have ignored a simple law of economics. Anything free and of value will have many consumers, but what happens when you charge? The revenues have been paltry and the upfront production costs are significant. Online courses often cost more than on campus courses. Consider this analogy. If an author had to hold discussions with each reader, a book could be as expensive as a college course! As the author wryly notes, there is “no such thing as a free student.” He should know. He started “The Teaching Company” in 1990 and ran it until 2006 when it, too, went under in the dot com crash. Rollins recognizes the value of new “hybrid” courses or flipped classes, which use much of the same technology as MOOCs. However, his realistic, clear-eyed view of the promise of MOOCs is a refreshing antidote to the “breathless reports” of the vast numbers of students who have signed up for them.

Steve Kolowich, *Completion Rates Aren't the Best Way to Judge MOOCs*, Researchers Say, Chronicle of Higher Education, A13 (Jan. 31, 2014) <<http://chronicle.com/blogs/wiredcampus/completion-rates-arent-the-best-way-to-judge-moocs-researchers-say/49721>>. This article explores how MOOCs differ from conventional courses where students and instructors have the same well-understood goals: complete the course and earn credentials. However, many students take MOOCs with no intention of completing them. Research remains to be done as to why students take MOOCs. In the meantime, MOOC providers like edX and Coursera have begun offering certificates in an attempt to “develop alternative credentials that become legitimate currency in the job market.” Coursera’s “Specializations” and edX’s XSeries programs offer certificates in areas like data science, mobile app development and cybersecurity. Increasingly, these non-degree certificates carry weight in the workplace. They can meet current, specific demands of employers. For example, computer science graduates from 10 years ago never learned to build mobile apps as part of their formal education. Programs like XSeries or Specializations can help fill this gap.

Sara Sampson and Leslie Street, *The Promise and Perils of Massive Open Online Courses: MOOCs and the Role of Law Librarians*, 18(4) AALL Spectrum 9 (Feb. 2014). One of the authors describes her own experience taking a MOOC on “Internet History, Technology and Security.” They both describe the support they provided for a professor’s MOOC on International Environmental Law. Much of this support consisted of developing content for the research component of the course. As described by the professor, the MOOC is “just a new type of textbook.” MOOCs can also provide continuing education opportunities to library staff. Copyright, course credit and privacy issues arise as applications for MOOCs continue to increase.

Colleen Williams, *Massive Open Online Courses: One Participant's Perspective*, 18(3) AALL Spectrum 26 (Dec.

2013). Colleen took a MOOC on the “Law of the European Union.” I applaud her dedication to see the five week course through to completion. She mentioned, however, her struggle with time management and her preference for live interaction. I had a similar experience when I first learned about Moodle (our online course management system) through an online course.

## Technology and Discovery Tools

Marc Parry, *As Researchers Turn to Google, Libraries Navigate the Messy World of Discovery Tools*, Chronicle of Higher Education, A14 (April 25, 2014). <<http://chronicle.com/article/As-Researchers-Turn-to-Google/146081>> The buzz phrase is “content neutrality”, a concept akin to “network neutrality”. Content neutrality proponents argue that providers of discovery tools (i.e. Ebsco Discover, Summon, Google Scholar, Primo, Worldcat and library catalog and periodical databases) should have equal access to content such as full text journal articles and the metadata that describe them.

Andrew Asher, Assessment Librarian at Indiana University at Bloomington, began a study of new library search tools in 2011. He was particularly interested in how these tools stacked up to Google Scholar. The study compares the search results of student test groups which were assigned different search tools to use for research. The experiment uncovered a built in bias with each discovery tool. For example, students working with Google Scholar, which is integrated with Google Books, used more books. With Ebsco Discovery Service, they used more journal articles. With Summon, they used shorter newspaper and magazine articles. According to Asher, it is impossible to create a “querying tool that doesn’t have any form of bias”. Asher admits that he himself uses Google Scholar, even though his library pays a pretty penny for fee-based discovery tools because “it’s faster” and he’s “just used to it.”

This “messiness” is something to consider as we and other libraries seek to “bulldoze our digital silos” in order to streamline research for our users.

## Technology and Textbooks

Technology continues to morph what we know of as the “textbook.”

Steve Kolowich, *Textbook Publishers Push to Provide Full Digital Learning Experience*, A4 (March 7, 2014) <<http://chronicle.com/article/Textbook-Publishers-Push-to/145055/>>. The competition to control the “digital quad” is intense. The battle lines appear to be drawn between the companies that provide digital course content and those that provide the platforms on which that content is taught. There is no “Apple of higher education” as yet, no company which can serve as a one stop shop, but there are several contenders. This article describes publishers like “Flat World,” which are trying to make the student experience into a “killer app.” The author quotes Chris Vento who has worked for both kinds of companies (Blackboard and Mindtap) and is now at a data-oriented start-up called “Intellify Learning.”

"Everybody wants to control the ecosystem but there [are] very few players who can actually rise to that occasion, and I'm not sure if the academic market really wants that."

Jacob L. Wright, *What Enhanced E-Books Can Do for Scholarly Authors*, Chronicle of Higher Education, B28 (April 25, 2014). I was not a big fan of e-books when we first began adding them to our Library collection. Publisher restrictions made downloading or printing excerpts difficult or impossible. I thought that such restrictions made the e-book platform decidedly user unfriendly. Now, however, I have come to accept some of the limitations and appreciate the many benefits of e-books. A professor had borrowed a textbook through Interlibrary Loan and wanted to place a chapter of it on reserve. Because we were able to purchase the e-book, we were able to avoid course reserve and attendant copyright concerns altogether. Plus, the e-book allows for multiple simultaneous users, a big improvement over waiting for materials to be returned to reserves. I can also appreciate the benefits of "enhanced" e-books as described in this article. The author used Apple's iBooks Author program. The program allowed him to include lengthy quotes, footnotes and bibliographic notes of interest to scholars without cluttering up the page for general readers. Icons and scrollable windows are some of the features which make this possible. An enhanced e-book is also more interactive in that readers can follow links to other books, articles, websites and videos.

Jonathan Saxon, *A Customized Creation: Publishing Your Own Legal Research Textbook*, 18 AALL Spectrum 25 (March 2014). Another option for those considering writing and publishing is custom publication, which is much like a partnership with a traditional print publisher. Librarians at CUNY School of Law partnered with Wolters Kluwer and its Aspen Custom Publishing Series to create their own course textbook, entitled *Progressive Legal Research*. The textbook incorporates the course handouts that the librarians had developed over the years. The author describes the many benefits of making one's own legal research course textbook and shares tips for embarking on such a project. As we are considering team teaching an Advanced Legal Research class next spring, creating such a textbook is an intriguing possibility.

G.M. Filisko, *Early Mourning: the Venerable Martindale-Hubbell Says It's Still Viable*, Vital, ABA Journal 31 (April 2014). When we gave our "Resources for New Attorneys" presentation a few weeks ago, Victor and I debated whether to include mention of Martindale-Hubbell, once a mainstay of every U.S. law office. Victor was convinced that Martindale-Hubbell is now obsolete and not worth covering. This article almost convinces me otherwise. However, I have not thought about or used a Martindale-Hubbell for some time now. I did think though about bringing a few volumes to our National Library Week yoga event to use as props!

## Job Growth

To our relief, the long cold winter is over. Although spring is finally here on the calendar, it has been very slow in arriving. The legal job market has been similarly slow to recover. The

following recent article in the ABA Journal Online caught my attention as a potential bright spot for those who combine computer skills with a law background. It is one of a series that the Journal is publishing on the paradigm shift that is changing law practice today. This shift is due to economic pressures, of course, and also to "disruptive technology."

As mentioned in my Summer 2013 column, while the traditional law firm market is contracting, growth in the legal technology field is accelerating. This article describes the role that venture capitalists (VCs) are playing to spur this growth. Susanna Ray, *These venture capitalists skip law firms for legal services startups*, ABA Journal Online (May 1, 2014) <[http://www.abajournal.com/magazine/article/these\\_venture\\_capitalists\\_skip\\_law\\_firms\\_for\\_legal\\_services\\_startups](http://www.abajournal.com/magazine/article/these_venture_capitalists_skip_law_firms_for_legal_services_startups)>.

The article profiles the movers and shakers in Silicon Valley who are taking aim at the "inefficiencies" in law practice via legal technology. Many of the VCs who are funding these legal service technology startups have been practicing lawyers. They, therefore, have an insider's perspective of the realities of law practice and ways technology could make a difference.

One such legal technology venture is Ravel, which my colleague Victor demonstrated in our "Beyond 'Wexis' Tech Talk" as described in my last column. Other startups include Lex Machina, Modria, Rocket Lawyer, LegalZoom and SIPX (the Stanford Intellectual Property Exchange). Like the fierce battle between content and platform providers to become a fixture in higher education, it is impossible to predict where the dust will settle. Where these legal startups will end up is anyone's guess but chances are that one of these VC picks will be a winner.

## Book Review: *Law Librarianship in the Digital Age*

I have been working my way through the following new book on law librarianship: *Law Librarianship in the Digital Age*, Ellyssa Kroski (ed.) (Scarecrow Press, 2014).

This excellent book is not to be missed as it truly captures the current state of law librarianship. The book is divided into eight parts: Major Concepts, Technologies, Reference Services, Instruction, Technical Services, Knowledge Management, Marketing, Professional Development and the Future.

Chapter 1 under Part I (Major Concepts) is entitled "Law Librarian 2.0." It provides a superb overview of law librarianship today. It is followed by Chapter 2 on Embedded Librarianship. While I dislike this expression (maybe "Collaborative Librarian" would be better), I have been reading this chapter with great interest and attempting to put some of the authors' ideas into practice this semester, specifically, becoming more involved in a class not just by giving a one-time presentation but by continually monitoring the course website and participating in online forum discussions. I have concluded that becoming more involved in a class like this is the next best thing to teaching it myself and I have a particular class in mind.

My hope is to be the face of the Library in this semester's Human Rights Clinic course. I've already attended the first day of class and will be giving a presentation to the class in a few weeks. I had hoped, however, to audit the class via its course website as recommended in the above chapter. However, what to do when the professors have not even created a course website?

In an effort to encourage the professors to create a course website using the support and the platform that we provide to them (Moodle), I describe the course website as an "interactive syllabus" and a great way to collaborate. I have offered to help the professors create their course website. In fact, I would enjoy creating the course website myself. However, I can't force the instructors to adopt either the idea of a course website or the Moodle platform. As they say, "you can lead a horse to water, but you can't make it drink." Thus, there are sometimes barriers to embedded librarianship that we cannot control.

Other interesting chapters in this book include open access to legal scholarship, copyright in the digital age, digitization, tablets and mobile device management, the cloud, social networks, web-scale discovery and federated searching, educational technologies, library instruction, collection development, the law library intranet, digital age marketing and the future of law librarianship.

I want to read them all, of course. The only downside is the print format, ironic given the title and subject matter. I would love to have access to it as an ebook on my Kindle. As it stands, this text is a rather thick tome that is difficult to transport to and from work. Thus, I have to find a bit of scarce "down time" at work in order to digest another chapter. Still, the depth and scope of the coverage is well worth reading. In fact, I can well understand how this title will become the classic law library classroom textbook, if it has not already. All librarians worldwide will want to have a copy.

## Hidden Costs

OW. Patrick McCray, *The Technologists' Siren Song, Hucksters for Innovation Play Down its Political, Economic, and Environmental Costs*, Chronicle, B4 (March 14, 2014). Every so often an article comes along that makes me want to stand up and shout "Yes!". This is one such article. Ever since I read Clifford Stoll's, *The Cuckoo's Egg: Tracking a Spy Through the Maze of Computer Espionage* (originally published in 1990 and reprinted in 2000; can it really be that long ago?) and his 1995 book *Silicon Snake Oil: Second Thoughts on the Information Highway* and more recently *Kingpin* (which I wrote about in an earlier column, spring 2013), I have been skeptical of all the hype about technology. I am not a Luddite (defined by Oxford English Dictionary Online as "one who opposes the introduction of new technology, esp. into a place of work"), just a skeptic.

When I talk about technology, I like to tell my tennis racket story. When I was about 11 years old, I decided that I wanted to get good at tennis. I spent weeks at tennis camp hitting ball after ball. In those formative days, Chris Evert was the great female player whose famous two handed backhand I

emulated. Of course, we all played with wood rackets back then. By the time I got to law school, however, I quickly learned that racket technology had completely changed. I was hitting with a friend who had one of the new composite fiberglass rackets. I still had my faithful Wilson wood. I simply could not match the power that she was able to muster with her new racket. Her shots practically blew me off the court.

In short, I was not able to compete. Out of necessity, I soon purchased a new fiberglass racket. Similarly, I recently bit the bullet and got a "smart phone" without which I would never be able to keep up with the texting crowd. In my opinion, the game of tennis is not any "better" because we no longer play with wood rackets and somehow we managed to survive even without our smart phones as little as a decade ago. No, I would not be without my smart phone now, but unfortunately, the true cost of the phone is not reflected even in the sticker price of the latest, most expensive model. That is the simple, but often overlooked, message of this article.

Yet, we continue to look to technology to solve so many of our problems, some of which were ironically created by technology in the first place. Better? Really? In his 1975 film Love and Death, Woody Allen's hilarious spoof on Tolstoy, Diane Keaton naively muses that this is indeed the "best of all possible worlds" to which Woody replies "it's definitely the most expensive." Just in case you still think I am a Luddite, please read on.

## Techie Transformation

First, there was "Tech Month" in February and March featuring weekly talks by various members of our Library & Technology Services (LTS) Dept. The head of our Computer Help Desk, for example, gave a presentation on the "Care and Feeding of Your Computer." My colleague, Victor and I participated by giving a talk about research tools "Beyond 'Wexis'" as described in my last column.

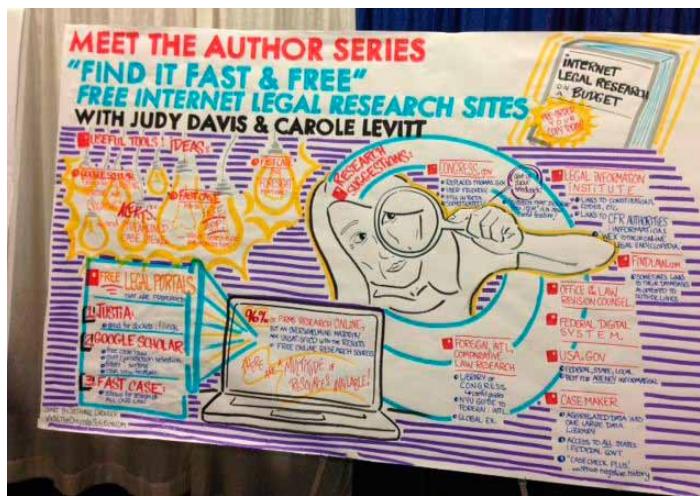
Then there was a field trip for all LTS staff to Chicago Public Library's Innovation Lab where we were introduced to the world of "makers" and the Library's new three dimensional "printer." The word "printer" is a bit of a misnomer. The machine's full name, "Makerbot Replicator," is a bit more descriptive. In fact, the Innovation Lab itself seems to have been renamed. It is now known as the "Maker Lab". You can read more about CPL's Maker Lab at <<http://www.chipublib.org/maker-lab/>>.

At the end of March, I spent a few hours at the annual American Bar Association Tech Show Vendor Exhibits. It was fascinating to learn about the many different software and cloud services now available to law offices.

In addition, I was fortunate to attend the "Meet the Authors" program featuring law librarians Carole Levitt and Judy Davis after my visit to the exhibit hall. Carole and Judy took us through the highlights from their new book, *Internet Legal Research on a Budget: Free and Low-Cost Resources for Lawyers* (ABA Law Practice Division, 2014).

This and other titles from the American Bar Association's Section of Law Practice Management are essential additions to any practice oriented law library. Carole and Judy's book provides an excellent orientation to the multitude of legal research websites now available on the internet for both legal research instructors and students. I, like many librarians, have been spoiled by access to high cost commercial databases for legal research, so teaching free and low cost research alternatives on the internet was a new challenge for me. I had to get up to speed quickly in order to give a new presentation to our Law Practice Management class. This title was indispensable to my part of the presentation. Again, my colleague Victor and I collaborated to produce what we ultimately entitled "Resources for New Attorneys."

Interestingly, this article starts with the fate of textbooks as an illustration of the massive disruption that is coming to legal education due to technology. As an example, the author invites us to witness the transformation of Thomson Reuters' Legal Division. Over the last ten years, Thomson Reuters sold its law school publishing business while developing its online and software products. Due to customer demand, Thomson Reuters' paradigm was shifting to adapt to new technologies. The author predicts that the traditional West casebook soon will be no more. He predicts similar drastic changes to legal education, including a customized legal education for each law student. Will this vision become reality?



As explained in *Internet Legal Research on a Budget*, free resources may never equal commercial services like Westlaw and Lexis in terms of search engine power, expert analysis and research support. However, the savvy researcher can now find a lot of the information he/she seeks at a much lower cost than was ever before possible. The authors are quick to point out those situations where the free research tools may not be adequate and the researcher would be well advised to pay up for use of the commercial products.

For example, there is no free equivalent of keyciting or shepardizing U.S. case law to insure that the cases that one relies upon are still “good law.” Annotated codes are essential for U.S. statutory research but do not appear to be available at any of the free websites either. The authors also provide caveats about those products that used to be better in the past but have lost some of their functionality like “Find the Law.” This lack of permanence is a prominent feature of the new legal research on the internet landscape, as indicated by the problem of “link rot” discussed in my last column. Here today, gone tomorrow.

As a result of Tech Month, the ABA Tech Show and our Law Practice Management class, perhaps I have become a “techie” after all.

## Future of Legal Education

Binford, W. Warren H. *Envisioning a Twenty-First Century Legal Education*. 43 Wash. U. J.L. & Pol'y 157-186 (2013).

## Law Librarian Literature

AALL Spectrum

Elizabeth Christian, *Teaching Practice Skills Through Storytelling*, 18(4) AALL Spectrum 27 (Feb. 2014). It's hard to think of positive stories involving legal research. I sometimes share my "war stories" like the time I was in practice and made the mistake of using the CFR and LSA to research the Federal Acquisition Regulations (FAR) in connection with a U.S. government contracting question. The students' ears perked up, when I began to relate my own experience to them. Of course, that was a cautionary tale of what not to do. Real life scenarios do not always lend themselves to classroom use, but this article gave me a few more storytelling tools and tips to connect with and engage our students.

Lisa Junghahn & Richard L. Buckingham, *Research Competition Awesomeness: Implementing Legal Research Competitions at Law Schools*, 18 AALL Spectrum 17 (2013). The authors describe the legal research moot competitions at Suffolk University Law School and Harvard Law School. A competition which offers prizes, taps into law students' inherent competitiveness and makes legal research fun can be a good way to engage students.

Andrea Alexander, *Be Our Guest! What Reference Librarians Can Learn from the Hospitality Industry*, 18(3) AALL Spectrum 21 (Dec. 2013). I didn't think that this article had much to tell me at first. The connection between good reference service and hospitality seems obvious to me. Then I learned how subtle cues determine whether a patron will approach us for help, specifically, cues which signal perceived initiation by the librarian and the librarian's availability. The author also advises us to be a "unique, recognizable presence" and cites to a 1980 study entitled "She Wore a Flower in Her Hair."

To appreciate the wisdom of this advice, I need only look to our own "Miss Criss." As described by our students, Miss Criss is "the heart of the law school." Her official title is Administrative Assistant of the Student Affairs Dept, but this title belies her true role. During her more than 35 years at the law school, she has been a steadfast, caring presence. Her high standards for dress and comportment perhaps belong to an earlier era but also show her dedication to the students and the school. Our Development Office even started a scholarship in her name. Students know that Miss Criss is

devoted to them. In addition to her impeccable dress, she maintains a beautiful office which is painted in lavender and filled with lovely works of art in the same color and often featuring butterflies. There, students find sanctuary from the relentless pressures of law school<<http://news.jmls.edu/2012/10/miss-criss-the-heart-of-john-marshall/>>. Years later, students may recall with some fondness their experience at John Marshall, in large part due to the presence of Miss Criss.

Nick Szydlowski, *A Dead Link or a Final Resting Place: Link Rot in Legal Citations*, 18(6) AALL Spectrum 7 (April 2014). This article describes the problem of link rot and cites to my colleagues' article about this phenomenon as further described in my last column. The author goes on to discuss efforts to solve this dilemma. Specifically, the document object identifier (DOI) is a "unique identifier for a digital object such as a journal article". DOIs have proven to be an effective means of preserving actively archived and managed digital content. Perma is a new web-based service developed by Harvard Law School Library, which aims to preserve more ephemeral web content. Perma's goal is to archive "a stable copy of an existing web page at a permanent URL."

Paul Healey & Paul Gatz, *One Among Many: With So Much Legal Information Available for Free Online, What Role Remains for the Law Library?*, 18(6) AALL Spectrum 9 (April 2014). I am so glad that I ran across this article co-authored by a former colleague from my William Mitchell days, Paul Healey. The two Pauls provide the most eloquent response I have yet seen to that question that puts so many of us on edge: "isn't it all on the internet?" The authors advise us to remember that the law library occupies the same role that it always has in many ways. It is not merely one provider of legal information among many, but rather, "the system that selects and organizes that information in a way that enables practicing attorneys to find the law and trust in the reliability of what they have found." Thanks Paul and Paul. Your article gives us the encouragement that we often need these days to appreciate the enduring value of what we do.

### Amazing Webinar

This amazing webinar is entitled *Library Services for the Self-Interested Law School: Enhancing the Visibility of Faculty Scholarship*. I'm not quite sure how the webinar got its name. It was apparently sponsored by BePress to talk about William Mitchell's Open Access initiative. But the presenter, Simon Canick goes well beyond the topic of access to faculty scholarship to address the broader topic on every law librarian's mind these days: how do we not only survive but thrive in these perilous times of law school cost cutting? If you are interested in this question and potential answers, this webinar is not to be missed.

It is still available at<<http://digitalcommons.bepress.com/webinars/49/>> Simon's talk starts with the current trends in law and law schools today, the dismal job market but also the piling on by the media and the anti-law and law school industry (i.e. Above the Law, Inside the Law School Scam). He also challenged an attitude in our profession that we are not appreciated, which he personally does not buy.

At the same time, as an Assistant Dean, he can appreciate the intense pressures now facing law schools due to a drop in applications. Those pressures are two-fold: cut costs and increase revenues. We may see the Library as essential, but to a dean's eye, other departments which more directly bring in revenue like Marketing or Career Services may be seen as more so.

Simon Canick is the director of the William Mitchell College of Law's Warren E. Burger Library, where I first began my career as a law librarian. In his webinar, Simon even shows us the Library floor plan (which I still remember!) He then describes the Library's innovative new "computer lab" which features multiple clusters and screens. The newly configured lab positions the Library as the place where librarians can teach faculty new ways of teaching with today's technology. Since I have been longing for the days when we had our own classroom in the library, I find Simon's transformation of the former lab at William Mitchell especially appealing.

### Learning and Teaching Intertwined

Matthew D. Lieberman, *Learning from Others, Chronicle of Higher Education* (April 14, 2014) <<http://chronicle.com/article/Heads-Together/145835/>> The article cites to a 1980 Yale study in which students who were told that they would be learning content in order to teach another student performed better on a standardized test than those who were told that they would be learning the material in order to take a test.

Robert Talbert, *Flipped Learning Skepticism: Is Flipped Learning Just Self-Teaching?* (April 28, 2014) <<http://chronicle.com/blognetwork/castingoutnines/2014/04/28/flipped-learning-skepticism-is-flipped-learning-just-self-teaching/>>. Is it possible that students might not actually like the new "flipped" classroom? What if a student says "the teacher doesn't teach. He/she expects you to do it all yourself!" This article provides excellent tips for dealing with these kinds of criticisms and using the flipped approach to best advantage.

Recently, John Marshall hosted Professor Olympia Duhart who gave us the following presentation: *It's Not for a Grade: The Rewards and Risks of Low-Risk Assessment in the Law School Classroom* on April 24. Prof. Duhart was originally a high school English teacher before obtaining a law degree and becoming a law professor at Nova Southeastern University in Ft. Lauderdale, Florida. She was amazed that it took a state certification to become a teacher at the high school level, but no such certification requirement exists for law professors. Indeed, professors must learn how to teach on the job, but Prof. Duhart offered many suggestions for making classes more engaging and increasing student learning.

After her presentation, I asked our library to purchase the following titles for our Faculty Reserves collection.

Paulo Freire, *Pedagogy of the Oppressed*, New York: Continuum, 2000. Prof. Duhart quoted from this title in her presentation.

Douglas Stone & Sheila Heen, *Thanks for the Feedback: The Science and Art of Receiving Feedback Well* (Even When It Is Off Base, Unfair, Poorly Delivered, and, Frankly, You're Not in the Mood) New York, New York : Viking (2014). I heard about this title on NPR a few weeks ago and thought it would be helpful to job hunters, supervisors, teachers and married couples alike.

Peter C Brown; Henry L Roediger; Mark A McDaniel, *Make it Stick: the Science of Successful Learning*, Belknap Press, Harvard University Press (2014). This title was reviewed in a recent article in the Chronicle by James Lang, *Making It Stick: A New Book Rethinks the Hard Distinction Many Teachers Make Between 'memorizing' and 'Thinking'* (April 23, 2014) <<http://chronicle.com/article/Making-It-Stick/146143/>>

Our own John Marshall Professor William Mock spoke to us about *Learning Objectives, Rubrics, Scaffolding and Feedback* just a few days ago on April 29. As I continue to develop my own teaching skills, I found Prof. Mock's talk to be the most helpful presentation I have yet attended on how to teach and grade students.

First, Prof. Mock believes in setting and managing expectations from the start of class. He even explains to the students Bloom's taxonomy and the higher level thinking skills that he is trying to help them develop. He then gives the students a visual roadmap that they can refer to throughout the semester to see where they are. He uses graphics again (a pie chart) to illustrate how much each assignment contributes to a student's final grade.

Prof. Mock's aim is to help students become "self-conscious learners" so that they can be life long learners. In so doing, he becomes a "self-conscious teacher." He attempts to incorporate a clinical legal education experience into the substantive law classes he teaches (i.e. Public International Law and Securities Regulation). He had students execute his will in his Estates & Trusts class, for example.

Prof. Mock kindly shared with us the rubrics he has created for grading particular assignments. Since I have struggled to create a grading rubric myself, I found his examples extremely helpful. Although it takes a long time to develop a rubric, it can save a great deal of time grading and make grading fairer.

I particularly appreciated Prof. Mock's use of Bloom's taxonomy in conjunction with the learning pyramid for teachers. At the top of the pyramid is learning by lecture, which corresponds to lower level thinking (i.e. recall, identify). The base of the pyramid represents the highest level of learning where students learn to teach others. This highest level of learning corresponds to the highest cognitive skills (i.e. create, evaluate). I should point out that there is some debate about the origins of this "learning pyramid" and associated retention rates.

Even so, if you "google" it, I'm sure you will find some interesting and useful information about it. I found Prof. Mock's presentation especially encouraging to me at this point, as I have been trying to get away from legal research

lectures and create interactive hands-on research activities this semester. I've had varying degrees of success as described further below, but I'm still learning!

## Guest Presentation at University of Chicago

I had the honor of teaching a guest class for my friend and mentor, Lyonette Louis Jacques. We both realized how much work it is to create a hands-on, interactive class, but it is so much more rewarding than straight lecturing. I hope to continue interactive teaching initiatives in future classes here at John Marshall. As always, my bugaboo is time management and figuring out how much to cover in the time allotted. With this new approach to teaching, I was a bit afraid of not having enough material to keep the students occupied during the entire two hour class, but that never seems to be my problem. Quite the opposite, I try to cover too much and invariably run out of time. The new format does not change this tendency of mine. The solution perhaps is to script my lectures even more carefully and rehearse them until I am sure they will not exceed the time limit. That part of the presentation, I can at least control.

## National Library Week Finale Yoga Event

Our annual observance of National Library Week culminated with a yoga session in one of our large classrooms. The entire law school community was invited. Students and staff came. I encouraged them to respond to our survey and let us know if they wanted to have programs like this in the future. We got a total of 10 survey results all of which were extremely positive. Most mentioned having a session like this every week. The yoga seed I planted now appears to be taking root. Meditation, yoga and other stress reduction techniques have been the topic of many articles in recent months.

*Mind Over Matters: Law Prof. Offers Lawyers a Meditation Retreat*, ABA Journal 10 (Feb. 2014). Professor Halpern teaches a popular course called "Effective and Sustainable Law Practice: the Meditative Perspective." He also offers periodic meditation retreats for legal professionals. Benefits of the retreat include improved listening, attention and connection to others. Such interpersonal skills are important, according to Prof. Halpern, because law practice itself is so interpersonal.

Bill Dorian, *Finding the Midline: How Yoga Helps a Trial Lawyer Make Friends and Connect to Spirit*, LuHen Publications, 2013. This title came to my attention via an email from our Alumni Office. The author is actually one of our JMLS alumni, who now makes his home in Colorado. I hope he may one day come to Chicago for a visit and talk to our students.

Alexandra Lee Delgado, *The One Percent: Practicing Mindfulness in the Law Library*, 18(5) AALL Spectrum 27 (March, 2014). Mindfulness has even made it to AALL, which now has a "Mindfulness in Law Librarianship Caucus." I am thrilled to learn about this development. Lack of focus, distractions and short attention spans are a real occupational hazard for many of us in the profession of law librarianship. Yoga, meditation and mindfulness are an antidote to what I

call “too many tabs”(i.e. having too many websites open and am trying to do too many things at once).

After our National Library Week yoga event, some of those who took the survey said that they would be willing to pay for an instructor. Such feedback is encouraging but lining up instructors each week could be a logistical headache and unwelcome addition to my ever expanding to do list. So I have actually been thinking of leading the classes myself, although I don’t feel qualified to teach yoga or meditation just yet. Maybe I can approach it as just sharing what I know. Lest you think there is no theme to my ramblings, I am sure that there is a connection between the new technologies, the rapid pace of change and the pressures of modern life, particularly time pressure, and the increased interest in meditation and mindfulness. I recently came across another book title that sparked my interest: *Overwhelmed: Work, Love, and Play When No One Has the Time* by Brigid Schulte. I would read it but of course, don’t have the time.

### Transitions: June’s Departure

Our library faces another major transition. Our Chief Information Officer, June Liebert has left John Marshall to start work at a large Chicago law firm where she will serve as director of all of the firm’s libraries worldwide. It is an exciting and wonderful new opportunity for June.

Under June’s leadership, our Library made tremendous strides. As a result, we are in a much better position to support the mission of our law school today. Our very capable former Director of Access & Organization, Ramsey Donnell, now serves as Acting Director of the Library. Ramsey has the additional challenge of managing our Information Technology and Media Services Departments all of which are now under the umbrella of LTS.

Ramsey has a lot of major decisions on his plate already, but I appreciate his positive outlook as we face the challenges that all U.S. law schools are facing right now: ongoing lower enrollments. Hopefully, these challenges can become further opportunities for us to serve our students and our law school. Until Summer!

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\*Jackie Fishleigh, Library and Information Manager, Payne Hicks Beach

\*\*Pete Smith, Information Adviser, Sheffield Hallam University

\*\*\*Margaret Hutchison is the Manager of Technical Services and Collection Development at the High Court of Australia.

\*\*\*\*Anne L. Abramson is the Foreign and International Law Librarian at the John Marshall Law School, Chicago IL

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Issue	Articles	Advertisement Reservation / Réservation de publicité	Publication Date / Date de publication
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