

# Southeastern Law Librarian

Summer 2018

[www.aallnet.org/chapter/seaall](http://www.aallnet.org/chapter/seaall)

Volume 43, Issue 3



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## Presidential Ponderings

...from Kristina L. Niedringhaus

It was great to see all of those who were able to attend the SEAALL business meeting and reception in Baltimore at AALL. The venue, Pratt Street Ale House, was fantastic, and I want to thank Suzanne Corriell and Avery Le, members-at-large, again, for making the arrangements. At the meeting, Ed Hart and Jason Sowards presented Fran Norton with the Service to SEAALL Award in recognition of the incredible work Fran has done for SEAALL over the years. Please take a moment to congratulate Fran on this well-deserved recognition.

It is hard to believe, but preparations for the SEAALL 2019 meeting are already underway. The theme for the conference is "Create. Innovate. Act." I hope that we can share ideas about creative or new approaches to services or processes and strategies for getting buy in and implementing them at our respective institutions. The institute theme is "Ascending to New Heights," and it will focus on leadership skills and career development for all librarians, including those who are not interested in "moving up" in the conventional sense. There will be opportunities for Teddy Talks (20 minutes), regular-length programs (45 minutes), and Deep Dive programs (90 minutes). The program committee is now taking proposals for the institute and annual meeting at

<https://barry.libsurveys.com/SEAALL2019ProgramProposal>. Please note that program proposals are due by Friday, Oct. 12, 2018. Make sure you mark your calendar for the 2019 institute and annual meeting, March 21-23, 2019, at the [Omni Homestead Resort](#), Hot Springs, VA. You will be hearing more from the local arrangements and program committees in the coming months.

SEAALL Treasurer, Rachel Purcell, will be stepping down as she transitions from law librarianship to legal practice. (I hope we will one day be able to welcome

# CREATE. INNOVATE. ACT.

Rachel back to the profession.) I want to take this opportunity to thank Rachel for all of her hard work for SEAALL. She volunteered for this role during another transition and has done a fantastic job. Another volunteer, Cas Laskowski, will be taking on the role of treasurer. We owe both Rachel and Cas a debt of gratitude for being willing to give so freely of their time to support SEAALL.

The Professional Development & Support Special Task Force would like to thank everyone who filled out the survey about needs and wants for professional development opportunities and support. As they develop programming, please contact anyone on the [task force](#) if you have additional feedback or ideas.

Finally, as you might be aware, SEAALL will be moving the email list to a new system by the end of October. Korin Munsterman has volunteered to lead that effort, for which the executive board is very grateful. You will receive more information from us as we work through the transition, and please be patient if we happen to experience any bumps along the way.

Have a happy fall and don't forget to Create. Innovate. Act.

## Closed Stacks



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I must admit this is not the first attempt I have made at writing this closed stacks article. In the past, when I have had an article that I found this challenging to write, the problem was usually easy. I did not have enough content or had not done enough research for the scope of what I wanted to write. With this piece, I have had the opposite problem. I have found that I have too much content. When first tasked with writing this piece, I thought to myself, "easy peasy." I could effortlessly write about our very extensive home book collection. You see, my husband is an English teacher, and we both brought books to the marriage, and we both refused to give any of them up. In fact, our first move together from Seattle to Miami included 25 boxes of books. We have so many books that last year we turned the master bedroom of our new home into a library. With thoughts of sharing our home library with the SEAALL community in my head, I started to write my article about our very eclectic and extensive collection of books.

Quickly, I found myself overwhelmed with what to highlight and what to deemphasize, so my closed stacks article did not end up the length of a law review article that no one wanted to read. After the failed attempt to capture



my at-home library in only a couple of pages, I decided to focus my effort on my office library collection.

If you are like me, your office book collection contains materials given from publishers to support instruction, weeded items you did not have the heart to scrap, and your items from home. The draft of the article that talked about my full office collection felt a bit dry, and when I reread it I realized it was BORING!

I did not want to put my SEAALL colleagues to sleep, so the draft ended up in the bin, and I decided to write about the part of my office print collection that I recommend the most and that brings me the greatest joy. In my office, I have a three-shelf bookcase that houses all of my leadership and management texts.

Some of the resources on these shelves are old classics which I have had for years and have given to friends and colleagues. One example of this is Difficult Conversations: How to Discuss What Matters Most, by Stone, Patton, and Heen. First published in 1999, this practical guidance approach to having productive communication when faced with difficult subject matter or individuals is built on over a decade of research. My current volume is from 2010, and as I was flipping through the dog-eared text, I noticed several underlined passages. Every time I pick up the book, something resonates with me. Today it was the following passage:



When starting a difficult conversation, here are *three things to accept about yourself*.

- 1) *You will make mistakes.*
- 2) *Your intentions are complex.*
- 3) *You have contributed to the problem.*

Over the years, I have worked at several libraries with in-house book clubs, and several of the leadership books in my collection were texts purchased to read in those clubs. One book that was a big hit with my last library book club was Search Inside Yourself: The Unexpected Path to Achieving Success, Happiness (and World Peace), by Chade-Meng Tan. The author, a long-time Google employee whose current job description charge states, “enlighten minds, open hearts, create world peace,” currently works with the Google development team. The text uses material from the popular course of

the same name, *Search Inside Yourself*, taught at Google. The book club enjoyed the tone of positivity and levity used throughout the work at the same time the author was asking readers to take a hard look at themselves for self-improvement, empowerment, and tapping into potential. Today as I flipped through the pages, of Tan’s book, I once again noticed tabbies, notes in the margins, and exclamation points. Normally I do not mark up texts at all, but I realize now that I truly engage with the books in my leadership collection while I am reading. One passage that stood out to me presents the concept of self-awareness competencies and, in turn, emotional competencies, that are key to outstanding performance in work.





The three key emotional competencies discussed in this passage are:

- 1) *Emotional awareness: Recognizing one's emotions and their effect.*
- 2) *Accurate Self-assessment: Knowing one's strengths and limits.*
- 3) *Self-confidence: A strong sense of one's self-worth and capabilities.*

The next set of books included in the collection are those obtained when attending formal leadership training programs. Over the years, I have had several books and articles required for the courses I have attended. Interestingly, one of the texts I have recommended the most to other librarian leaders was a text used when I attended the [Harvard Leadership Institute for Academic Librarians](#). The program, run by the graduate education department most summers, is an incredible learning opportunity I would recommend to anyone interested in broadening their leadership education. The main text used in the program was Reframing Academic Leadership, by Bolman and Gallos. The challenge with most leadership books is that they provide

case studies from the business world. As the reader, I then have to figure out how to apply them to my academic library setting. The nice thing about Reframing Academic Leadership is that all the scenarios and lessons in the book are focused on situations that arise primarily in an academic setting. Every single time I pull this book off the shelf, I discover something new about how to continually strive toward leadership in my law school environment.

Other inclusions on my leadership bookshelf are titles that were gifts or recommended resources from friends and family who know I have a passion for learning about leadership. One title I received as I was going through a tough time at work was The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers, by Ben Horowitz. Although this book sat on the shelf unread for some time, in writing this article, it is now back on my radar, and I am excited to begin reading it soon. Unlike other books about running a business that tend to focus on the positive experiences of a startup or new endeavor, this work provides examples from the author's own experiences about how to analyze issues in your business that have no easy answers or fixes. One chapter breakdown that stood out to me in my quick review of the table of contents was: Take care of the people, the products, and the profits, in that order.

Finally, I thought you might be interested in my most-recent acquisition for my leadership collection. The book is a short work I found at my local library book sale, titled Leadership Lessons from a Chef: Finding Time to Be Great. The author, Charles Carroll, is an executive chef, and, in the book, provides lessons on creating excellence in the professional kitchen. I am looking forward to seeing what new leadership nuggets I can learn and apply when the advice, strategies, and case studies come from a kitchen instead of a boardroom.



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## Readers' Advisory

### **Barbara J. Gislason, *Pet Law and Custody: Establishing a Worthy and Equitable Jurisprudence for the Evolving Family* (2017)**

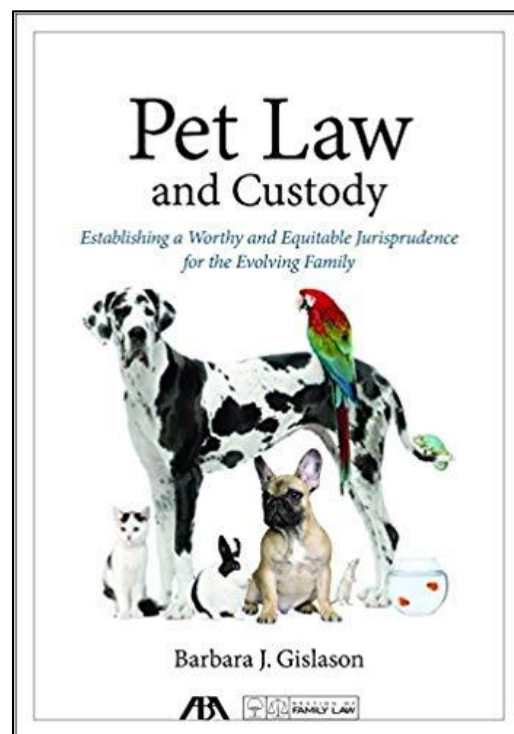
ISBN: 978-1-63425-892-0

When I introduce 1Ls to secondary sources generally, and treatises in particular, I always tell them that the less they know about an area of law or the more novel an area of law is, the more important it is for them to look at secondary sources. A good treatise can save them time, and they do not have to reinvent the wheel when it comes to research. I will be using this text to exemplify these characteristics in future classes.

While the law has dealt with animals for ages, there are new cultural attachments to animals, which change the moral, ethical, and legal landscape. Gislason's book synthesizes historic property views and introduces the reader to the various ad hoc methods of modern courts to either drag antiquated jurisprudence forward, or abandon it for novel common law or statutory approaches to dealing with animal welfare, custody, and ownership.

The book is well organized into various areas of law and practice, with excellent briefs of related case law at the end of each chapter. The topics covered are:

1. Companion Animals and the Law
2. Family Law and Replevin Actions
3. Alternative Dispute Resolution
4. Estate Planning, Wills, and Trusts
5. Contract Law and the Uniform Commercial Code
6. Property Law and the Meaning of Things
7. Tort Law Affects Pet Law
8. Animal Cruelty, Crimes, and the Constitution
9. Katrina, Katrina
10. Dangerous Dogs and Police Powers
11. Science and Technology
12. Potpourri of the Predicates of Change (detailing how our greater scientific understanding of animal behavior, physiology, range of emotion, etc., changes our relation to animals)
13. Law Office Basics, Anatomy of a Case, and Expert Testimony



Each chapter has relevant tips for the practitioner, often including lists of questions to ask clients, or other practical advice. For example, the chapter on alternative

dispute resolution includes many lists, such as one in which a mediator is dealing with a family in which there has been domestic abuse; guiding the mediator to consider whether the animal travels well (for joint custody consideration), does the animal have anxiety, has one or both of the people in the divorce been physically or emotionally abusive to pets in the home, etc.

This book is densely packed with useful information and references, yet it is easy to use. Given the high percentage of people in the U.S. who have companion animals, and the high interest among law students in animal law, this book is a great acquisition for academic libraries and practitioners.

Make sure that your law library has this book. Thank you. Good night.

## Readers' Advisory



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### **Howard E. Katz & Kevin Francis O'Neill, *Strategies and Techniques of Law School Teaching: A Primer for New (and Not So New) Professors* (2009)**

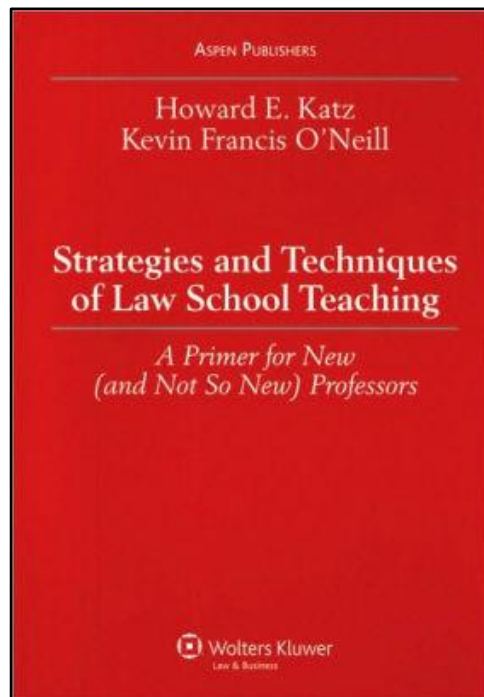
ISBN: 978-0-73558-833-2

I decided to read this book after running into the author at a panel at the Southeastern Association of Law Schools conference in August. He had some really good ideas on enhancing the use of technology and assessment in teaching and he mentioned that the book was mostly available on Social Science Network (at [https://papers.ssrn.com/sol3/cf\\_dev/AbsByAuth.cfm?per\\_id=758091](https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=758091)) as well as inexpensively through Aspen. His article on the “Unified Field Theory” of instruction is also a good read. What really impressed me both in person and in

the book and article was how thoughtful Katz was about teaching and his student-centered approach.

This short, highly practical book is designed to be a “from the ground up” approach to designing a law school course, from strategic planning through day-to-day teaching techniques to creating a final exam. Having taught advanced legal research eleven times, as well as helping others learn to teach it, this book reflects a lot of what I’ve learned the hard way through teaching and also gave me some new ideas.

For example, the book suggests simplifying what you want to get across



and choosing to do a few objectives really well rather than covering too much ground less effectively. The authors use the analogy of “message discipline” in a presidential campaign to get the point across. This jibes well with my experience, research, and training on learning theory.

I really liked the section on how to find your voice in the classroom as well. The authors have recommendations for engaging students and recommend being very transparent about your goals for the class. This chapter does a great job of explaining the pros and cons of common classroom approaches to calling on students. There’s also good advice on how to encourage students to be prepared for class without relying on intimidation or taking unpreparedness personally. The only weakness to this section is that the book very much relies on you using these strategies in an in-person rather than an online class. As the ABA allows more and more of law school to be online, strategies to engage students in online classes will increasingly be important. My class has moved to being online and asynchronous, which definitely presents increased engagement challenges and I know that that’s true for many librarians. I wish that this book had had some more tips for that scenario.

That critique aside, the remainder of the book provided tips that work whether a class is online or offline. The suggestion for courses to have recurring themes is a very good one and goes along with a technique I learned in the K-12 classroom — looping, or coming back to the same topics in new contexts throughout a semester. The first-day tips would also work for an online class, with some modifications. I plan on using the “Goodyear Blimp” and “Introductory Problem” approaches when I teach next semester.

The authors also have good advice on dealing with making mistakes, off-topic questions, balancing discussions, and using hypotheticals. There’s also a special section on the differences between first-year, and second- and third-year students.

My second critique of the book is its section on technology in the classroom. While I found the pros and cons of various visual aids for class useful and the suggestions for what to put on a course page potentially helpful, there is very little to no mention of any other technology tools. Courseware pages have increasing potential but few law professors use them as more than essentially static web pages. I think that there is a lot of room for increased suggestions in this area. That said, as this book is primarily focused on new law professors who are likely to be, as they should be, more focused on course content than technological enhancements, this focus makes sense.

The section on how to write an exam is especially useful. The authors walk the reader through the pros and cons of the usual exam formats. They give good advice on what to include and what not to include, how to grade an exam, and how to talk to students about their grades.

Overall, this book is a great resource even for experienced instructors. I will be implementing several of the ideas the next time I teach my course. The extensive footnotes are also a wealth of resources. I would recommend this book to new and not-so-new professors alike.



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### **Anthony Arlidge QC, *The Lawyers Who Made America: From Jamestown to the White House* (2017)**

ISBN: 978-1-50990-636-9

When I was halfway through this book, I had anticipated giving it a very positive review. Once I had finished it, however, I changed my mind. Much like many Saints games, it starts out strong, and then fizzles out by the end of the third quarter.

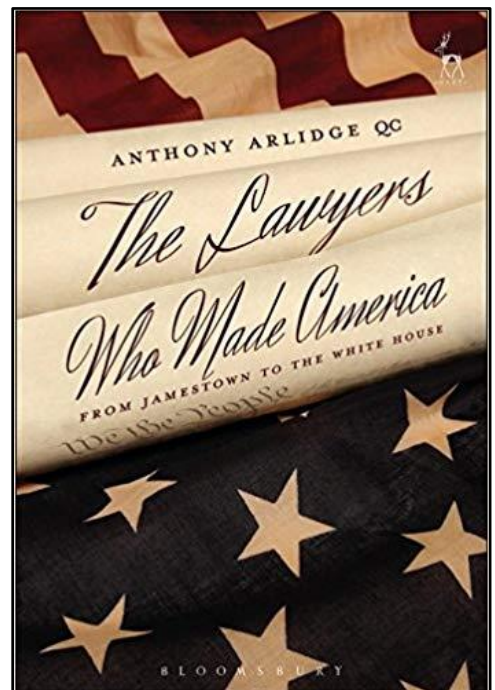
The format is straightforward. The author tells the story of America, in chronological fashion, by devoting a chapter each to twenty or so lawyers and their legal writings. Arlidge is an English barrister, and has previously written practical texts on legal practice.

In the early chapters, we learn that many proponents of exploration to the new world were also members of the Middle Temple, one of the four Inns of Court which have the exclusive right to call students to the bar. They also drafted numerous documents with obvious misspellings. These lawyers drafted the contracts and charters of the companies that set about the colonization of the Americas.

Arlidge describes how the writings of Coke and Blackstone would have influenced the young lawyers who went on to rebel against their mother country and establish their own government. I did enjoy reading this, as it was written by an Englishman.

After devoting many chapters to the various founding fathers, Arlidge jumps to Abraham Lincoln, then to Woodrow Wilson, and then to a few supreme court justices. One gets the impression that this book was intended to be a much longer and more detailed work, but either the demands of a deadline or fatigue with the effort curtailed that initial plan. The short chapter on Sandra Day O'Connor and Ruth Bader Ginsburg seems to have been written after a deadline, much like this review. The "Epilogue: Barack Obama" pages might have been tossed together from various notes.

I recommend reading the first three quarters of this book. The author shows the important role of English lawyers as they shaped the new colonies and their assemblies. He uses cogent portions of their writings to further his arguments. I cannot recommend the final chapters. I had to read them, but you don't.





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### **Virginia Eubanks, *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor* (2018)**

ISBN: 978-1-25007-431-7

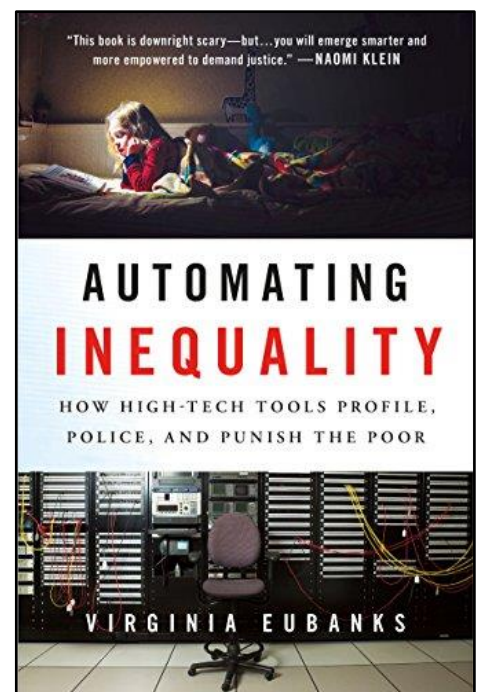
One of the complaints about data-driven decision-making is that it creates a system where decision-making becomes mechanical and the importance of an individual is diminished. After reading *Automating Inequality*, by Virginia Eubanks, it is hard not to walk away feeling the diminution of the individual is a feature, not a bug, in many tools used to determine how government resources are distributed. This book explores three such programs: an initiative to automate welfare enrollment in Indiana; a survey tool used by Los Angeles to prioritize homeless assistance; and an attempt in Western Pennsylvania to use predictive modeling to identify children at risk for abuse and neglect.

Before delving into the three case studies of automation in government services that are the heart of this book, Prof. Eubanks introduces the reader to her concept of the American relationship to the poor. What I took away from her argument is that poverty is much more of a presence in American life than we like to acknowledge, and that Americans have imposed a moral judgment on being poor, creating a divide between the deserving and undeserving poor.

It is this mindset that provided the intellectual and even moral justification for Indiana's welfare automation initiative, and why the Allegheny Family Screening Tool (AFST) treats the use of some public services as a negative reflection of the care provided to a child (p. 168). This book pushes back against this mindset by telling the stories of those individuals who are the target of these programs, be they Indiana welfare applicants, homeless Los Angelinos, or families interacting with the Department of Human Services in Western Pennsylvania.

While this book presents the Indiana welfare application automation experiment in a nearly universally negative light, there is room for nuance in its presentation of the Los Angeles' Vulnerability Index employed to match the homeless with appropriate housing, and the AFST used in Western Pennsylvania. The AFST and the Vulnerability Index are both presented as imperfect tools being used to maximize the impact of limited resources. However, tools like the Vulnerability Index cannot solve the underlying issue of insufficient housing available in Los Angeles.

This book serves as an excellent introduction for a law student to the concepts of how automation, digital data collection, and



predictive modeling are being applied in the world. The book does not stray too deeply into technical explanations of how the various systems work, but it does provide basic explanations of concepts like outcome variables, predictive variables, and validation data. It also pushes back against the notion of the computer as an unbiased and infallible arbiter of truth. Reminding us that, as data scientist Cathy O'Neil observed, "models are opinions embedded in mathematics." (p. 142).

Tomorrow's advocates will need to develop the skills to push back against "math washing," in order to examine, and if necessary, challenge the underlying assumptions and opinions that animate these automation, data collection, or predictive modeling systems. To the extent these tools can improve the efficiency and effectiveness of services delivered to those in need, they should be applauded. In the end, this book reminds us that these tools are not ends unto themselves, and we can't allow economic efficiencies promised by these tools to obscure the humanity of the individuals caught up in these systems.



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## Recent Acquisitions

This is the time of year when I always think back on my favorite sweatshirt from high school: “G-d put me on this Earth to accomplish a certain number of things. Right now I am so far behind, I’ll never die.”

Being a librarian and a manager means an interruption-driven day and what sometimes seems like an unending to-do list. In this round of recent acquisitions, I want to talk about two apps I have been using a lot lately. One that helps me stay organized and one that helps me relax.

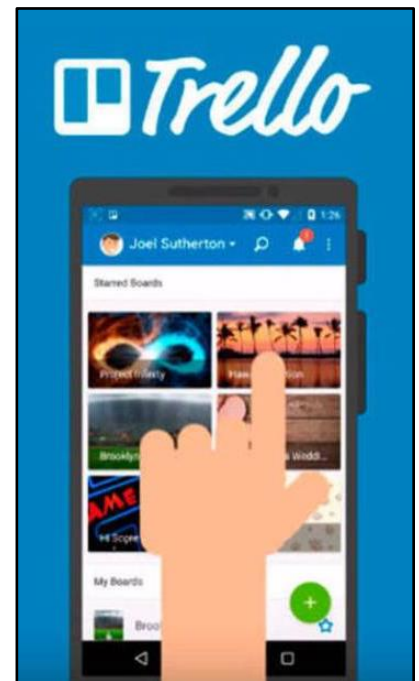
### Trello

The first is Trello. Trello will work in any web browser and is also available as an app for iOS or Android. It is designed for project management but I also use it for task capture. With a free account, you can create any number of “boards,” or organization tools. Boards are used for managing a single project or for keeping track of tasks. I have boards for individual projects, both personal and professional, and then one for this week’s tasks and one to capture everything. I also use one to keep track of things I need to tell people about in my one-on-one meetings with them and tasks I’ve completed that I want to remember to put in various library reports.

Trello keeps track of tasks on “cards.” You can create a card by typing something or by forwarding an e-mail to the e-mail address of the board. You can also share a board with one or more people so that you can all manage a project together.

You can add completion due dates to cards and you can move them in between lists. You can name those lists whatever you want which allows for using it for either project or task management and lets you employ whatever organization system works for you, whether that’s getting things done, Kanban, standard project management, or something else. I mostly use the standard “Not Started,” “In Progress,” “Waiting,” and “Completed.”

I ended up liking Trello enough to pay for Trello Gold (\$5/month or \$45/year) which lets you add three “power ups” like integration with Dropbox and Google Calendar to the functionality, along with making boards more colorful. One “power up” is included with the free version.







## Regency Love

One of my not-so-secret vices is my love of Regency-era romances, like *Pride and Prejudice*. I read the books and watch the movies – one of my favorite variations is *Bride and Prejudice*, a Bollywood version – and have read up on the history.

So I was delighted when I learned that there was a game available where I could create my own Regency-era lady persona and role-play being a character from one

of my favorite book eras. If you, like me, have ever imagined yourself as Eliza Bennet, Emma Woodhouse, or Marianne Dashwood, you might also enjoy this game.

In the game you play a young lady whose name you can customize from various appropriate options from the era. Your character also gets an era-appropriate nickname. As you interact with your surroundings, you talk with other characters and can choose funny or serious responses to their conversational attempts. You will deal with your mother, the town gossip, various merchants, and, of course, eligible bachelors.

You can also earn experience points by giving correct answers to multiple choice questions about the history of the era or playing hangman to complete quotes from popular Regency-era romances, so you get a bit of literature and historical trivia with your role-play. You use the experience points to increase your “accomplishments” as the daughter of a gentleman, such as needlepoint, dancing, and reading. As you increase your skill, more game play is unlocked just as in most role-playing games. The game has many endings available, usually when you accept a proposal for marriage.

The game is engrossing but also suitable for playing in five-minute increments when you need a brain break.

The app is unfortunately only available for iOS and it is \$4.99. While this is expensive for an iOS game, for that amount you get a game that isn’t designed to extract money from you, like *Candy Crush*, but rather is designed to be fully playable with no additional purchases necessary. There is one optional micro purchase available to unlock an additional bachelor/plot once you’ve played through the original options.



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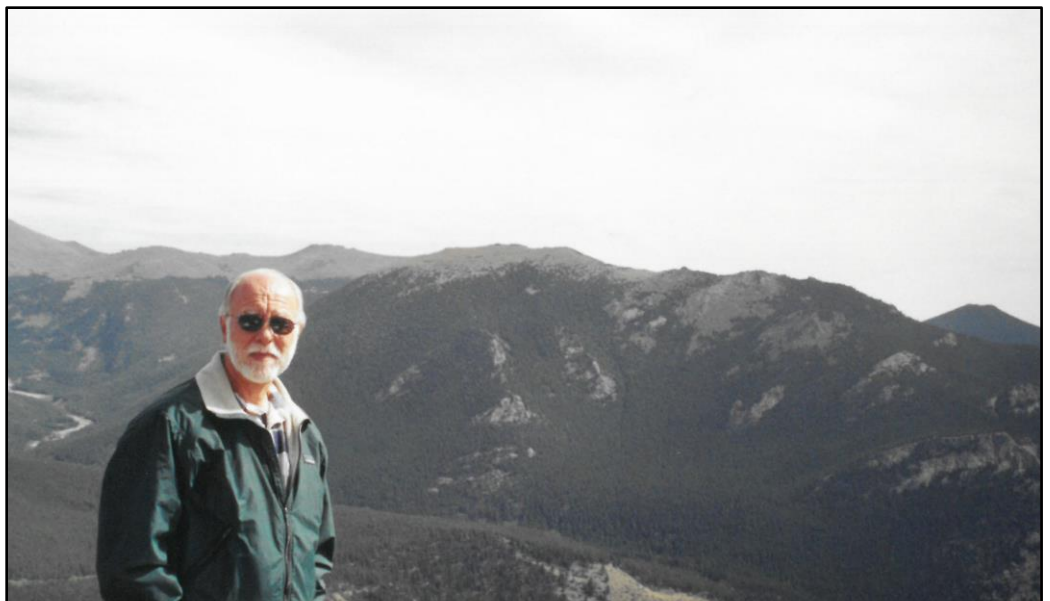
## Recent Acquisitions

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"Recent Acquisitions" is typically about new items for the library, or items a librarian finds meaningful. The editors of this newsletter have indulged me in bending, or perhaps even breaking, the definition of "acquisition," because the new things in my life I want to discuss are not quite so tangible. I'm writing about a personal acquisition, or at least a personal change. It has had a great impact on all aspects of my life, including my work. Perhaps some of you will relate.

The fall 2018 semester marks my eleventh year as a reference librarian at the University of Tennessee Law Library. Hardly a new beginning, but I feel more energized and refreshed to hit the ground running than any year since my first. That is thanks to all the new things that have happened to me over the past year.

Last summer my father's five-year battle against cancer came to an end. While my family and I miss him dearly, I trust that his pains and worries are gone, which



gives me a sense of peace. I married the woman of my dreams last November, and this coming November we are expecting the birth of our first child. And . . . we bought a new house and are rejuvenating it with fresh paint and yard work.

I can't remember a more momentous year in my life. It has been quite a ride. While I've never been busier outside of work, I feel a new sense of purpose and opportunity in my job. I think the best of us, and others, like myself, have ups and downs in our lives and careers. While librarianship is a true service profession at all times, I now have the opportunity to serve my own family in addition to the patrons and colleagues at my library by striving to be the best version of myself at the office, and at home.

Most of us who are drawn to academia, can also draw inspiration from our students, who are perennially new. As I type this, new 1Ls are arriving for

orientation, and the excitement and nervousness is written on their faces. They don't know it yet, but we are going to play a role in their professional development and we owe it to them to give our best.

Whatever inspires you, whether it is strictly professional, or otherwise, can be a catalyst to energize all aspects of your life. I'm no guru, and I wish I knew how to tap into this kind of energy at any time I wanted and how to teach others to do the same. I did want to share this with colleagues, however, because I know that each of us face struggles, challenges, opportunities, and a host of other things that can positively or negatively affect our lives.





## Meet & Three

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### Meet . . .

Hi, fellow members! This is Cassandra Patterson and I am currently one of the reference librarians at the Elon University School of Law Library. I work the evenings and weekend shift, and teach a section of the first-year legal-research class. I'm relatively new to the profession, currently beginning my second year as a reference librarian. I received my B.A. from the University of North Carolina at Greensboro, and my J.D. & M.L.S. (dual degree) from North Carolina Central University.

A little about me: I was born and raised in a small country town in Alamance County, North Carolina, called Snow Camp. (It's as country as it sounds.) I consider myself somewhat of an introvert – I take a little time to warm up to people and situations. I'm the type of person who can sit and watch a trilogy in one sitting. The most important aspect of my life is my family. I love sports, college basketball especially. And yes – I am a Tar Heel fan!

As mentioned, I am in my second year of law librarianship. I have learned a lot during my first year in the profession. I've carried out some great ideas, and I've also learned from some not-so-great ideas. In the next part of this article, I would like to detail three things I've learned during my first year of librarianship.

### And Three . . .



1. First, I've learned that no matter what job you're filling, it's important to take time and care for yourself. Librarians are helpers by nature. We are always looking to help others, likely not doing the same for ourselves. We are the happy face for the library, even when we are going through some of the most challenging times in our own lives. I'm still working to give myself permission to take time out for myself. A small step to this involves setting healthy boundaries with people.



2. The second thing I learned is the importance of finding your voice early in your career. This is especially helpful for newer librarians. I think it's important for a couple of reasons. One reason is that it helps you to communicate with the people you interact with. While it's okay to have different viewpoints, it's important to be able to communicate them effectively within your department. It also builds confidence to be your true self.



3. Lastly, always be true to yourself. Sometimes we find ourselves in situations that we don't fit in or we don't like because we base a decision on information we receive from other people. Our family, friends, and colleagues usually have our best interests at heart, but we know what's inside of us and what we need. You know you better than anyone else. Use the advice you receive from others as a supplement to your own instincts.

# Library Profiles

## Campbell Law Library



Adrienne DeWitt

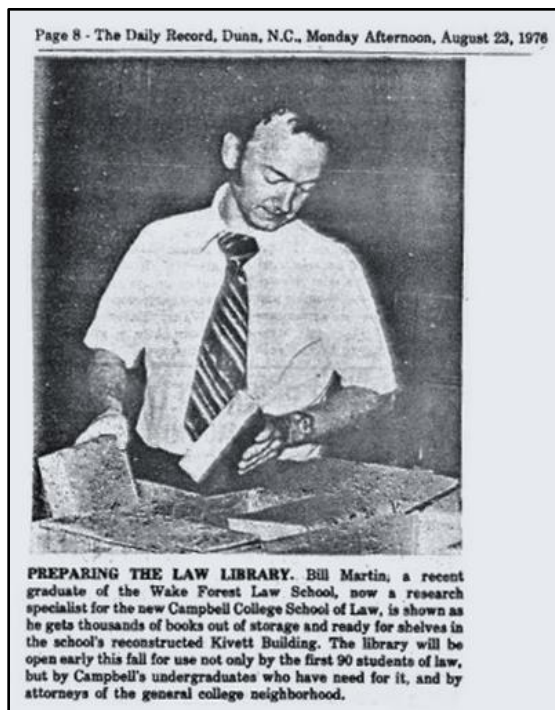
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In 2019, the Campbell Law Library will celebrate its 10th anniversary in downtown Raleigh. On a hot summer's day in 2009, the first of many 18-wheelers made the trek north from our main campus in Buies Creek, North Carolina, to our shiny new home in downtown Raleigh. After 10 months of planning and preparation, the Campbell Law Library successfully moved into its new space on the corner of Hillsborough and Dawson streets in downtown Raleigh. Best of all, not a single book was lost.

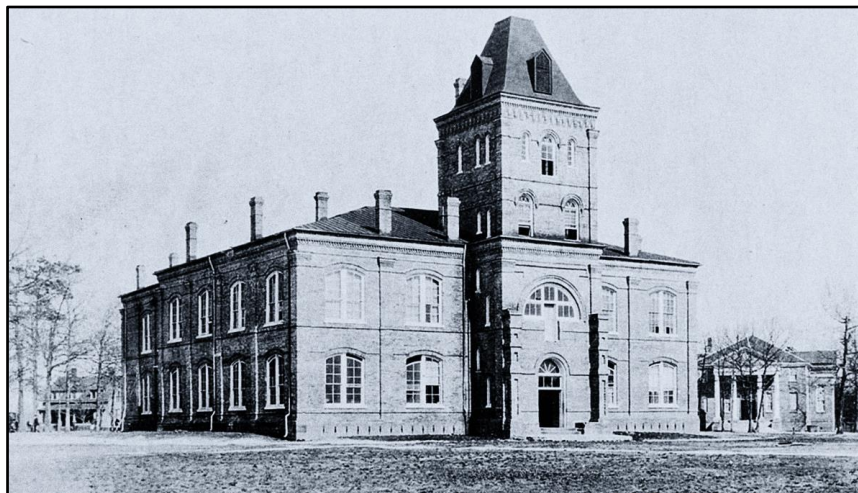
2009 might be the date of our move downtown, but the story of Campbell Law Library is actually a few years older. The Campbell Law Library opened its doors on the main campus of Campbell University in 1976. Back then the library occupied over 11,000 square feet in the campus's oldest building, Kivett Hall. This sufficed for a short time, but as our student body grew, our need for more space became increasingly important. Finally, in 1991, the university built Wiggins Hall, giving us nearly double our original space. The law library's collection now spread out over six different levels.

Fate intervened in 2007 when the university discovered that Kivett Hall's foundation had problems serious enough to warrant the closing of two classrooms and a courtroom. That led the faculty, university, and board of trustees to decide whether to build a new law school on the main campus, or to move the law school to Raleigh. On Oct. 4, 2007, the board announced the move and the 2009 opening date.



The Daily Record, Aug. 23, 1976

It took 10 months to convert the office building at 225 Hillsborough Street into our present home. Because we were building a new library from scratch, we had the luxury of including our faculty, students, and library staff into the design process. Faculty asked for an attorney conference room for practical learning. Students



Kivett Hall, 1903





Campbell Law Library, 1979



The architect's drawing of the planned addition to the Norman Adrian Wiggins School of Law.

1991 Plans Wiggins Hall



Campbell Law, Downtown Raleigh

requested more study rooms and comfortable seating. The library staff wanted more work space. We were able to mesh all of our requests into our present-day facility, where you will find an attractive and well-appointed attorney conference room on the first floor, soft seating and lots of study areas, and ample work space.

Should you visit our library, you'll enter on the second floor. The first thing you'll see is the octagon-shaped circulation/reference desk, made from makore, an exotic African hardwood. The next thing you'll notice are the windows. Panoramic windows surround the library, giving us plenty of natural light along with vibrant city views. A walk around the second floor will take you through our North Carolina, law review, and reference collections, and our general collection. A grand staircase connects the first and second floors. On the first floor are more study spaces, and our state, federal, and U.K. collections.

Today's law library remains as much the heart of the law school as it was in Buies Creek so many years ago. Students and faculty constantly use our facility for study, research, and collaboration. While our primary focus is on our law school family, the law library also works to make a positive impact on our surrounding community. We provide reference assistance and access to our facility to licensed North Carolina attorneys. We work collaboratively with nearby firm and state law librarians. We are also active participants in our local Raleigh Area Law Librarians Association, culminating in our successful SEAALL 2017 annual meeting. It's been ten years, but this is only our beginning. Here's to another ten!





Circulation Desk



Law Library, Second Floor



Grand Staircase

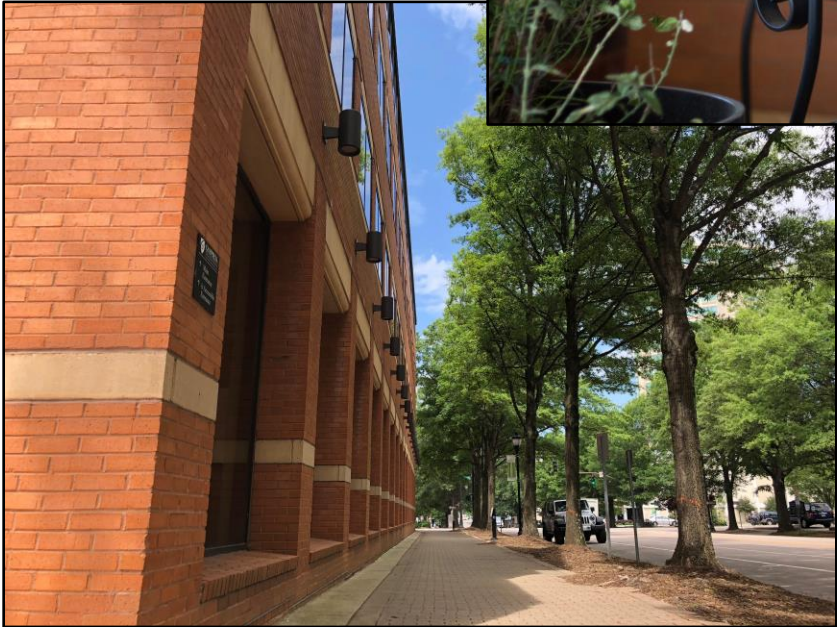




Campbell Law 2018



Law Library Patio



Law Library, Hillsborough Street View



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## Using Problem-Enhanced Library Tours Rather than Scavenger Hunts to Teach Incoming 1Ls about Legal Sources and the Research Process

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Learning about the legal research process is a daunting task for incoming law students who are not familiar with legal terminology, the sources they will need, or how to locate information through West's digest and key number system. When trying to help students learn the legal research process, law librarians are presented with a variation of "the chicken or the egg" conundrum. To conduct research, students must know enough of the law to navigate digests, browse indexes, or plan searches. However, to find the information that would give them such knowledge the students have to know how to conduct legal research.

A traditional method that has been used to solve this conundrum is scavenger hunt exercises that task students with looking up various cases and statutes in their library's collection. Often these exercises have little more than a list of questions asking the students to provide the citation to a case or statute and minimal instruction for students about how or where to look for answers. While scavenger hunt exercises introduce students to legal research, their use is akin to taking a class to the middle of the Amazon rainforest, giving each of them a compass, telling them to make their way to the nearest town, and then having their instructors air lifted from the forest by helicopter, leaving the students behind to fend for themselves. Scavenger hunt exercises teach students to be flexible and self-reliant in looking for information, but they do not instruct students about the process of legal research or the inherent strengths and weaknesses of the variety of legal sources.

The librarians of the Florida Agricultural and Mechanical University College of Law have experimented with a different kind of exercise to teach the basics of legal research to incoming students, rather than scavenger hunts, and have received positive feedback about the exercise from faculty and students. As part of the college's incoming students program, the librarians meet with students for two hour-long sessions to introduce them to the library's collection and the basics of legal research. To provide a framework for the sessions, the librarians give the students an exercise that mimics the research process involved in drafting a basic research memo. The exercise uses a series of questions designed to lead the students through the library's collection in a pattern that allows them to gather the background information and case law needed to answer a legal question associated with the exercise's central fact pattern.

The most recent fact pattern used by the college's librarians involved a high school student being removed from her class and taken to the principal's office where she was interrogated by the principle and a police officer about an incident



that happened off campus. The student finally provided a false confession to get out of the high-pressure situation. The preliminary questions of the exercise required students to use secondary sources, including law review articles and the American Law Reports, to learn the basics of Miranda Rights, what considerations are examined to determine whether a person is in custody for Miranda purposes, and when a confession by a juvenile is considered proper. The overarching question that students were to answer for the exercise was whether the high school student's confession was valid under Florida law in consideration of the circumstances given. For each source to which the exercise's questions directed students, they were asked to provide one-sentence summaries of the legal explanations given and citations to cases they would use to form their legal analysis.

During their first session with the students, the college's librarians divided the incoming students into small groups and guided them through the library's collection. They explained the purpose of each source, how it could be used, and showed students an entry or section of the source that contained the answers students were looking for. During the second session, the librarians met with the whole of the incoming student group in a classroom. Using a PowerPoint presentation, the librarians reviewed the activities from the previous session and then discussed how the information in the answers the students gathered could be used to create a research memo. The librarians then introduced the students to the



I.R.A.C. writing scheme and showed examples of how to create an issue statement, how to identify the rules of law that govern a legal situation, how to connect the law to the facts of a legal issue, and how to conclude a memo about the issue. They then presented the students with a completed memo so they could see how the snippets of legal reasoning and citations they found could be crafted into a research memo. For the rest of the session, the librarians introduced the students to the various electronic resources available to them.

While the librarians' guided library tours and exercise sessions have proven successful, they required careful coordination with the other

parties involved in the students' orientation activities. The sessions also required significant preparation to create the issue to be presented, to conduct the research to form the example memo, to find relevant secondary sources, to develop the questions and answer sheets provided to the students, and to prepare the PowerPoint presentation. Creating an exercise that can be completed in two hours, while providing the corresponding research instruction, was also a challenge due to the need to balance choosing a topic with enough information available to introduce students to the various sources while not being so complex it would take too long to complete.

Entering law school is often an intimidating trek through rough and unknown territory. Having librarians guide law students through the first legs of their legal research travels allows them to focus on learning the process of legal research and the sources available to them rather than worrying about wandering off the path. Guided library tours and research projects presented by law librarians, during orientation or early in the law student's time in law school, can help ease students into learning the legal research process, introduce them to the sources they need, and give them a foundation to build on for their legal research and writing courses. Guided library tours and exercises also help librarians meet the ABA's requirements that more practical lawyering skills be taught to law students while helping students avoid becoming frustrated with the research process and forming unstructured research habits.

### Attention!

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The Southeastern Law Librarian (ISSN 0272-7560) is the official publication of the Southeastern Chapters of the American Association of Law Libraries. It is published quarterly and is distributed free to all SEAALL members. Editorial comments or submissions should be sent to:

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MS Word is the preferred format for electronic submissions.

Newsletter submission deadlines are:

Fall = Nov. 30, 2018

Winter = Feb. 28, 2019

Spring = May 31, 2019

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