

each year, we know that the twenty computers will soon be inadequate for the growing computer-literate population of the school. We will be installing ten more during the fall of 1988. However, that addition will completely fill the available space—the law school and the library may soon be forced to consider alternative methods of making computer services available to students.

Conclusion

Developing the Columbia Law School Library computer lab has proved to be a constant adventure. The facility continues to evolve, and we plan to add new features in the near future.

For example, we anticipate that students will be able to access placement and financial aid files through the computers. We also look forward to greater use of CALI programs—this fall one faculty member even had his first-year students perform such an exercise before coming to class for the first time! So, despite the problems and frustrations that accompany any innovation, the rewards have been many and the future of the lab looks bright. We know that the law students will go forth better prepared for the computer-filled law offices and courtrooms that they will encounter. We also know that we are fulfilling our obligation to integrate library programs into the overall educational goals of the institution by establishing this model facility.

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Law Librarians and Teaching in Library Schools¹

By PENNY A. HAZELTON, University of Washington

As of March 1988, there were 52 American Library Association-accredited library programs in the United States.² Although this represents a substantial decline from the peak year of 1982 when 63 U.S. programs had accreditation from ALA, the March 1988 figure is nineteen more than in 1965 and two more than in 1974. Thus, though the number of accredited library schools has declined in recent years, over the past twenty-three years there has been a relative increase in the number of accredited programs in the United States.

Paralleling this relative growth in accredited library school programs over the past twenty-three years is the increasing number of library schools which offer law librarianship or legal bibliography classes. And, of course, there has been a corresponding increase in the number of law librarians who teach these courses in library schools. According to the *Annotated Recruitment Checklist* of 1965, six library schools offered at least one course in law librarianship or legal bibliography.³ By 1988, according to library school catalogs and other published information, 35 accredited library schools offer at least one course in law librarianship or legal bibliography! These courses cover basic legal bibliography, law librarianship, advanced legal bibliography, law library administration, CALR, and selection and processing of law library materials.

Of the 35 accredited library schools offering some kind of law librarianship course, 20 offer only one course, usually basic legal bibliography. Thirteen of the 35 advertise that they offer a specialty or concentration in law librarianship. The schools with specialties offer from none to five courses

(including fieldwork or practicum) in law librarianship. The wide variety in scope and offerings of these specialties or concentrations is partly attributable to the fact that they are not separately accredited by ALA or AALL, but rather are simply part of the school's complete ALA accreditation. Since the analysis of courses offered was taken solely from published information from the library school, it should not be assumed that all 13 library schools offer all or even any of the law librarianship courses sequenced to allow a library student to take them within the time frame of the school's program. For example, Professor Susan Csaky indicated the courses to be taken for the specialty in law librarianship at the School of Library and Information Science at the University of Missouri-Columbia are currently offered only in the summer, one course per year. At the School of Library and Information Studies at the University of Oklahoma, Professor Mickey Voges indicated that she has not taught any of the four law librarianship courses offered as a specialty in the past several years.

In addition to the 13 library schools which offer specialties in law librarianship, six schools offer joint degrees in law and library science. Interestingly, of these six, three offer only one specialized law librarianship course, two offer *no* specialized courses, and only one offers a complement of three special courses. The joint degree programs, with the exception of Catholic University, appear to offer little in the way of specialized education for law librarians. Perhaps these joint degree students do a practicum or fieldwork in a law library to expand their classroom education.

Since 35 library schools appear to offer law librarianship courses, who teaches these 55 different courses?⁴ Not surprisingly, of the 44 teachers identified, 77% (34) were law librarians. The other ten could not be identified as current law librarians and are presumably deans and professors in the library schools. Also, as you might expect, most (73%) of the law librarians teaching in library schools are employed in an academic law library, while six law firm librarians and three state, court, county and federal law libraries were identified.

Why are academic law librarians in such a majority? If the library school has decided to offer a course in legal bibliography, the logical place to look for teachers is within the same institution. Or it may be that library schools have been approached by their academic law librarian about teaching such a course. Perhaps only academic law librarians have the time to teach such courses. Are academic law librarians more willing to accept low salaries? With my research incomplete, I would like to suggest another alternative. Maybe these law librarianship courses are only taught if the library school can find a "free" teacher—someone already on the institution's payroll! Although the proposed answers to these questions are merely speculative, they suggest the need to gather further information.

The "free" teacher notion may also explain why so many law librarianship courses are listed in the catalogs but are not always taught on a regular basis. Although library schools appear to be offering more opportunities for students to take specialized courses, maybe this is not the reality. Determining how many of the law librarianship courses are offered regularly in library schools will give an indication of their relative importance to library school faculty and administration.

The majority of law librarianship courses are taught by adjunct professors who are law librarians or who have been law librarians. (Professor Virginia Wise is a notable example of the latter.) I doubt if this same phenomenon is true—that is, practicing librarians teaching law librarianship courses—in the teaching of courses dealing with medical libraries and information resources. A full-time member of the library school faculty at the University of Washington teaches our health sciences courses, for example.

What kind of qualifications do the ten non-law librarians have to teach law librarianship courses? As a profession, we need to take a stand on this issue. Should accreditation standards *require* that specialized courses in law librarianship be taught by law librarians? Or, as with most staffing decisions, do we leave that choice to the individual library school? If we adopt the latter course, don't we simply abdicate our role as professional law librarians? Who should care more about the quality of the educational background of future law librarians than we? As employers of future law librarians, we have a responsibility to ensure that the educational background of our future colleagues is the best that it can be. And that means getting involved at a national as well as local level.

Exactly what kind of involvement is necessary at the national level? Every specialized course taken by a library

student takes the place of another more general course in the library school curriculum. Are we librarians first and law librarians second? Or vice versa? An AALL Committee on Educational Policy (chaired by Judith Wright) is wrestling with that very issue now, hoping to draft a document that articulates what kind of library education we expect future law librarians to have. For a student committed to law librarianship at the onset of his/her library education, providing specialized classes at the expense of more generalized classes may be necessary. On the other hand, for the student with unknown career aspirations, limiting his/her options by requiring several specialized classes may not be the best use of that student's year (or more) in library school. All of which leads to the basic questions of what should be taught and learned in library school and what should be left to on-the-job training and continuing education. A proposed statement from the Committee is due to the AALL Board by mid-November. Judith would welcome your input.

On a local level, get involved by offering to teach a law librarianship course in your library school. As a manager, you need to analyze the benefits and drawbacks of such a commitment. Do you really have time to teach outside the law library and law school? Will you be paid for this effort? Will the library school support your teaching with research assistance or photocopy and phone budgets? Where will the class be taught? Will you always be the last professor contacted for your preferred teaching hours? Will the students in your class have access to WESTLAW, LEXIS, or NEXIS?⁵ If so, under whose contracts? Exactly what status would you have in the library school?

As employers of future law librarians, we have a responsibility to ensure that the educational background of our future colleagues is the best that it can be.

On the positive side, you should examine the potential benefits. Will you be able to help raise the level of understanding of basic legal materials for all librarians? By teaching in the library school, can you provide future librarians some exposure to full-text databases?⁶ Would your teaching strengthen interdepartmental/school ties on your campus? Could you help recruit good library students into law librarianship? Could you earn some extra money? Would you enhance your personal growth by teaching?

Even if you cannot or do not wish to teach a course in library school, you can try to influence the curriculum and course content of library courses. How much about law librarianship is covered in other courses, such as Special

(Continued on page 6)

HAZELTON *concluded*

Libraries and Government Documents? Does the Cataloging class *ever* catalog and classify a law book or looseleaf service? Offer to lecture in a class. Take the government documents professor to lunch and see what is covered in that class. Specialized libraries of all kinds abound. Offer to let students tour your law library as part of an introduction to different types of special libraries. Be sure the library school's placement office knows about AALL and the Career Hotline. Send that office a copy of the AALL newsletter or placement listing every month. Make law libraries visible to library school students, faculty and administration.

If you live where there is no library school, get involved in your state library association and its continuing education program. As an employer, make your concerns known to library schools. If you are not satisfied with the quality of their product, be specific and say so! If you think there should be a legal bibliography course available for students, say so. If the students' computer skills are poor, suggest ways to improve them.

We can only improve library education for law librarians by:

- gathering more factual information about the offering and teaching of courses in library school,
- articulating through policy and example what we expect the library educational process to produce,
- involving ourselves in the teaching of courses in law librarianship and courses which should have law components, and

—making law librarians visible in order to enhance law librarianship's acceptability to the general library world.

Footnotes

1. This article represents preliminary findings of a work in progress. Some of the statistics were also used in a presentation at the 1988 Atlanta AALL Annual Meeting on "Educational Preparation for Law Librarianship." Professor Hazelton welcomes corrections, comments, and/or additional information on the subject of this article.

2. American Library Association, *Graduate Library Education Programs: Accredited by the ALA under Standards for Accreditation, 1972* (March 1988).

3. American Association of Law Libraries, Recruitment Committee, *Annotated Recruitment Checklist, 22-25* (June 1965 Revision).

4. Fieldwork, practicum and internship courses have not been counted as part of the 55.

5. To my knowledge, WESTLAW and LEXIS limit the availability of their educational contracts to law schools. Even if library schools were permitted to have educational contracts, the flat rate contracts for LEXIS, WESTLAW and NEXIS are much too expensive for most library school budgets (for example, NEXIS is \$480/month for even a very limited choice of files).

6. Students in the library school at the University of Washington, for example, get very little exposure to full-text searching.

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Trends in Management of Legal Information Through Integrated Library Systems

By CAROL FELTZ, University of Florida Legal Information Center

The continuing growth of information and the ease of accessing that information from personal computers and terminals have pressured librarians to install newer and more effective methods of managing complex data for both library patrons and in-house operations. Sophisticated library users clamor for different types of automated information than they did several years ago. Larger library budgets and holdings accelerate the necessity for improved record-keeping and accountability. Automation offers the potential for technological solutions to managing and accessing vast

amounts of information with speed and accuracy for the benefit of library patrons and staff.

Typically, librarians elect to automate first either circulation or an online catalog. Both require the creation of digitized bibliographic records of the library's titles, to which can be added other types of records in the integrated library system. This function is almost entirely dependent upon the professional cataloger and staff. Patrons generally are not impressed by a circulation system, except to note that records are accurate and overdue notices sent promptly. But an online