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Continuing Education for Law Librarianship

By LAURA N. GASAWAY* AND STEVE MARGETON**

I. INTRODUCTION.

Traditionally the American Association of Law Libraries (AALL) has emphasized professional achievement and provided a variety of educational opportunities for its members. Yet the Association's goal is not education for its own sake, but rather education as means of achieving a better understanding of legal systems, bibliographical methods and sources of documentation in order to serve the law and library communities. To attain this goal, AALL has not only pursued the "passive" route of publishing professional journals, manuals and monographs but through a series of panel discussions, debates and institutes, it has aggressively sought active educational forums.

The Education Committee of AALL has long been the primary catalyst through which instructional improvement has been achieved. The Committee, whose role is that of coordinator of educational activities beyond the scope of the convention program, has frequently followed many different paths. In early Association history, the Committee (or its predecessor) persuaded library science departments to include elective courses in law librarianship within their curricula. A number of years later, Committee members were instrumental in instituting a series of AALL publications, lectures and rotating institutes. More recently, the Education Committee was involved in the first plan for law librarian certification. Currently, to further develop the educational picture, the Committee has completed a comprehensive survey of AALL members' continuing education needs and desires. The results of that endeavor follow.

II. THE SURVEY

A. *Development of the Survey*

The American Association of Law Libraries is now a septuagenarian. As its membership increases, the need for educational programs develops proportionately. Law librarians entering the profession today are well educated and

early in their careers exhibit a serious interest in further training. They seek "continuing education" as the means of expanding professionalism and upgrading the status of law librarians. For many years AALL sponsored educational programs in an attempt to fulfill this demand. The most recent response, initiated in 1964, was the Association's Basic Rotating Institute series. The Education Committee had responsibility for these institutes and was later assigned the duty of selecting institute participants.

Increasing enrollments made it difficult to manage these basic institutes effectively and the Committee began receiving complaints about the quantity, quality, subject matter and level of emphasis of these programs. As the enrollment increased, the complaints increased, usually in direct proportion to the improved credentials of the enrollees. This trend in better educated participants seeking entrance to basic institutes continued to critically affect the entire program. When exceptionally qualified law librarians participated in basic institute programs, unhappy law librarians emerged. It was in this atmosphere of discontent that the Executive Board of AALL voted in late 1974 to discontinue the Basic Rotating Institute series.

After the Board's decision, the Education Committee began to study the future of educational programs. The Committee proposed an extensive survey of the membership to determine the characteristics of AALL members and their continuing educational needs; the results of the survey were intended to serve as a basis for program planning.¹ In June 1975 the Committee presented a final draft of a questionnaire to the Executive Board; they approved the project and provided the money necessary for printing, mailing and hand tabulation of the final results. Questionnaires to the

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¹ Although copies of the draft questionnaire were circulated to members of the Education Committee and several members made suggestions for improvements, four members of the Committee were primarily responsible for drafting the questionnaire: Catherine Porter, Law Librarian, Bank of America; Sally Wiant, Assistant Law Librarian, Washington and Lee Law Library; Laura N. Gasaway and Steve Margeton.

membership were mailed from AALL headquarters in September 1975.

The survey was designed to serve the following purposes:

- (1) to determine the educational and experiential backgrounds of AALL members,
- (2) to ascertain their continuing educational needs,
- (3) to solicit information on various subjects for continuing education programs,
- (4) to gather data on members' preferences for program formats,
- (5) to determine what types of programs should be offered on the national level and what programs might be sponsored by AALL but held in conjunction with AALL Chapter meetings, and
- (6) to share the data with other AALL Committees which might find it useful.

Of the 2100 questionnaires mailed, 742 were returned—a return of 35%. When allowances were made for institutional memberships included in the AALL mailing list, the percentage of active members participating rose significantly higher. The Committee feels that the high return rate indicates that active AALL members are seriously interested in continuing education and that they want very much to influence plans for future programs.

The following report of the survey is presented under three major headings: "Continuing Education Needs—1975," "Rotating Institutes" and "Educational Background of Law Librarians—1975." The structure of the survey results reflects the actual questions of the questionnaire (in italics) as well as the tabulated data (in italics) and interpretations (in roman type).

| <i>SUBJECT</i> | <i>AALL Chapter Directed</i> | <i>AALL Home Study Course</i> | <i>AALL Sponsored Programs</i> | <i>Library School Extension Course</i> |
|--------------------------------------|------------------------------|-------------------------------|--------------------------------|--|
| <i>Cataloging and Classification</i> | 75 | 68 | 113 | 73 |
| <i>Acquisitions</i> | 90 | 55 | 126 | 44 |
| <i>Legal Bibliography</i> | 104 | 94 | 140 | 75 |
| <i>Public Services</i> | 90 | 34 | 107 | 41 |
| <i>Administration</i> | 125 | 55 | 157 | 60 |
| <i>Automation</i> | 143 | 61 | 187 | 71 |
| <i>Government Documents</i> | 116 | 66 | 163 | 61 |
| <i>Microforms</i> | 125 | 53 | 172 | 49 |
| <i>Other</i> | 14 | 7 | 9 | 3 |

B. *Continuing Education Needs—1975*

The following section of the survey is most important for immediate and long range program planning.

I. *Your Opinion on Continuing Education*

The questions in this section concern the respondent's opinion on the need for continuing education for law librarianship. Questions from the survey are reprinted below.

- A. Results in this section clearly indicate a need for continuing education. However, the majority of respondents feel basic skills should not be included in AALL sponsored education programs during or in conjunction with the AALL Convention.

1. *Is there a need for continuing education in law librarianship?*

Yes 715 No 8

2. *Should AALL sponsor continuing education in law librarianship?*

Yes 697 No 16

3. *Should AALL sponsor programs for education in basic library skills such as cataloging and acquisitions for persons without library school courses?*

Yes 292 No 422

II. *Subject Matter for Continuing Education*

- A. *General subject content programs.* The questions in this part indicate that most respondents feel AALL should sponsor basic continuing education programs in some fashion. The responses may not be contrary to Board action to eliminate national basic institutes but may indicate that programs on basic subjects should be offered on another level. The results are to be read as follows: 75 respondents felt programs on cataloging and classification should be directed by an AALL Chapter.

- B. *Specific subjects for continuing education.* The responses in this section will be used to plan specific programs. Under each category specific programs are listed—the number of respondents who desired pro-

grams on each of the specific topics listed appears to the right of the topic. These programs would be of an advanced nature.

Documents

| | |
|----------------------------|------|
| <i>Acquisitions</i> | —160 |
| <i>Bibliographic cont.</i> | —190 |
| <i>Federal (U.S.)</i> | —207 |
| <i>State</i> | —167 |
| <i>Local/municipal</i> | —104 |
| <i>Intl. Organizations</i> | — 84 |
| <i>Foreign</i> | — 51 |
| <i>Other</i> | — 13 |

Legal Bibliography

| | |
|-----------------------------|------|
| <i>History Legal Bibl.</i> | —156 |
| <i>For. & Intl. law</i> | —113 |
| <i>Teaching legal res.</i> | —279 |
| <i>Legal History</i> | —122 |
| <i>Other</i> | — 19 |

Acquisitions

| | |
|-----------------------------------|------|
| <i>Order procedures</i> | — 88 |
| <i>Selection tools</i> | —165 |
| <i>Bookkeeping</i> | —141 |
| <i>Verification techniques</i> | — 54 |
| <i>Serial records</i> | —123 |
| <i>Dealing with vendors</i> | — 90 |
| <i>For. & Intl. materials</i> | — 88 |
| <i>Other</i> | — 6 |

Trends in Legal Specialties

| | |
|-----------------------------|------|
| <i>Labor law</i> | —145 |
| <i>Copyright</i> | —112 |
| <i>Patents</i> | — 41 |
| <i>Securities</i> | —109 |
| <i>Law of the Sea</i> | — 73 |
| <i>Taxes</i> | —116 |
| <i>Public law</i> | — 37 |
| <i>Antitrust</i> | —108 |
| <i>Intl. & For. law</i> | — 92 |
| <i>Torts</i> | — 74 |
| <i>Administrative law</i> | —150 |
| <i>Environmental law</i> | —114 |
| <i>Other</i> | — 27 |

Public Services

| | |
|---------------------------------|------|
| <i>Reference service</i> | —212 |
| <i>New reference tools</i> | —272 |
| <i>Book loss & security</i> | —151 |
| <i>Library use courses</i> | — 99 |
| <i>For. & Intl. law</i> | — 97 |
| <i>Other</i> | — 8 |

Administration

| | |
|---------------------------------|------|
| <i>Personnel</i> | —215 |
| <i>Budget</i> | —253 |
| <i>Dealing with management</i> | —188 |
| <i>Union problems</i> | — 43 |
| <i>Public relations</i> | — 90 |
| <i>Paralegals</i> | — 96 |
| <i>New building/renovations</i> | —140 |
| <i>Space utilization</i> | —224 |

| | |
|--|------|
| <i>Capital depreciation of coll. & equipment</i> | — 79 |
| <i>Fund raising</i> | — 57 |
| <i>Statistics</i> | —146 |
| <i>Insuring collection</i> | —100 |
| <i>Other</i> | — 16 |

Cataloging

| | |
|----------------------------------|------|
| <i>Non-book material</i> | —187 |
| <i>Rare material</i> | — 61 |
| <i>Card production methods</i> | —104 |
| <i>Classification</i> | —174 |
| <i>Cataloging of small coll.</i> | —174 |
| <i>Memoranda of law, etc.</i> | —176 |
| <i>Other</i> | — 25 |

Microforms

| | |
|--|------|
| <i>Acquisitions and quality control</i> | —232 |
| <i>Collection management</i> | —211 |
| <i>Equipment & storage</i> | —197 |
| <i>Microform utilization & reference</i> | —215 |
| <i>Space planning</i> | —125 |
| <i>Other</i> | — 18 |

Respondents listed additional subjects under the "other" categories under each area. If more than one response was received for a particular subject, a number indicating the number of responses appears to the right of the subject.

Documents

| | |
|--|--|
| <i>Bar Associations</i> | |
| <i>Administration</i> | |
| <i>Problems arising from GPO accounts</i> | |
| <i>Cataloging — 2</i> | |
| <i>Court records and briefs</i> | |
| <i>Weeding and shelving</i> | |
| <i>Manuscripts</i> | |
| <i>Public Services</i> | |
| <i>Computer related reference services</i> | |
| <i>Computerized research — 2</i> | |
| <i>Automation</i> | |
| <i>Maintenance of pamphlet files</i> | |
| <i>User satisfaction measurement</i> | |
| <i>Automated data base</i> | |

Legal Bibliography

| | |
|--|--|
| <i>Law and economics</i> | |
| <i>Reference materials</i> | |
| <i>Legal research materials</i> | |
| <i>American law</i> | |
| <i>Collection and development</i> | |
| <i>Legislative history-court rules</i> | |
| <i>Preparation of</i> | |
| <i>Rare book bibliography</i> | |
| <i>Computer use</i> | |
| <i>Social science/medicine applicable to law</i> | |
| <i>Computerized legal research</i> | |
| <i>General legal bibliography for law firm libraries</i> | |

Cataloging

Serials — 2
 Indexing of law
 State documents
 Computerized bibliographic files
 Office indexing of work in progress
 Form files
 Pamphlets and loose materials
 Ballots — OCLC — IDC
 Arrangement of collection
 Briefs
 Automation — 6
 Catalog Department management
 Cooperative systems
 Retrieval systems
 Shared cataloging
 Non-standard book materials

Administration

Personnel staff manuals
 Research definition
 Weeding techniques
 Salaries
 Communication and report writing
 General management
 Sex discrimination problems
 Law library networks
 Training techniques, communication
 Automation — 2

Trends in legal specialties and accompanying materials:

Public contracts
 Law and Economics
 Criminal law and criminology — 3
 Family law
 Government contract law — 2
 Overview of the laws of the U.S.
 Communications law
 Forms, availability, organization, updates
 Hospital law
 Medico-legal
 Use of K schedules as they come out
 Pensions — 2
 Discrimination laws
 Local state laws
 Energy and natural resources
 Civil/criminal procedure — privacy
 Automated data bases
 Constitutional law
 Indian law

Microforms

COML
 Automation — 3
 Patron acceptance, education and use of microforms
 How to "sell it" to management
 Conversion from film to hard copies
 Value and depth of replacement of hard copy materials
 Library on-line systems
 In-house microfilming

Interlibrary cooperative microfilming of state and local legislation and judicial material
Convincing management of necessity
Equipment

III. Education Program Design

A. *Program Structure.* This portion consisted of a grid which required respondents to indicate the format, length of program, sponsorship, and type of faculty for four representative topics for programs. Formats were defined in the survey.² Results are reported with the format, length of program, etc., appearing in the left-hand column. The four representative topics for programs are at the head of each column across the top of the page. The number of responses for each structural option is indicated next to the options under each of the four subjects. See chart next page.

B. *Education program designs.* Respondents were asked to insert up to five specific programs listed in Part II.B. and to indicate for each the format, length of program and "in conjunction with" (time) for the program. These responses obviously are among the most important to the Committee in planning future continuing education programs. There were 2,698 selections made in this question. The four most requested programs were:

| | |
|-------------------------|---------------|
| teaching legal research | 150 responses |
| new reference tools | 118 responses |
| budgets | 115 responses |
| reference services | 101 responses |

² *Seminar* (a meeting for giving and discussing information—works best with small groups)

Institute (a brief intensive course of instruction on selected topics—classroom-oriented—accommodates large groups)

Workshop (a brief intensive educational program for a relatively small group of people in a field which emphasizes participation in problem-solving efforts)

Symposium (a more formal meeting at which several specialists deliver short addresses on a topic or related topics—no group participation)

Colloquium (usually an academic meeting at which specialists deliver addresses on a topic or related topics and then answer questions relating thereto)

Home Study Course (texts or manuals with explanatory notes, problem-solving and case analysis format)

| <u>Format of Program</u> | <u>Fair Employment Practices</u> | <u>Hardware Software</u> | <u>Documents</u> | <u>Cataloging Non-Book Materials</u> |
|--|----------------------------------|--------------------------|------------------|--------------------------------------|
| <i>Seminar</i> | 65 | 84 | 111 | 86 |
| <i>Institute</i> | 136 | 201 | 192 | 136 |
| <i>Workshop</i> | 70 | 189 | 130 | 266 |
| <i>Symposium</i> | 79 | 41 | 45 | 11 |
| <i>Colloquium</i> | 152 | 91 | 75 | 34 |
| <i>Home study</i> | 49 | 29 | 53 | 66 |
| <u>Length of Program</u> | | | | |
| <i>1 month</i> | 24 | 26 | 30 | 40 |
| <i>1 week</i> | 51 | 81 | 73 | 62 |
| <i>1-3 days</i> | 147 | 290 | 257 | 228 |
| <i>1 day before or after meeting</i> | 168 | 135 | 148 | 146 |
| <i>½ day before or after meeting during meeting (1 hour or more)</i> | 69 | 52 | 45 | 61 |
| <i>69</i> | 69 | 29 | 28 | 38 |
| <u>Sponsorship</u> | | | | |
| <i>AALL</i> | 326 | 375 | 282 | 263 |
| <i>AALL Chapter</i> | 199 | 221 | 285 | 300 |
| <u>Faculty</u> | | | | |
| <i>Experienced law librarian</i> | 124 | 149 | 420 | 374 |
| <i>Non-law librarian</i> | 20 | 36 | 49 | 66 |
| <i>Information specialists</i> | 60 | 394 | 78 | 29 |
| <i>Attorneys</i> | 344 | 8 | 4 | 1 |
| <i>Library educators</i> | 6 | 38 | 48 | 124 |
| <i>Publishers</i> | 3 | 8 | 10 | 1 |

Categories and specific programs appear in the left-hand column with total responses to the specific program indicated in parenthesis next to the program. Choices for format, length of program and time comprise the remainder of the columns. Responses are listed under each choice. See chart beginning p. 44.

III. MILESTONES IN AALL CONTINUING EDUCATION³

A. *Early Concerns*

From early issues of the *Law Library Journal*, it appears that one of the first indications of interest in educating law librarians was expressed by John Boynton Kaiser in the year 1912 when

he discussed the function of a library school.⁴ Other early *Journal* articles and reports are concerned with the creation of library schools and systematic training programs for law librarianship, to be offered as a part of general library education.⁵ In 1930, Arthur S. McDaniel expressed his belief that the best early preparation was in languages, history and government or political science.⁶ Another writer identified educational requirements for law librarianship as "a knowledge of the fundamentals of library science . . . a flair for bibliography . . . the equivalent of college education with special emphasis on languages and the literature of the social scientists . . . [and] some knowledge of law."⁷ Thus the early literature reflects the

⁴ "Library School Training for Law Library Employees," 5 *Law Library J.* 52 (July-October 1912).

⁵ Hicks, "The Widening Scope of Law Librarianship," 19 *Law Library J.* 61, 64-65 (1926).

⁶ McDaniel, "The Education and Cultural Background of a Law Librarian," 23 *Law Library J.* 68, 69 (1930).

⁷ Hicks, "Educational Requirements for Law Libraries," 23 *Law Library J.* 62, 67 (1930).

³ The authors gratefully acknowledge the assistance of Pat Piper, Assistant Librarian, University of California at Davis, whose compiled history of the Education Committee was invaluable in preparing this section of the article.

| Subject | Format of Program | | | | | | | Length of Program | | | | | In conjunction with | |
|-------------------------------|-------------------|-----------|----------|-----------|------------|---------|--------|-------------------|-------|----------------|---------------------|--------------|--|--|
| | Seminar | Institute | Workshop | Symposium | Colloquium | 1 month | 1 week | 2-3 days | 1 day | 1 hour or more | AALL annual meeting | AALL Chapter | At a time other than AALL or other meetings. | |
| <u>Documents</u> | | | | | | | | | | | | | | |
| Bibliographic control (70) | 7 | 29 | 24 | 4 | 6 | | 7 | 23 | 29 | 11 | 22 | 33 | 13 | |
| Federal (U.S.) (67) | 10 | 21 | 27 | 2 | 7 | 2 | 11 | 28 | 25 | 1 | 18 | 29 | 18 | |
| Acquisitions (44) | 12 | 17 | 11 | | 4 | | 6 | 12 | 21 | 4 | 14 | 18 | 12 | |
| State (41) | 7 | 13 | 13 | | 8 | | 3 | 16 | 22 | 1 | 4 | 19 | 18 | |
| Intl. Org. and Tribunal (31) | 11 | 11 | 4 | 1 | 4 | 1 | 3 | 11 | 15 | 2 | 14 | 8 | 9 | |
| Local/municipal (24) | 5 | 9 | 6 | 3 | 1 | 1 | 1 | 11 | 7 | 4 | 2 | 14 | 7 | |
| Foreign (14) | 2 | 5 | 4 | | 3 | 2 | | 5 | 6 | 1 | 6 | 6 | 2 | |
| Research (1) | | 1 | | | | 1 | | | | 1 | | | | |
| | 54 | 106 | 89 | 10 | 33 | 7 | 29 | 106 | 125 | 24 | 81 | 127 | 79 | |
| <u>Public Services</u> | | | | | | | | | | | | | | |
| New reference tools (118) | 29 | 44 | 25 | 8 | 12 | 1 | 6 | 33 | 45 | 31 | 36 | 53 | 23 | |
| Reference services (101) | 24 | 31 | 33 | 3 | 10 | 3 | 12 | 42 | 39 | 4 | 29 | 42 | 29 | |
| Book loss & security (62) | 19 | 12 | 19 | 6 | 6 | | 3 | 11 | 38 | 10 | 27 | 20 | 12 | |
| Library use course (38) | 10 | 8 | 16 | 1 | 3 | 1 | 3 | 13 | 18 | 3 | 16 | 8 | 12 | |
| For. & Intl. law (29) | 5 | 13 | 8 | | 1 | | 6 | 5 | 16 | | 12 | 4 | 11 | |
| Computerized Research (3) | 1 | | 1 | | 1 | | | 1 | 1 | 1 | | | | |
| | 88 | 108 | 102 | 18 | 33 | 5 | 30 | 105 | 157 | 49 | 122 | 128 | 87 | |
| <u>Legal Bibliography</u> | | | | | | | | | | | | | | |
| Teaching legal research (150) | 31 | 48 | 47 | 9 | 15 | 7 | 34 | 58 | 41 | 9 | 62 | 33 | 54 | |
| Legal History (53) | 10 | 21 | 6 | 8 | 8 | 1 | 13 | 19 | 15 | 5 | 27 | 10 | 15 | |
| Historical legal bibl. (53) | 15 | 19 | 6 | 5 | 8 | 1 | 7 | 27 | 15 | 2 | 25 | 14 | 13 | |
| Foreign & Intl. law (41) | 9 | 12 | 11 | 4 | 4 | 1 | 5 | 20 | 12 | 2 | 12 | 14 | 14 | |
| | 65 | 100 | 70 | 26 | 35 | 10 | 59 | 124 | 83 | 18 | 126 | 71 | 96 | |
| <u>Administration</u> | | | | | | | | | | | | | | |
| Budget (115) | 28 | 33 | 43 | 5 | 6 | 4 | 8 | 36 | 55 | 11 | 53 | 33 | 27 | |
| Personnel (100) | 19 | 27 | 36 | 5 | 12 | | 8 | 42 | 45 | 5 | 38 | 38 | 24 | |
| Space Utilization (85) | 24 | 24 | 26 | 4 | 7 | | 8 | 17 | 42 | 18 | 22 | 40 | 22 | |
| Dealing with management (59) | 17 | 15 | 16 | 7 | 4 | | 3 | 20 | 32 | 3 | 21 | 21 | 16 | |
| New buildings (45) | 11 | 11 | 17 | 3 | 3 | | 6 | 16 | 20 | 3 | 16 | 12 | 16 | |
| Statistics (41) | 7 | 16 | 13 | 2 | 3 | | 2 | 13 | 22 | 4 | 14 | 16 | 11 | |
| Paralegals (34) | 7 | 10 | 7 | 4 | 6 | | 2 | 8 | 18 | 6 | 10 | 13 | 11 | |
| Public relations (22) | 9 | 6 | 3 | | 4 | | 2 | 9 | 10 | | 8 | 8 | 6 | |
| Insuring collections (20) | 1 | 6 | 11 | 1 | 1 | | 2 | | 13 | 5 | 8 | 9 | 3 | |
| Fund raising (19) | 3 | 6 | 7 | | 3 | 1 | | 6 | 11 | 1 | 10 | 3 | 6 | |
| Union problems (9) | 2 | 3 | 3 | 1 | 1 | | 3 | 3 | 5 | 1 | 4 | 4 | 1 | |
| Capital depreciation (8) | 2 | 1 | 3 | | 2 | | 1 | 1 | 4 | 3 | 3 | 3 | 2 | |
| Administrative salaries (4) | | 2 | | | 2 | | | 2 | | 1 | 1 | 2 | 1 | |
| | 130 | 160 | 185 | 31 | 54 | 6 | 41 | 173 | 277 | 61 | 208 | 202 | 146 | |

| | | | | | | | | | | | | |
|--|----|----|-----|----|----|----|-----|-----|----|-----|-----|-----|
| <i>Acquisitions</i> | 17 | 26 | 30 | 7 | 9 | 7 | 19 | 44 | 19 | 32 | 40 | 17 |
| <i>Weeding of collection (89)</i> | 13 | 13 | 19 | 3 | 6 | 1 | 8 | 11 | 8 | 18 | 22 | 13 |
| <i>Selection tools (54)</i> | 10 | 12 | 20 | 1 | 1 | 1 | 6 | 12 | 2 | 14 | 15 | 13 |
| <i>Serial records (43)</i> | 2 | 8 | 24 | 1 | 2 | 1 | 2 | 19 | 4 | 6 | 16 | 15 |
| <i>Bookkeeping (37)</i> | 3 | 10 | 11 | 1 | 1 | 1 | 4 | 12 | 2 | 8 | 9 | 8 |
| <i>Order procedures (25)</i> | 8 | 5 | 7 | 3 | 1 | 2 | 4 | 12 | 5 | 7 | 9 | 6 |
| <i>Dealing with vendors (23)</i> | 8 | 7 | 6 | 1 | 1 | 2 | 11 | 5 | 2 | 10 | 6 | 5 |
| <i>Foreign (23)</i> | 5 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 4 | 1 |
| <i>Verification tech. (8)</i> | 1 | 1 | 1 | 1 | 1 | 5 | 2 | 2 | 2 | 1 | 4 | 1 |
| <i>Automation (2)</i> | 66 | 83 | 119 | 16 | 20 | 32 | 83 | 138 | 44 | 99 | 121 | 79 |
| <i>Trends in Legal Specialties</i> | 7 | 12 | 5 | 10 | 13 | 1 | 17 | 17 | 9 | 21 | 14 | 11 |
| <i>Administrative law (47)</i> | 4 | 12 | 5 | 6 | 13 | 6 | 18 | 11 | 5 | 19 | 11 | 10 |
| <i>Labor law (40)</i> | 4 | 14 | 2 | 4 | 13 | 1 | 9 | 14 | 7 | 16 | 13 | 7 |
| <i>Environmental law (37)</i> | 5 | 12 | 4 | 5 | 5 | 1 | 9 | 13 | 4 | 15 | 6 | 9 |
| <i>Taxes (31)</i> | 6 | 8 | 2 | 5 | 10 | 4 | 11 | 13 | 2 | 11 | 10 | 9 |
| <i>Securities (31)</i> | 1 | 7 | 5 | 9 | 8 | 1 | 10 | 17 | 3 | 18 | 7 | 6 |
| <i>Copyright (30)</i> | 3 | 4 | 4 | 4 | 6 | 1 | 7 | 9 | 4 | 11 | 6 | 4 |
| <i>Law of the Sea (21)</i> | 4 | 9 | 1 | 1 | 3 | 1 | 6 | 5 | 1 | 9 | 2 | 7 |
| <i>Intl. & For. law (18)</i> | 4 | 9 | 1 | 1 | 3 | 1 | 6 | 5 | 1 | 9 | 2 | 7 |
| <i>Antitrust (16)</i> | 2 | 3 | 3 | 1 | 7 | 3 | 2 | 7 | 3 | 5 | 2 | 9 |
| <i>Criminal law (15)</i> | 2 | 5 | 3 | 3 | 2 | 1 | 5 | 4 | 2 | 5 | 5 | 5 |
| <i>Torts (11)</i> | 1 | 6 | 4 | 4 | 4 | 1 | 3 | 4 | 2 | 5 | 5 | 1 |
| <i>Patents (8)</i> | | | 4 | 1 | 3 | 1 | 4 | 4 | 3 | 2 | 2 | 4 |
| <i>Public law (2)</i> | 39 | 92 | 39 | 49 | 88 | 38 | 98 | 118 | 46 | 138 | 83 | 83 |
| <i>Cataloging</i> | 13 | 27 | 36 | 1 | 3 | 1 | 20 | 41 | 2 | 24 | 28 | 26 |
| <i>Classification (80)</i> | 9 | 23 | 35 | 3 | 2 | 1 | 13 | 23 | 1 | 22 | 23 | 23 |
| <i>Cat. of small coll. (69)</i> | 11 | 11 | 39 | 3 | 5 | 2 | 4 | 22 | 16 | 20 | 27 | 21 |
| <i>Memoranda of law (69)</i> | 9 | 21 | 31 | 7 | 7 | 2 | 4 | 28 | 5 | 17 | 30 | 19 |
| <i>Non-book material (68)</i> | 5 | 9 | 6 | 4 | 2 | 1 | 8 | 13 | 4 | 11 | 11 | 4 |
| <i>Card prod. methods (26)</i> | 1 | 5 | 10 | 4 | 4 | 2 | 6 | 10 | 2 | 5 | 8 | 6 |
| <i>Rare materials (20)</i> | 2 | 2 | 5 | 8 | 1 | 3 | 5 | 2 | 2 | 5 | 3 | 1 |
| <i>Automation & retrieval (10)</i> | 50 | 98 | 162 | 24 | 24 | 47 | 133 | 122 | 30 | 104 | 130 | 100 |
| <i>Microforms</i> | 10 | 19 | 22 | 3 | 7 | 1 | 3 | 19 | 9 | 22 | 27 | 11 |
| <i>Utilization (61)</i> | 12 | 19 | 16 | 4 | 7 | 3 | 15 | 31 | 8 | 12 | 24 | 22 |
| <i>Coll. management (58)</i> | 10 | 23 | 13 | 3 | 7 | 3 | 22 | 29 | 2 | 28 | 17 | 10 |
| <i>Acquisitions (56)</i> | 5 | 8 | 14 | 2 | 4 | 1 | 7 | 16 | 8 | 11 | 13 | 8 |
| <i>Equipment & storage (33)</i> | 2 | 10 | 9 | 2 | 1 | 3 | 6 | 12 | 3 | 6 | 10 | 8 |
| <i>Space planning (24)</i> | 1 | 1 | 4 | 1 | 1 | 2 | 3 | 2 | 3 | 3 | -2 | 1 |
| <i>Automation (6)</i> | 39 | 80 | 78 | 14 | 27 | 13 | 71 | 120 | 30 | 82 | 93 | 60 |

necessity of preparing for a career as a law librarian—not on continuing education for those already engaged in the profession.

In 1935 the *Law Library Journal* published a "Survey and Report of the Committee on Education for Law Librarianship."⁸ The results of this milestone investigation prompted the Association to make several recommendations which, even today, indicate forward thinking with respect to continuing education. The most promising recommendation appeared to be that of a two- or three-day institute to be conducted as an experiment in conjunction with the 1937 annual meeting of the AALL. An additional recommendation of this report was that a Committee on Education for Law Librarianship be made a standing committee and that it be directed to continue its study of the question of library school courses and the development of a closer relationship between law library problems and library school responsibilities. Furthermore, the report proposed that the Committee on Education for Law Librarianship continue its study of the educational needs of the law librarian, the limited opportunities for service which the field offers and, in general, the standards for professional advancement.⁹

B. Early Continuing Education Programs

From its inception, AALL has presented speakers on topics relevant to law librarianship at its annual meetings. The first reported one-day institute, held at the 1937 meeting, was devoted to law library administration. The format consisted of the reading of several lengthy papers, each followed by a question and answer session.¹⁰ During the following years institutes on the same topic were held at the annual meeting adopting a similar format.¹¹ By 1941, however, the institute format had been abandoned in favor of panel discussions on various topics of concern to law librarians.¹²

⁸ 29 *Law Library J.* 199 (1936).

⁹ *Id.* at 212-213.

¹⁰ "Proceedings: Thirty-Second Annual Meeting," 30 *Law Library J.* 261, 331 (1937).

¹¹ "Proceedings: Thirty-Third Annual Meeting," 31 *Law Library J.* 169, 276 (1938); "Proceedings: Thirty-Fourth Annual Meeting," 32 *Law Library J.* 207, 231 (1939); "Proceedings: Thirty-Fifth Annual Meeting," 33 *Law Library J.* 169, 274 (1940).

¹² "Proceedings: Thirty-Sixth Annual Meeting," 34 *Law Library J.* 159, 217 (1941).

Throughout the 1950's AALL Chapters held institutes which are reported in the *Journal*. These institutes seem to have been of high professional quality and covered such topics as law cataloging, legal research materials and procedures and law library problems.¹³

The first four-day AALL Institute to be held in conjunction with an annual meeting was offered in Los Angeles in 1953 and law library administration was again the topic.¹⁴ Two more AALL sponsored institutes of similar length followed in 1955 and 1957 on the same topic.¹⁵ These institutes served as models for the later Rotating Institutes.

C. Library Manuals

By the late 1930's the new AALL Committee on Education for Law Librarianship concluded that it was time to give serious thought to developing a law library manual. The Committee discussed and made recommendations for a series of manuals on various specialties in law librarianship.¹⁶ During World War II many volunteer projects of this nature were put aside in favor of supporting the war effort. However, the Committee did encourage the publication of Elsie Basset's *A Cataloging Manual for a Law Library* which appeared in 1942.¹⁷ In 1948 the idea of publishing library manuals once again emerged,¹⁸ and by 1953 an elementary manual of law library administration seemed to be well on its way to compilation; authors were selected and a publisher secured.¹⁹ To date, three such manuals have actually been published as a part of the AALL publications series.²⁰

¹³ See 45 *Law Library J.* 54 (1952); 47 *Law Library J.* 40, 41 (1954); 48 *Law Library J.* 284 (1955); 50 *Law Library J.* 145 & 159 (1957) and 51 *Law Library J.* 59 & 242 (1958).

¹⁴ Price, "Institutes from the Point of View of a Director," 49 *Law Library J.* 168 (1956).

¹⁵ *Id.* at 171; Poldervaart, "Introductory Statement," 50 *Law Library J.* 456 (1957).

¹⁶ Report of Special Advisory Committee on Education for Law Librarianship, 32 *Law Library J.* 360 (1939); Report of Special Advisory Committee on Education for Law Librarianship for 1939-40, 33 *Law Library J.* 107 (1940).

¹⁷ Report of the Editorial Board on Monographs, 35 *Law Library J.* 330-31 (1942).

¹⁸ "Proceedings: Forty-first Annual Meeting," 41 *Law Library J.* 161, 219-20 (1948).

¹⁹ Report of the Committee on Education and Placement, 47 *Law Library J.* 297, 298 (1954).

²⁰ V. Bird, S. Pearce, and R. Ault, *Order Procedures*,

D. Certification for Law Librarianship

The earliest mention of certification for law librarianship was included in the 1935 report of the Committee on Education for Law Librarianship.²¹ The proposal for certification was drafted by Dr. Arthur S. Beardsley, Law Librarian at the University of Washington.²² Nothing seems to have developed as a result of this proposal for over twenty years until certification was discussed during a panel at the 1957 annual meeting.²³ Again, two years later in another convention panel Frances Farmer, Law Librarian of the University of Virginia, noted that "the true objective of certification should be better library service through intensified training of law librarians. This objective, through whatever program may be ultimately devised, becomes more imperative as law librarianship becomes more highly specialized."²⁴ The Committee continued its interest in certification and a plan for certification was adopted in July of 1966.²⁵

During the next few years the Education Committee expressed concern over the need to establish standards for passing participants in the Rotating Institutes relative to certification.²⁶ The Committee worked with the Certification Board to improve various criteria for certification, but no decision was reached concerning credit for attending institutes.²⁷ The Executive Board of AALL ruled on the matter in late 1972.²⁸ Since the Board decision to cease sponsoring the Rotating Institute series, the Educa-

tion Committee has had no further involvement with the certification program.

E. Rotating Institutes

In the early 1960's the Education Committee began to concentrate its efforts on the establishment of a curriculum which would offer a series of annual rotating institutes that would provide basic education for law librarianship. At the suggestion of the Executive Board, outlines previously drafted for institutes on legal bibliography, cataloging and classification, book selection and acquisitions and library administration were distributed to each member of the Association. This distribution was intended to prepare the membership for a critical panel at the 1963 convention which would analyze and discuss each proposal carefully and seek the widest possible consideration of the institute.²⁹ The panel was held and the Education Committee apparently incorporated into its institute curriculum many of the suggestions made at the convention.³⁰ The Committee continued to work extensively on preparation for the first Rotating Institute on Legal Bibliography and the series of Institutes was inaugurated in Columbia, Missouri, June 22 through 27, 1964.

The Rotating Institutes enjoyed a great deal of success in the early years. The Education Committee's report of 1965 notes that under the leadership of Morris Cohen, the Institutes had made significant contributions to the education of law librarians. At that time, the Committee recommended that the Chairperson of the Education Committee also arrange for publication of the outlines of the prior institutes.³¹ In addition, the Education Committee prepared a manual to establish procedures for the organization and administration of the Rotating Institutes. The manual is retained at AALL Headquarters and includes copies of brochures, certificates, schedules of responsibilities and time limits involved in the organization of an institute.³² The manual was extensively revised in 1974 and was expanded to cover the selection of participants and responsibilities of the local arrangements committee.

A Manual (1953); E. Finley, *Manual of Procedures for Private Law Libraries* (1966); P. Piper and C. Kwan, *A Manual on KF* (1972).

²¹ 28 *Law Library J.* 222 (1935).

²² *Id.* at 225-26.

²³ "The Education of a Law Librarian—a Panel," 50 *Law Library J.* 359, 387-89 (1957).

²⁴ "Certification and Education of Law Librarians—a Panel," 52 *Law Library J.* 391, 392 (1959).

²⁵ Report of Certification Committee, 59 *Law Library J.* 254 (1966); Report of the Certification Board, 60 *Law Library J.* 213 (1967); "Certification of Law Librarians—AALL," 60 *Law Library J.* 434 (1967).

²⁶ Report of the Education Committee, 62 *Law Library J.* 255-56 (1969); 63 *Law Library J.* 404-05 (1970).

²⁷ Report of the Education Committee, 65 *Law Library J.* 309-10 (1972).

²⁸ Report of the Education Committee, 66 *Law Library J.* 351 (1973), which reported that on December 28, 1972 the Executive Board determined that one hour of credit would be given for successful completion of an institute.

²⁹ Report of the Education Committee, 56 *Law Library J.* 193 (1963).

³⁰ Report of the Education Committee, 57 *Law Library J.* 190 (1964).

³¹ Report of the Education Committee, 59 *Law Library J.* 271 (1966).

³² Report of the Education Committee, 65 *Law Library J.* 309-10 (1972).

As the educational background of law librarians improved over the years, the Rotating Institutes came under fire. Criticism was lodged with the Education Committee which, in turn, sent members to conduct participant evaluations of the Institutes. Many participants expressed dissatisfaction with the level of emphasis and methodology used. At the 1973 annual meeting a panel entitled "Educational Structure of AALL" was presented.³³ Iris Wildman and Morris Cohen discussed the criticisms of the Rotating Institutes and the alterations made in the original concept in response to the criticisms. For example, advanced sections were offered in addition to the basic sections during the years 1969 and 1971 through 1973. The failure of AALL to provide specialized institutes for the more experienced law librarians who had continuing educational needs was also noted.³⁴

In its 1975 report, the Education Committee expressed concurrence with the Executive Board position that the Rotating Institute series should be discontinued.³⁵ The series concluded in 1975 with the final institute on law library administration. In the interim the Education Committee took a hiatus to prepare the questionnaire. Despite this hiatus an AALL Bicentennial Institute on American Legal History was offered at Harvard Law School in Cambridge, Massachusetts following the 1976 convention. This institute, intended for the experienced law librarian, was well received and had an unusually high attendance.

In June of 1977 the Education Committee will resume its former role of education coordinator and will present all new programs for the professional librarian in the form of institutes and workshops. The continuing education survey results include a section on attendance at AALL institutes and other library-related educational programs. See chart next page.

IV. EDUCATIONAL BACKGROUND OF LAW LIBRARIANS

A. *Library School Courses*

The Education Committee of AALL has long been interested in formal library school courses which teach elective studies in law librarianship.

³³ 66 *Law Library J.* 405 (1973).

³⁴ *Id.* at 407-08.

³⁵ Report of the Education Committee, 68 *Law Library J.* 354 (1975).

The earliest formal courses in law librarianship were offered in 1910 and 1911 and in 1916 at the New York State Library School.³⁶ In 1937 Columbia University's School of Library Service offered a course in law library service during the summer session. In the announcement of the course, the Dean of the School of Library Service noted that this "is the first time any accredited library school has found it possible to take a step that has been proposed many times by leading law librarians and others concerned with raising the standards of law librarianship."³⁷ The University of Washington School of Librarianship announced a one-year course leading to a degree of bachelor of arts in law librarianship in 1939. It was a cooperative project with the University of Washington Law School. Students were selected by the Dean of the Law School and the Law Librarian from graduates who had completed the law course at the University of Washington Law School or from institutions of equal standards, and who could qualify for admission to the School of Librarianship.³⁸ Other programs and courses followed the lead of these institutions.³⁹

A highlight of the Education Committee's activity in 1961 was preparing, in conjunction with the editor of *Law Library Journal* and the AALL Recruitment Committee, an issue of the *Law Library Journal* devoted to the education of law librarians. A number of prominent law librarians contributed suggestions for such a symposium.⁴⁰ The symposium issue, entitled "Educating Law Librarians," appeared in August 1962; it provoked comment and generated much interest in the work of the Education Committee. Several prospective recruits to the field, when writing to AALL for educational guidance, mentioned that the symposium had aroused their interest.⁴¹

³⁶ Cohen, "Educating Law Librarians—a Symposium: Background to Law Library Education," 55 *Law Library J.* 190, 194 (1962) [hereinafter cited as Cohen].

³⁷ Williamson, "Plans for the Training of Law Librarians at Columbia University," 30 *Law Library J.* 261 (1937).

³⁸ Law Librarianship Course Offered at University of Washington, announcement, 32 *Law Library J.* 430 (1939).

³⁹ For a thorough discussion of such courses and programs, see Cohen, *supra* note 36.

⁴⁰ Report of the Education Committee, 55 *Law Library J.* 169 (1962).

⁴¹ Report of the Education Committee, 56 *Law Library J.* 193 (1963).

1. If you attend library-related educational programs, circle the organizations which sponsored programs you attended within the last five years.

| | | | |
|---------------------|-----|--------------------------|-----|
| AALL | 263 | AALL Chapter | 259 |
| Amer. Lib. Assoc. | 33 | Am. Soc. for Inf. | 55 |
| Fed. Lib. Assoc. | 4 | Intl. Assoc. of Law Lib. | 16 |
| Special Lib. Assoc. | 113 | Other | 120 |

2. Previous AALL Rotating Institutes attended:

| | Basic | Advanced |
|-----------------------------|-------|----------|
| Legal Bibliography | | |
| 1964 | 22 | 5 |
| 1968 | 19 | 5 |
| 1972 | 35 | 16 |
| Acquisitions & Selection | | |
| 1965 | 16 | 6 |
| 1969 | 20 | 13 |
| 1973 | 52 | 14 |
| Cataloging & Classification | | |
| 1966 | 24 | 2 |
| 1970 | 23 | 5 |
| 1974 | 31 | 43 |
| Administration | | |
| 1967 | 19 | 11 |
| 1971 | 29 | 16 |
| 1975 | 66 | 60 |

Also at this time, the Committee was again encouraging graduate library schools to add formal courses in law librarianship to their curriculum. Letters were sent to deans of the schools by the Association President, Harry Bitner, together with relevant articles on law library education and a resolution of the Executive Board stating the need for such courses.⁴² The Committee continued its interest in library school courses by gathering and compiling data on course offerings in law librarianship.⁴³ Plans for evaluating library school courses were considered along with the publication of a pamphlet which would list and describe such courses.⁴⁴ The 1974 *AALL Recruitment Checklist*, prepared by the Recruitment Committee, contained a list of library schools currently offering courses in law librarianship. Since the early 1970's, the Education Committee has directed its efforts to continuing education rather than library school education.

B. Background of AALL Members, 1975

The survey results below indicate a higher education level for law librarians. Many have both the MLS and JD; and more than 72% of respondents have a library degree.

⁴² Report of the Education Committee, 57 *Law Library J.* 190, 191 (1964).

⁴³ Report of the Education Committee, 58 *Law Library J.* 212 (1965); 62 *Law Library J.* 255, 256 (1969).

⁴⁴ Report of the Education Committee, 59 *Law Library J.* 271 (1966).

V. EDUCATION AND PROFESSIONAL MEMBERSHIP PROFILE

A. *Education.* Results indicate that a very high percentage of respondents have the MLS degree and that many have both MLS and JD degrees. Degrees are listed in the left column and number of respondents in the right.

| | |
|--|-----|
| High School Diploma | 601 |
| Bachelor of Arts or Science | 602 |
| B.A. or B.S. in Lib. Sci. or law librarianship | 78 |
| Some courses in library school | 58 |
| Master's Degree in Library Science | 502 |
| Course(s) in law librarianship | 167 |
| Master's Degree in Law Librarianship | 35 |
| Some courses in law school | 133 |
| LLB or JD | 264 |
| LLM or SJD | 20 |
| Master's Degree in Comparative Law | 4 |
| Others | 90 |

B. *Professional memberships.* This section attempts to determine professional library associations to which AALL members belong. Unfortunately, the majority of respondents who marked "Other" under professional memberships failed to name the other memberships. This made a compilation by associations other than for the eight listed impossible.

| | | | |
|------|-----|--------------|-----|
| AALL | 698 | AALL Chapter | 552 |
| ALA | 70 | ASIS | 46 |
| FLA | 7 | IALL | 43 |
| SCLL | 47 | Other | 183 |
| SLA | 171 | | |

VI. LIBRARY AND EXPERIENCE PROFILE

A&B. *Types of libraries and their sizes.* This data, compiled by combining "A" and "B", is helpful in assigning programs and level of emphasis. Results are to be read as follows: There were 329 respondents from academic libraries. Only 20 of these indicate their collection size as 10,000 - 50,000 volumes.

dian and Commonwealth Documents seemed to be an ideal addition because the next annual meeting in Toronto means: location in a foreign jurisdiction, superb collections, fine host University and assurances from the AALL Committee on Government Documents that it would be a program of wide interest and would probably be well attended. The 1977 Institute topic, *Civil Law for Common-Law-Trained Librarians*, was

| | <u>Academic-329</u> | <u>Private-202</u> | <u>Court or Bar-120</u> | <u>Govern.-70</u> |
|--------------|---------------------|--------------------|-------------------------|-------------------|
| less 5,000 | 0 | 18 | 2 | 5 |
| 5-10,000 | 0 | 57 | 3 | 6 |
| 10-50,000 | 20 | 114 | 62 | 16 |
| 50-100,000 | 125 | 6 | 24 | 15 |
| 100-200,000 | 108 | 5 | 20 | 18 |
| over 100,001 | 76 | 2 | 9 | 10 |

Totals: 25 libraries with less than 5,000
 66 libraries with 5,000-10,000
 212 libraries with 10,001-50,000
 170 libraries with 50,001-100,000
 151 libraries with 100,001-200,000
 97 libraries over 200,001

C. *Staff description.* Staff size relates to program planning as there are fewer opportunities for in-service training in smaller libraries and the level of emphasis for the program could be affected. The report indicates the size of staff in the horizontal column and type of staff in successive vertical columns. Results are to be read as: 340 respondents report staff size of 1-3 full-time persons, at least one of the staff members has a law or library degree. The final column indicates number of persons supervised: 267 respondents supervise 1 to 3 employees.

| | <u>U.S.</u> | | <u>Full-time</u> | | | | <u>Part-time</u> | | | | | | |
|---------------------------------------|-------------|-----|------------------|------|-------|-----|------------------|-----|-----|------|-------|-------|-----|
| | 0 | 1-3 | 4-6 | 7-15 | 16-25 | 26+ | 0 | 1-3 | 4-6 | 7-15 | 16-25 | 26-35 | 36+ |
| No. of law librarians with degrees | 52 | 340 | 162 | 69 | 12 | 3 | 146 | 105 | 11 | 1 | — | — | — |
| No. of law librarians without degrees | 208 | 221 | 20 | 8 | 2 | — | 163 | 42 | 3 | — | 1 | — | — |
| No. of non-professional | 63 | 225 | 120 | 139 | 21 | 13 | 53 | 154 | 44 | 72 | 44 | 6 | 8 |
| No. of people you supervise | 111 | 267 | 103 | 85 | 23 | 6 | 68 | 155 | 36 | 45 | 28 | 5 | 5 |

D. *Library work experience*

1. *Job responsibility*—Areas of job responsibility are listed on the left-hand side of the page with qualifying terms such as "current" or "prior" experience heading the columns. (Continued next page)

VII. RESPONSE OF THE EDUCATION COMMITTEE TO THE SURVEY

Although ideas for the 1977 Institute and Workshops were conceived before the questionnaire was distributed, the Education Committee had proposed two of the three Workshop topics most frequently chosen by the membership on the questionnaire. These are *Fair Employment Practices* (an area of "Labor Law") and *Budgets* (an "Administration" sub-topic). The third 1977 Workshop topic, *Canada*

selected to enhance the national convention program which will be held outside of the United States in Ontario, a Canadian province adjacent to the civil law province of Quebec. It is a topic of continuing interest, has the benefit of an excellent host institution and has enticed an eminently qualified faculty.

In planning for the 1978 educational programs, the Committee has had the continuing education survey results to consult from the outset. Although the Committee was under no

| <u>Area</u> | <u>Current Responsibility</u> | <u>Prior law library exp.</u> | <u>Other library experience</u> | <u>Areas in which you would like to have responsibility</u> |
|-------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|---|
| One person library | 127 | 64 | 29 | 32 |
| Reference & Interlibrary loan | 76 | 73 | 65 | 46 |
| Circulation | 40 | 42 | 46 | 5 |
| Documents | 41 | 18 | 26 | 11 |
| Bibliographer | 22 | 9 | 18 | 21 |
| For./Intl. law librarian | 16 | 5 | 9 | 14 |
| Public services | 147 | 84 | 99 | 14 |
| Acquisitions | 69 | 34 | 31 | 11 |
| Cataloging | 87 | 65 | 43 | 14 |
| Processing | 37 | 25 | 15 | 1 |
| Serials | 41 | 22 | 16 | 4 |
| Technical Services | 126 | 72 | 81 | 44 |
| Administration | 291 | 76 | 48 | 250 |
| None | 8 | 201 | 153 | 39 |

2. *Work experience*—This question solicited the number of years of work experience, both law and other library experience. Years of experience appear on the left. Responses are tabulated under "law library" and "other library."

| <u>Years</u> | <u>Law Library</u> | <u>Other library</u> |
|--------------|--------------------|----------------------|
| 0-1 | 64 | 159 |
| 1-2 | 122 | 93 |
| 3-5 | 215 | 109 |
| 6-10 | 157 | 57 |
| 11-15 | 61 | 9 |
| 16-20 | 43 | 9 |
| 21- | 42 | 5 |

3. *Administrative experience*—Responses are listed under each of the five named types of experience.

| | |
|---------------------------------|-------------------------------|
| <u>Head of Library</u> | <u>Associate or Assistant</u> |
| 352 | 147 |
| <u>Department Head</u> | <u>Supervisor</u> |
| 101 | 41 |
| <u>No Administrative duties</u> | |
| 61 | |

obligation to choose the most frequently selected topic as its first choice, it certainly could not overlook the overwhelming demand for *Teaching Legal Research*. The Committee hopes that it will be approved as the 1978 Institute topic. To achieve variety and reflect other popular choices, the Committee again made 1978 Workshop selections from "Trends in Legal Specialties," i.e., *Taxes*, as well as from the general topic, "Cataloging," i.e., *Memoranda of Law*, and "Administration," *Space Utilization*. Although the 1978 Institute topic may appeal primarily to university law librarians, the Workshop topics should find a diverse audience.

The survey frequently revealed support for a new continuing education format of a one-to-three-day institute preceding the annual meeting and one-day workshops in conjunction with the meeting. This arrangement will add variety

to educational programs as well as increased opportunity for membership attendance and participation. Instead of an institute enrollment of one hundred, the various combinations of institute and workshop enrollments may reach as high as two hundred and fifty members. It is also hoped that the new format will act as a stimulus to expand travel funds for individuals attending a program. The Education Committee, however, is not locked into any particular format; after a program is tested, the Committee will make adjustments as necessary. If the program dictates a particular format, the format will be structured to fit the topic.

The Committee is also most desirous of eliminating the problems associated with participant selection. Therefore, the *workshops* will be offered on a first come, first serve basis with the Committee handling the mailing and the notifi-

cation of participant acceptance. *Three-day institutes*, however, will still require the Committee to appoint a subcommittee to select participants based on clear guidelines approved by the Institute Directors and the Education Committee. These guidelines will be included in the early announcements of future institutes.

The survey also indicated that members desire the best available talent to direct and lecture at continuing education programs. The Education Committee and the Executive Board also support this position. As the survey has suggested, it is very possible—even quite likely preferred—that upcoming institutes and workshops will schedule interdisciplinary directors and faculty to share an area of expertise unavailable from within the law library community. This is already under consideration for the 1977 programs.

The proper atmosphere for learned meetings is also a prime consideration of the Education Committee: Is the collection adequate to support occasional assignments; what is the proximity of the institute to the convention site; are dormitory and hotel accommodations suitable; is meal service and transportation available? These are questions carefully considered by the Committee before recommending a site for an institute or workshop.

Since abandoning the standard formula of four Rotating Institutes, the Executive Board has been concerned about the Association's ability to produce programs in which topics and formats are fluid. The members of the Education Committee, while cognizant of the inherent problems of this unstructured approach, feel that advance planning based on the survey results will assume a key role in carrying out such programs. Advance planning is necessary to choose a location, directors and speakers. Advance planning is necessary to arrange for hotel rooms, meeting facilities, meals, tours and the like. Occasionally it is expected that, for a variety of reasons, a pre-selected site will be unable to proffer an invitation or will be inadequate to support a large attendance and changes will have to be made. The Executive Board also requires enough time to approve the Committee's plans, and to complete necessary funding proposals. Thus, advance planning is most critical.

VIII. CONCLUSION

The results of the continuing education survey demonstrate a real desire for educational programs designed for specific needs. New law librarians and experienced law librarians alike want to improve their skills, to learn about new areas of law and law librarianship and to continue their education beyond the library school basic curriculum. Results show a change in the character of the membership. A large majority have completed the MLS degree, having mastered basic library skills and many also have a law degree. Members are looking to AALL for sponsorship of their continuing educational needs. This is evidenced by the interest expressed in the questionnaire and in sponsorship selection.

Definite ideas on specific program content, format and faculty have been expressed. Future Education Committees can now plan programs in response to these membership preferences. New programs will offer a variety of formats, greater participation, varying levels of emphasis, topics of special interest, interdisciplinary faculty and possibly published or recorded proceedings.

AALL cannot ignore the basic institute program, but AALL Chapters were named by survey respondents as a proper forum at which basic skills should be taught. The 1976 report of the Education Committee indicates that the Committee is already discussing the possibility of sponsoring institutes on the basic skills but offering them preferably on the chapter level.⁴⁵

Finally, the survey indicates a clear mandate to the Education Committee and the Executive Board. AALL has an obligation to assist its members in achieving their own professional goals by offering continuing education programs aimed at satisfying the needs of these members. More importantly, the membership expects an immediate response from the Education Committee. The Committee's first response will be the institutes and workshops in conjunction with the 1977 and 1978 conventions. The Committee will develop other responses as time and talent permit.

⁴⁵ 69 *Law Library J.* 414, 415 (1976).