The Joys of Law Library Management Are Without Number

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The Joys of Law Library Management Are Without Number

Jenni Parrish

INTRODUCTION

In summer 1985 the law librarians at the University of Pittsburgh enjoyed the wonderful opportunity of team-teaching a course in Law Librarianship for the University of Pittsburgh School of Library and Information Science. Having never taught the course, we all had ingenious ideas about its content. I was determined to contribute a segment entitled "Management Issues" in which would be revealed all the grim truths about managing that no one ever told me in school (not that I would have believed them if they had, but that's another story . . .).

Four one-hour sessions were carved out for the management portion of the course. The starting point was an explanation and discussion of ten "Thoughts on Management" which distills the essence of all I know on this subject. Then three problems (one had two parts) were distributed and used as the springboard for discussion in the four sessions. The result was some very lively dialogue, probably attributable to the fact that most of the students in class had had some management experience.

Reproduced here are those ten thoughts on management and the problems with some explanatory notes. It is hoped that the reader might benefit from this in at least one of three ways. If you have not yet known the joys of being a manager but aspire to this calling, this may prove instructive. If you are a manager, this may evoke a déjà vu experience for you, or better yet you may disagree with one or more of the ideas expressed and write to me about them—I'd love to hear from you! Finally, you may be a teacher of future law librarians who will be persuaded to include a segment like this in
your course of instruction, and that would be a very worthwhile endeavor.

**THOUGHTS ON MANAGEMENT**

1. You, as a manager, will never have a full staff, all of whose members are playing with a full deck.
2. Don’t try to lead the cavalry if you think you look funny on a horse.
3. The people you supervise expect you to forgive them for everything they do wrong but they will rarely forgive you for anything you do wrong.
4. It’s who you know, more than what you know, that counts.
5. Avoid describing a problem to your supervisor without also proposing one or more well-thought-out solutions.
6. Sometimes it’s better to ask forgiveness after the fact than to seek permission beforehand.
7. Complain with care; learn what others’ complaining means and deal accordingly.
8. Excessive ego involvement in any business decision can be extremely detrimental. It can hinder you from admitting your mistakes. It can stop you from seeing the other person’s side of things. Keeping the proper amount of emotional distance between yourself and the job is critically important for any employee and particularly for the manager.
9. Good ole boys*, in various guises, run the world. Good ole boys trade in bullshit. You, as a successful manager must either become a good ole boy or at least learn how to relate to them. You must learn the fine art of bullshit detection and how to give it back as good as you get it. (**“Good ole boys” is a generic term not limited to the male of the species.**)
10. Sometimes you manage; sometimes you lead; sometimes you simplygrope your way along in the dark.

Some explanation of these thoughts is in order. First of all only the first thought is original to me, at least in its phrasing. The meaning of that first thought is not obvious and requires some elaboration.

A manager never has a full staff. If you have ever taken courses in management, you will recall that all the hypothetical situations
with which you were presented were built on the underlying assumption that all staff members were present, fully trained, in good spirits, and ready to give you a 100% effort. This is not realistic. At any given time, someone on your staff will be

1. on vacation;  
2. sick;  
3. at a meeting, conference, etc.:  
4. or the position will be vacant.

Even if, for argument’s sake, you as a manager had a full staff, these people will not all be “playing with a full deck.” Staff members who do not play with a full deck include those who

1. are crazy (i.e., mentally disturbed and/or highly eccentric);  
2. are suffering from a specific ailment, real or imagined, including but not limited to alcoholism, drug addiction, etc.;  
3. have emotional problems which one hopes are temporary (e.g., domestic problems);  
4. are burned out;  
5. are not yet fully trained in the job;  
6. are on the way out of the job (i.e., a lame duck).

Knowing the truth of this first thought on management is helpful because without knowing it, you might think there is something wrong with you because your workplace environment is not of the storybook variety. Take heart—it never will be.

The second thought on management has to do with self image and saying no. Have the courage of your convictions and do not allow yourself to be pushed into doing something you do not feel comfortable doing. Also, use such situations as self-awareness and self-education tools. For example, let’s say you are asked to teach a law school course in legal research and you do not feel comfortable with the idea of doing it. Let’s say that doing it is purely optional for you. Ask yourself why you do not want to do it? What are the likely effects, if any, on your future career? What steps could you take to make yourself more willing to teach it in the future? If you ever intend to lead the cavalry you will have to learn to ride a horse with some self-assurance.

The third and fourth thoughts while cynical are all too often true.
They are "people-truths." The fifth thought has two parts: (1) Describing a problem without proposing a solution constitutes whining—don’t; (2) If you propose the solution, you will retain more control over the situation while gaining your supervisor’s respect.

The sixth thought regarding seeking forgiveness not permission, only works in certain environments with certain people. If your work environment does not reward sensible creativity and risk-taking or if you have used up your allotment of allowable mistakes, do not follow this advice.

The seventh thought, on complaining, relates to the fifth thought in the sense that people who take responsibility, who act instead of always reacting, have better chances of success than the people who sit back and complain because the world is not what they want it to be. If you earn the reputation of a complainer, this will diminish the extent to which people listen to the substance of your complaint. Delivery, tone of voice, and body language are also important in effective complaining. The flip side of this is that you must learn about the complaining habits of those with whom you work. Some people’s complaining is to be taken seriously and some not—the quicker you learn the difference the easier life will become.

The eighth thought (ego) is obvious. Unfortunately, we tend to forget the obvious when we need to remember it the most. The ninth thought (good ole boys) is another useful bit of cynicism which is self-explanatory.

The final thought requires some definitions of the key words. “Manage” means making the human and financial resources stretch far enough to meet the job’s demands. “Lead” means managing, with flashes of brilliance added. “Grope” in this context means realizing that you are in uncharted waters (e.g., coping with unionized staff for the first time) and keeping your head above water as you progress.

Such thoughts have limited usefulness in the abstract. Applying them to realistic management problems is where they become very useful. The management problems and some thoughts on solving them or at least coping with them are given below.

**MANAGEMENT PROBLEM #1**

You are new on the job as Director of the Law Library. The cataloger, Helen, who is foreign born but who speaks English quite
well, was not present at your interview. While the other librarians hinted at your interview that there had been personnel problems in the past, no one was specific about the problems. Now you discover that at least some of the difficulties include the following:

1. Helen, although paid a full-time salary, does not work a full-time week as defined by the institution. When asked about this she states that she must wait for the babysitter to arrive in the morning and must relieve the babysitter by 5:00 p.m. and therefore she cannot maintain the same hours as other employees. It is made clear to you by the other employees that they resent this "privilege" which Helen has claimed.

2. Helen engages in very little cataloging activity. Over time she has in fact turned over virtually all cataloging activity to her assistant, a very conscientious and bright support staff person, who has about two years of college credits and no other formal cataloging training. Helen engages in minimal supervision of this person and the results seem to be uneven quality in the cataloging and classification of books.

3. Helen spends most of her work time engaged in "special projects" as she terms them. When questioned about the details of these projects she answers vaguely that they have to do with automation and will be of great benefit to the library when completed.

4. Rumor has it that Helen used library personnel time for the researching, typing, and photocopying of her dissertation prepared for the Ph.D. degree in Library and Information Science. It seems that the Library's typewriters and photocopiers were used and Helen may have charged the books required for her courses to the Library's acquisitions account. All of this occurred prior to the new Director's arrival and it is not clear that either the previous Director or anyone else gave Helen permission to do these things. Again, other staff members' animosity toward Helen relating to these particular activities is very strong.

5. You discuss these matters with Helen and receive no clear answers. There is no written record regarding Helen's performance under previous directors. Performance evaluations have not been done in the past. Helen has worked in the Library for seven years.

6. Your institution does not believe in firing people.

QUESTION: How do you, as the new Director, deal with the problems Helen represents?
Discussion—Questions and Comments

1. To what extent might cultural differences between the Director and Helen be the cause of the problems? What might be done about this?

2. What should one be able to learn at an interview? Should you have been concerned that Helen was not present at your interview? Should the other librarians have been more explicit about the problems with Helen?

3. What constitutes full-time work for a librarian, especially one with faculty status?

4. How should a Director deal with employees who have babysitting problems? Where does one draw the line between personal problems and job-related problems?

5. How much should a Director interfere in the supervision of support staff by librarians? How would you have intervened in the supervisory relationship between Helen and her assistant?

6. What is “professional work?” What is “non-professional work?” How do you, as a new Director, determine who is doing what? Do formal job descriptions help?

7. How should a new Director deal with the type of rumor described in this scenario? If the rumor is proved true, should the Director become involved considering that the incident pre-dated his/her arrival?

8. How should the new Director deal with the other librarians’ animosity toward Helen?

9. What should a Director do in a case like this where there is no written record indicating prior difficulties with Helen’s performance?

**MANAGEMENT PROBLEM #1—CONTINUATION**

You, the Law Library Director, have now been on the job six months. The time for recommendations on the annual salary increases is rapidly approaching. You believe that it is appropriate to do annual performance evaluations although they have never before been done in this Law Library.

During the past six months, your relationship with Helen, the cataloger, has not improved. She has complained about your compe-
tence generally and your relationship with her specifically to the Law School Dean, members of the University administration, and the University's Tenure and Academic Freedom committee, composed of faculty members from all over campus. With this last group, her complaint has been that your expectation that she spend more time on cataloging and less time on the "special projects" is a violation of her academic freedom. (The University has given faculty status to librarians.)

On the advice of one of the University's officials, you request that all the librarians on your staff write "peer evaluations" of each other prior to your performance evaluations of them. The peer evaluations of Helen all indicate that the other librarians do not know what Helen does in her job. Her automation-oriented special projects appear to be as much a mystery to them as to you.

A composite job description for a law library cataloger can be found in Appendix I. While Helen has seen this job description, she will neither agree nor disagree with the idea that it is her job description.

**PROBLEM:** Write Helen's performance evaluation and make a recommendation with regard to a salary increase.

**Discussion—Questions**

1. When is it appropriate for a librarian to go over the Director's head as Helen did? How should the Director deal with this behavior?

2. What is "academic freedom?" How does it relate to librarians with faculty status? Was Helen's claim of violation of her academic freedom correct and appropriate in this situation?

3. Should all the librarians know what all their librarian colleagues do? Are peer evaluations a good idea? What sort of external input should a new Director seek in doing first-time-ever performance evaluations like these?

**MANAGEMENT PROBLEM #2**

You are the new Director of the Law Library. When you were recruited for the job you were told that there would be funding for two new positions after your arrival, one a professional position and
QUESTION: How do you deal with this situation?

Discussion—Questions and Comments

1. How much of the agreement you negotiate prior to accepting a director's job should be reduced to writing? How much should you take "on faith"?
2. Who controls the purse strings at the institution: the Dean, the budget officer, the University administration? If at all possible, go to the Source to discuss resolution of the dilemma (and note: it is our dilemma, not my dilemma).
3. How is the budget set up? Can you move the money between accounts?
4. Can the Library Committee assist you in this dilemma? How would you present it to them?
5. Is it possible that you are simply being "tested"? It is quite likely that the way in which you handle this first crisis will go a long way toward establishing your reputation at the institution.

MANAGEMENT PROBLEM #3

You are the new Director of the Law Library. The job description which appeared in the recruitment ad described the Law Library as autonomous and mentioned that the Law Library Director reports to the Dean of the Law School. The issue of autonomy was not discussed at your interview. Shortly after your arrival on the scene however you discover that it is indeed an issue at the institution. There is a fairly long history of attempts on the part of the University administration to centralize all libraries on campus including the Law Library. You are vaguely aware that law school accreditation standards require autonomy and so you look them up (Appendix II contains ABA and AALS standards for academic law libraries). Discussions initiated with your faculty, law school administration and law library staff generate hostile feelings toward the idea of centralization. You are unofficially advised that soon the University ad-
ministration will make a formal proposal requiring centralization of all libraries on campus including the Law Library.

QUESTION: How do you deal with such a volatile issue? What additional information do you need to know to begin to formulate a response (i.e., what are the right questions to ask)?

**Discussion—Questions and Comments**

1. The first thing to remember in this situation is YOU ARE NOT ALONE! What other academic law libraries in this country are centralized and what can those law library directors tell you about the advantages/disadvantages of the situation?

2. To whom would the Law Library Director report under a centralized system: the Law School Dean, the University Librarian, or both? The tensions involved in serving two masters should certainly be considered and discussed.

3. If technical services are to be centralized, what impact will this have on all the branch libraries on campus, including the Law Library? The importance of networking not only on a national and regional basis with law librarians but also on campus with other academic librarians cannot be emphasized too strongly.

4. What are the readily identifiable differences between the public services provided in an academic law library and those provided in a university library? For example, do all the powers-that-be understand the critical importance of bibliographical instruction in the law library and that it goes beyond the usual type of bibliographical instruction offered in the university library?

5. What is the difference between the training expected of a law librarian and the training given to academic librarians in other disciplines?

6. How does collection development in a law library differ from collection development in a typical university library?

The point to remember about these problems is that reasonable minds can differ on appropriate solutions. Making the protagonist a new director is important because the student can relate to that person better and because such problems are more likely to arise when a director has not yet developed a power base.

Many of the thoughts on management can be worked into the discussion of the problems with Helen. She certainly qualifies as one who is not “playing with a full deck” (thought #1). She has an agenda all her own.
The fourth thought may also be relevant. If you had known other law librarians who were aware of the personnel problems at the institution or if you had known some of the insiders you might have discovered more about the "Helen problem" before deciding whether or not to take the job.

The fifth thought is important here. Law School deans do not usually want to have to deal with library personnel problems. You have been hired to deal with them. Think about realistic solutions before talking to the Dean. And talk to him early lest your disgruntled "Helen" beat you to the draw.

The eighth thought is the most important point to stress here. Maintenance of emotional distance is far more difficult when one is new in a job than it will become later when the surroundings are more familiar, the location of all the land mines is known, and one's power base is established.

The second management problem on inadequate funding for promised personnel positions relates to thoughts five and nine in particular. Creativity in problem solving is obviously essential but so is dealing with good ole boys on their own terms. Also, your contacts in the profession, i.e., other law library directors, may be able to offer valuable insights into this problem (thought #4).

The third problem, regarding law library autonomy, is the one that will make you say to yourself: "If I'd wanted to be a diplomat I would have gone to the U.N." Thought number ten may be the most relevant here as you try to learn institutional politics fast. Thought number four, on contacting your buddies in the profession is also important. Other directors have faced this problem too.

**CONCLUSION**

Tough problems face people who are new to law library administration. Unfortunately, the typical library school curricula does not usually prepare the student to deal with these problems. One may or may not receive appropriate training in the professional positions one holds prior to becoming a law library director. The management thoughts and the management problems presented here can serve as a beginning point for some very important educational discussions for the law librarianship student, the young professional, and even for new directors. These discussions will be different depending
upon the participants and the solutions reached will also differ greatly. A uniform end result is not important. Learning to work through the process without panic is important.

**AMERICAN BAR ASSOCIATION STANDARDS FOR APPROVAL OF LAW SCHOOLS AND INTERPRETATIONS (OCTOBER 1984)**

**Standard 601**

The law school shall maintain and administer a library adequate for its program.

(a) In order to inform applicants for accreditation of procedures and important facets of law library operations relating to adequacy, the Consultant may prepare appropriate memoranda.

(b) The Dean and the Law Librarian shall maintain a current written plan for implementation of law library support for the law school program as developed in its self-study.

**INTERPRETATIONS**

**Standard 601**

Interpretation 1 of 601: Scantiness of a library collection, the nature of its arrangement, deficiencies in shelf and seating space, the relative physical isolation from students and faculty, the hours of operation, the low salary levels of current library staff, the minimal size of the staff and a totally inadequate library budget violates Standard 601. December, 1977.

Interpretation 2 of 601: A weakness of a law library collection must be addressed with the degree of financial support commensurate with the need, as required by Standard 601. May, 1978; June, 1978.

Interpretation 3 of 601: Where a law school library collection is inadequate in terms of total volumes and the depth and breadth of the collection, Standard 601 cannot be satisfied by stating that the students have access to other law libraries within the region. February, 1980.
Standard 602

(a) The law school library shall contain:

(i) all publications listed in Library Schedule A, attached as Annex II,
(ii) those other materials that are reasonably necessary for the proper conduct of its educational program,
(iii) all publications listed on Library Schedule B, attached as Annex III, except those that are readily accessible to and available for use by students and faculty in another library facility. All arrangements for such sharing of collections shall be adequate to insure ease of access and availability of the materials when and where needed.

(b) The Council is delegated the authority to revise the Library Schedules from time to time.

Standard 603

(a) All materials necessary to the program of the law school shall be current with respect to continuations, supplements, and replacements.

(b) All sets of materials necessary to the program of the law school shall be complete and unbroken except when early volumes of a set are either unavailable or are available only at an excessive price. A set is not complete unless it includes all supporting materials, including indices, desk books, digests, finding tools, and citators published as a part of the set or generally available for use with the set.

(c) All periodical and other materials of long-term value shall be permanently bound as soon as practicable after their receipt. A reasonable binding program shall be required in order to keep materials in usable condition.

(d) If the library contains any materials in microform, tape, or similar form, it shall provide the necessary viewing and listening equipment in an area suitable for its use. If items in Schedule A are held exclusively in microform, adequate equipment shall be provided to make hard-copy printouts readily available.

(e) The library shall contain additional sets of more commonly used materials whenever necessary for efficient use by the faculty and students.

(f) The library shall be kept current with respect to new publications and new forms of publications.
(g) For purposes of this Section, all items in Library Schedules A and B shall be among those deemed necessary to the program of the law school.

**Standard 604**

The law school library must be a responsive and active force within the educational life of the law school. Its effective support of the school's teaching and research programs requires a direct, continuing and informed relationship with the faculty and administration of the law school. The law school library shall have sufficient administrative autonomy to direct its growth, development and utilization to afford the best possible service to the law school.

(a) The dean, law librarian, and faculty of the law school shall be responsible for determining library policy, including the selection and retention of personnel, the selection of acquisitions, arrangement of materials and provision of reader services.

(b) The budget for the law library shall be determined as part of, and administered in the same manner as, the law school budget.

(c) The selection and retention of the law librarian shall be by the dean and faculty of the law school.

**INTERPRETATIONS**

**Standard 604**

Interpretation 1 of 604: The intent of this Standard is to recognize that substantial operating autonomy rests with the dean and faculty of a school of law with regard to the operation of the law school library. The accreditation standards do not preclude administration of the law library as part of the university library system. Rather, the Standards require that decisions with regard to the law library be enlightened by the interests and demands of the law school educational program and not simply made on the basis of rules governing uniform administration of the university library. While the preferred structure for administration of a law school library is one of law school administration, a law school library may be administered as part of a general university library system if the dean, law librarian, and faculty are responsible for the determination of basic law library policies. June, 1979.

Interpretation 2 of 604: Inefficiencies created by centralized

Interpretation 3 of 604: A law school in which the dean of the law school and the law librarian are not granted adequate administrative autonomy from the university library system, particularly with respect to budgeting, salaries, acquisitions and the employment of library personnel is in violation of Standard 604. August, 1978.

Interpretation 4 of 604: A law library must have adequate staffing and physical housing of all of the collections of the library to permit its continued development and conformity with Standard 604. July, 1978; August, 1978.

Interpretation of 604(c): Appointment of a law librarian is to be “by the dean and faculty of the law school.” (emphasis added) This standard contemplates that faculty participation include formal faculty approval of appointment of a law librarian. November, December, 1980.

**Standard 605**

The law library shall be administered by a fulltime law librarian whose principal activities are the development and maintenance of the library and the furnishing of library assistance to faculty and students, and may include teaching courses in the law school.

(a) The law librarian should have a degree in law or library science and shall have a sound knowledge of library administration and of the particular problems of a law library.

(b) The law library shall have a competent staff, adequate to maintain library services, under the supervision of the law librarian.

**Standard 704**

Space for study purposes shall be provided in the law school library that is sufficient to accommodate at least the following percentage of the total enrollment: if the school is exclusively a day school, 50 percent; if the school is exclusively an evening school, 35 percent; if the school has both day and evening divisions, 50 percent of whichever division is the larger. In addition to the regular study area, there shall be one or more suitable conference rooms under the control of the law school library in which students may gather in small groups for discussion.
APPENDIX I
JOB DESCRIPTION
ASSISTANT LAW LIBRARIAN—CATALOGING

DUTIES

Cataloging

Ultimately responsible for the following:
Assign classification numbers to materials
Assign subject headings
Do original cataloging
Revise OCLC records
Update and input records into OCLC database
Supervise the revision of filing in the card catalog and shelflist
Maintain authority copy of subject headings
Develop Cataloging Department manual and keep it updated
Train new employees in methods, procedures, and needs of the Cataloging Department
Revise cataloging records to meet AACR II standards
Coordinate OCLC System functions
—allocation of terminal time
—be a "resident expert" or OCLC reference person
—must be kept aware of budgetary situation in regard to OCLC and take a "watchdog" stance

Administration

Supervise Cataloging personnel
Plan work program in a way that will coordinate with other departmental activities, equipment, and facilities
Organize and establish management operations in the department
Recruit qualified non-professional and student employees
Plan and supervise proper disposition of work among employees
Prepare monthly and annual reports for the Cataloging Department
Instruct students, faculty and other patrons in the use of card catalog when necessary
Supervise clerk and student assistants in the technical processing of all library materials
Perform miscellaneous duties which the Law Library Director may assign
Assist in the annual evaluation of the other Assistant Law Librarians and of the Cataloging staff

Public Services

Provide reference service to patrons on a limited and specifically scheduled basis.
Appendix II

Taken from the Association of American Law Schools Handbook (April 1985):

Bylaws

Article 6. Requirements of Membership

Section 6-10. Library.

a. A member school shall maintain a library adequate for the curriculum and for research.

b. A member school shall maintain and administer a growing library collection capable of sustaining a modern curriculum and a full-scale student and faculty research program.

c. A member school shall have a full-time librarian and an adequate staff, including professionals and clerical assistants, devoted to the development and maintenance of effective library service as part of the law school. The librarian should be a full participating member of the faculty.

d. The library shall be adequately organized and administered to perform its educational function as an integral part of the law school. The dean and other members of the faculty shall have an effective voice in its operation. The law library shall have sufficient autonomy in matters of administration, including finance, book selection and processing, reader service, and personnel, to assure a high standard of service commensurate with the needs of the law school.

e. A member school shall maintain a suitable library facility in which its volumes are readily available for the use of its students and faculty.

Executive Committee Regulations

B. Library

8.1 Collection.

a. The library of a member school should contain at least the following volumes if it is to achieve the very lowest level of adequacy.

Publications of or for special use in the state in which the school is located.

1. The published reports of decisions of all appellate courts (including lower reports where published).

2. The best available current statutory compilation. This assumes an annotated edition if one is available.

3. The session laws.

4. A state digest and legal encyclopedia, if available.

5. Shepard's Citations.

6. All significant local text books and treatises of current value as well as available Attorney General Reports, State Bar Reports, and Form and Practice Books.
APPENDIX II (continued)

Publications concerned with Federal Law

1. The reports of decisions of the United States Supreme Court.
2. One complete annotated edition of federal statutes with service.
3. Statutes at Large.
4. A digest of the United States Supreme Court Reports and a digest of all Federal Reports.
5. Shepard's United States Citations.

General American publications.

1. The published reports of decisions of the courts of last resort, prior to the National Reporter System, in at least 10 states in addition to the state in which the school is located.
2. The National Reporter System complete, including the New York Supplement, provided that if the decisions of the United States Supreme Court included in the Supreme Court Reporter are available in one of the other regular sets of these decisions, the Supreme Court Reporter may be omitted.
3. The American Digest System.
4. The American Law Reports (complete with digests, etc.).
5. Current state statutory compilations for 12 states in addition to the state in which the school is located.
7. Two hundred significant Anglo-American legal periodical titles.
8. Index to Legal Periodicals.
9. All American Law Institute Restatements.
10. Texts in each substantive field selected from the Lists of the Association of American Law Schools Libraries Study Project or equivalent bibliographical list.
11. One legal dictionary of recognized worth.
12. One unabridged general dictionary.
13. One general encyclopedia of recognized worth.
15. Shepard's Citations for all units of the National Reporter System.

English publications.

1. English Reports, full Reprint.
2. Law Reports complete.
4. One general legal digest or encyclopedia.

Other Publications.

Other set of the loose-leaf or equivalent services in Corporations, Securities, Commercial Law, Labor Law, Trade Regulation, and State and Federal Taxation.

b. All publications referred to in (a) above should be complete from the beginning. If they are provided with a current service, the service should be maintained. Should some volumes of a publication not be immediately available or only at a disproportionately heavy cost, their acquisition may be postponed if the missing materials are likely to become available later at a reasonable price. Their non-acquisition may be excused if in all probability they will remain unprocured at reasonable prices in the future. In such cases, some other publication of substantially equivalent worth for the collection may be substituted.

c. Duplication. The library shall contain additional sets of more commonly used materials if necessary for efficient use by the faculty and students.

8.2 Physical Plant-Library Space.

a. Well-lighted, ventilated, and adequately heated space for reading should be located and arranged to permit convenient supervision by the staff and effective use of the materials by the students and faculty. The space for reading should be sufficiently large to permit the open shelving of those parts of the library collection that are in general use; the stacks in which the balance of the collection is shelved should be so located that the entire resources of the library are always readily accessible.

b. Seating accommodations, with generous table or desk space, should be available at any one time for 65 per cent of the student body (or of the more numerous of its divisions, if it maintains separate sessions for full-time and part-time students). Carrels should be provided for students doing extended legal research.

c. An up-to-date catalog of library resources should be maintained in an accessible location in the library.

d. Adequate work space should be provided for processing library material.

e. Nothing herein should be construed as a bar to the use of electronic or mechanical devices.

8.3 Librarian and Staff.

a. The librarian should have both legal and library education and he should have met the certification requirements of the American Association of Law Libraries.

b. In the case of a library of 60,000 volumes or more, the librarian, where practicable, should be provided with at least the following staff: three professional assistants, qualified through training or experience, with responsibility in the following functions, acquisitions, cataloging, reference and administration, and other necessary professional and clerical assistants.
APPENDIX II (continued)

c. A member school conducting a night division should provide adequate professional library service during the evening period.

d. A member school should have at least one professional person in attendance at all times when there is substantial use of the library.

8.4 Record Keeping. The librarian of each member school should keep records in accordance with good library practice and, if the school's policy permits, should make statistical data available to the Association upon request.

8.5 Legal Information Expenditures.

a. The core law library shall contain those titles specified in Executive Committee Regulation 8.1, maintained to date. If held in microform, adequate equipment in good repair must be provided for reading and printing. Hard copy volumes must be in good condition and bound timely.

b. A member school shall make legal information expenditures adequate to maintain and supplement this core collection. A factor in determining compliance with this requirement is whether the school's annual legal information expenditure equals or exceeds the median expenditure of its peer schools.

c. While the law library should collect those materials necessary for present and anticipated faculty and student research, it is not limited to its own collection in meeting this objective. Formal and informal cooperative enhancements are encouraged. To this end, a law library may use its legal information funds for one or more of the following, after it meets the basic needs of its users:

1) Additional books, microforms and audio-visual materials;

2) Lexis, Westlaw and other full-text-retrieval systems; these systems may be used to meet the adequate duplication of materials requirements of Executive Committee Regulation 8.1(c);

3) Dialog and other bibliographic search systems;

4) Photoduplication, service charges, and postage costs associated with inter-library loans;

5) Costs associated with recognized reciprocity arrangements;

6) Telefacsimile services; and

7) Other comparable information resources as developed.

8.6 Planning. The librarian and the dean of a member school should maintain a written plan of library development in relation to its needs providing for:

1. Adequate and balanced growth of the collection;

2. Sufficient personnel to provide adequate services to library users and to service the collection;

3. Adequate physical facilities; and

4. An effective system for the bibliographic and physical control of the collections and for facilitating access to the collections.

8.7 Amendments to Regulation 8. The Committee on Libraries shall regularly review and, when it considers it appropriate, draft and recommend to the Executive Committee amendments to Regulation 8 of these Regulations, giving particular attention in its periodic review to the Regulations containing quantitative rules.