

Winter 2021

Southeastern Law Librarian Winter 2021

SEAALL

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Southeastern Law Librarian

Presidential Ponderings ... from Shamika

Happy New Year! I hope everyone was able to take a break from work for a few days to relax and recharge for the spring semester. It is hard to believe that this will be my last column as SEAALL President. I am so honored to have served in this role, and I look forward to seeing all of the fantastic things SEAALL does under incoming President Sarah Mauldin's leadership. In my last column, I want to highlight two exciting events coming up.

In early November, I reached out to Patrick Parsons, chair of the Education Committee, to ask if the Committee could organize a program to promote awareness of the challenges facing historically underrepresented members of our profession and the communities we serve (SEAALL Action Item #6). **On February 11, 2021, at 12:30 pm EST**, the Committee will be hosting a Diversity Lecture featuring Dr. Aisha Johnson, Assistant Professor and MLS Program Director at North Carolina Central University School of Library and Information Sciences, via Zoom. Dr. Johnson's book, *The African American Struggle for Library Equality: The Untold Story of the Julius Rosenwald Fund Library Program*, "unveils the almost forgotten philanthropic efforts of Julius Rosenwald, former president of Sears, Roebuck,

Co. and an elite businessman." The Julius Rosenwald Fund Library Program "established more than 10,000 school, college, and public libraries, funded li-



Shamika Dalton
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brary science programs that trained African American librarians, and made evident the need for libraries to be supported by local governments."

It is important that we know the history of underrepresented groups and libraries to understand their unique challenges better, advocate against the inequalities in our profession, and celebrate the strides we make to create equality for all. I heard Dr. Aisha Johnson speak at the University of Tennessee last August, and I am confident that you will find her research eye-opening, detailed, and informative. You will not want to miss this. [Please](#)

[register to attend this event](#). I hope this program will be the first of many diversity lectures hosted by SEAALL.

I am also very excited about the upcoming 2021 SEAALL Annual Meeting. The Annual Meeting will take place virtually on **Wednesday, March 17, 2021, from 10:00am-1:45pm EST, Thursday, March 18, 2021, from 12:00pm-3:45pm EST, and Friday, March 19, 2021, from 10:00am-1:45pm EST**. The Program Committee, chaired by Vice President/President-Elect Sarah Mauldin, has put together an excellent slate of programs highlighting the creative ways we re-envisioned our library services to meet our patrons' needs during the difficult times of 2020.

The South Carolina Local Arrangements Committee was able to secure our keynote speaker for this year's annual meeting, Tamera King, Community Relations Director for Richland Library, is responsible for developing, directing, and implementing communications strategies to stakeholders and Richland Library audiences. As chair of Richland Library's Social Awareness Task Force, Ms. King has lead discussions surrounding race, women's rights, and social justice for more than 1,000 participants. Ms. King received the 2019 Library Journal Mover and Shaker Award for her work in these areas. Ms. King's keynote will be our first program at the 2021 Annual Meeting on **Wednesday, March 17, 2021, at 10am**.

Tech Tip : the American Bar Association's Legal Technology Survey Report

In all the flurry of year-end activities, from the presidential election, to the holidays, law library projects, and classroom instruction, you would be excused if you missed the [American Bar Association's Legal Technology Survey Report](#) released in November 2020. The survey investigated access and attitudes toward training for the technology lawyers are using in their practices. We all know that thirty-eight states currently require basic technology competence to incorporate Comment 8 to Rule 1.1 of the Model Rules of Professional Conduct. Additionally, the rapid shift to a work-from-home culture and online instruction required by the COVID-19 pandemic brought new attention to technology and training attitudes. This is likely not the Tech Tips column you typically expect, but it can be useful to consider how the profession views legal technology.

As law librarians, why are we interested in the ABA survey results? Often, we are the front-line response to technology questions or to offer training. It is helpful to know our patrons' attitudes about the training. If you are in a law office, are your attorneys, paralegals, and staff utilizing training for technology tools to increase efficiency in their practices? If you are in a government setting, are judicial clerks, judges, and staff attorneys effectively using available technology? If you are in an academic law library, how do students and faculty interact with legal technology? Are your students learning the skills to self-teach or seek out training to effectively represent their future clients?

While the ABA survey respondents are practicing attorneys, the report contains information useful for law librarians, whether you are in a firm, agency

or court library, or law school library. Information about our patrons' attitudes certainly helps inform how we provide library services. I won't repeat all the survey findings here, but a few points caught my attention. First, 82 percent of participants reported it was "very important" or "somewhat important" to receive training on their firm's technology. Similarly, 89 percent reported being "very comfortable" or "somewhat comfortable" with their firm's technology. Does this mean our work is done? Unfortunately, no. When the survey breaks down these figures by firm size, differences emerge and illustrate training availability and the broadening of the technology comfort gap. Training was available at 100 percent of firms with 500+ attorneys and 90 percent of firms with 100-499 attorneys. Only 27 percent of solo firms and 50 percent of respondents from firms of 2-9 attorneys reported having technology training available. The survey authors noted that oddly, respondents who reported the most access to training at the larger firms also reported being the least comfortable with the technology. Despite not having any or very little training available, solo (60 percent) and small firm attorneys (64 percent) were most likely to report being "very comfortable" with their firm's technology.

The survey noted the average respondent had been a member of the bar for 30 or more years and was 58 years old. As technology is incorporated more into law school curriculums, practicing attorneys will have more familiarity with

technology and training opportunities. In my experience at the Charleston School of Law, we have incorporated teaching legal technology in the

first-year legal writing and research curriculum. We use Microsoft Word and teach how to customize commands, use templates and Styles to draft memos, and generate tables of authorities and contents. We also use an online training module that enables students to learn and practice with their new tools. Specific "prepare to practice" classes at CSOL are also a great tool to reinforce the importance of effectively learning and using technology tools available to attorneys.

For attorneys in practice, there are many helpful online tools available. The lack of an in-house training program or IT department should not deter effective training for solo or small firms. Microsoft Support has a variety of "how-to" tutorials for PC and Mac users. YouTube videos are a quick source for training. Don't overlook your public library, which may offer the training site, Lynda.com, in their research database collection. When accessed through the public library, Lynda.com is a free training source for Microsoft tools, WordPress, programming language, and more. The ABA's Law Practice Division offers a collection of "In One Hour" books to introduce attorneys to tech topics such as Adobe Acrobat to Twitter in a concise format.



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Tech Tip: Cont.

The ABA’s Tech Show and blogs, such as “Law Technology Today” are useful ways to bring greater technology awareness to your students or law firm. State bar CLEs and conferences that focus on technology issues are another

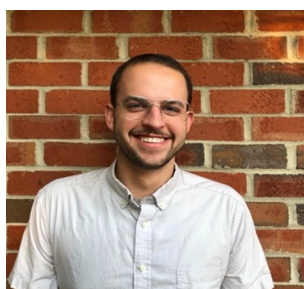
useful step to bring technology training to your firm or encourage reluctant adopters.

As the ABA survey noted, the time when attorneys could effectively represent clients without using technology tools is long past. The COVID-19 quarantine, work-from-home offices,

or online instruction especially reinforced this message. As law librarians, we can do our part by removing barriers to in-house training, teaching our local bar about free and low-cost training, and encouraging our students to learn and absorb legal technology while in law school.

SEALL Student Scholarship Article: How Law Libraries Can Use Assessment Logic Models—Lessons Learned From A Law Library Program

My name is Andrew Wisniewsky, and I am currently in my third year at the University of North Carolina at Chapel Hill’s Law and Library Science dual-degree program. I am also one of Laura Gasaway’s Graduate Assistants at the UNC Law Library. My whole experience has been great. I am excited to talk about a topic that I have learned in the program – library assessment.



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The simplest form of a logic model would include three steps: (1) Inputs; (2) Outputs; (3) Outcomes. When I saw “logic models” on the class syllabus, I was worried they would be complicated and frustrating, but they are pretty intuitive. Inputs include what the library and its participants invest in the program. Outputs are how much or how many activities there are, as well as the number of participants. Outcomes are the direct results for individuals, groups, and communities over the short or long term. Here is a small example of a logic model about an advanced legal research class:

Last semester, I took Dr. Casey Rawson’s Library Assessment course, and I found it very helpful and relevant to law librarianship. My main takeaways from this course were that a well-designed library assessment is essential for meeting diversity and inclusion goals, showing library value to higher-ups, and figuring out if a program or resource is worth continuing. It is easy to put it on the back burner when your schedule is busy, but good assessment practices can pay off in the long run. In this article, I’d like to talk about assessment logic models and how we can use them in law libraries.

Logic models break down a library program into a few parts to help clarify its costs and goals.

INPUTS	OUTPUTS	OUTCOMES
Staff time – teaching requires many hours of work from a law librarian, on top of their other job duties	Classes twice a week for one semester	Students are able to effectively research administrative regulations and statutes, not just case law.
Technology – Zoom teaching requires a fair amount of set up (webcam, monitors, audio equipment, etc.)	Three detailed research assignments and memos created by the students	Students are able to immediately step into their first post-law school job as capable legal researchers

Continued on Page 4

SEAALL Student Scholarship Article: Cont.

The purpose of these models, much like a research plan, is to have a clear idea of a program's costs and benefits before you start. It will also provide an evaluation of the program easier because there will be a clear idea of the goals and how many resources were invested into it. A well-made logic model can also help pitch a new library program to supervisors or non-library ad-

ministration or getting a new employee up to speed on the library's programs.

These models could be helpful to law librarianship because of the diversity of patrons of law libraries. From the academic library perspective, when you are juggling the interests of faculty, law students, and public patrons, it pays to have a clear idea about what a particular

program's purpose is. For example, it can be great to know how much time the reference department is spending on faculty questions vs. student questions or whether resources put aside for pro-se patrons are being used.

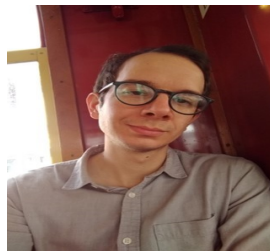
If you're interested in learning more about logic models, I recommend working through [this short, interactive online tutorial](#).



SEAALL Student Scholarship Article: Accessibility and The Importance of Libraries as Institutions in the Digital Age- Lessons Learned During Library Program

Entering library school during quarantine has been a challenge. Like most people, COVID-19 disrupted my usual routine, and suddenly both my work and my school became a part of my home life in a way that I was unprepared for. Despite some difficulties in adjusting, I found some unexpected intersections between my coursework, professional goals, and the COVID-19 pandemic. These were not the lessons I thought I would learn on my path to becoming a law librarian, but I believe they will serve me well as I follow my career path.

The M.L.I.S. program I entered into at LSU is not focused on law librarianship, but it does offer several pertinent courses. One of the more interesting classes I took during my first semester was Information Society. Broadly, this is a class about the importance of libraries as institutions in the digital age.



Chris Blehrud, J.D.
MLI S Candidate
Louisiana State
University

What struck me in my thinking about librarianship in the pandemic or post-pandemic world is the notion of accessibility. As librarians, we need to be mindful of the distribution of library resources. We also need to ensure that resources and services do not over-accumulate with the most privileged patrons and users. While, in many respects, technology has made information and services more accessible, those resources are often only accessible through technology. If a user lacks a home computer or reliable internet connection, they may well not be unable to avail themselves of these services.

they may well not be unable to avail themselves of these services. The pandemic has only compounded this digital divide. With more and more online learning and services, users without the right tech become more and more underserved.

The pandemic and the digital divide pose a unique challenge for law libraries and particularly for reference librarians. Librarians have to look into effective ways to provide reference services when the building is closed or operating under reduced hours to fulfill the law library and law school missions. It may not be enough to rely on digital reference and other digital services to meet patron needs. As I look ahead to my career, I want to focus on this problem and provide more access and services to library users. Whether students, lawyers, researchers, or otherwise. The answers to balancing health, safety, and equity in the context of law library mission statements are not easy, but they are pivotal to our library users.

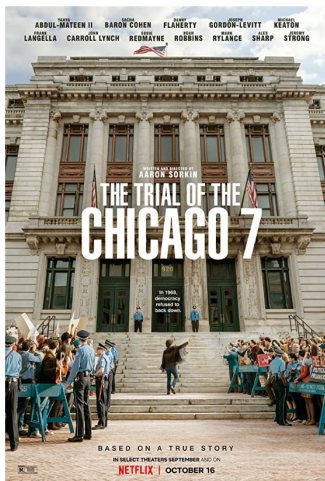


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Legal Movie Review: The Trial of the Chicago 7 (2020)

I enjoy legal movie reviews! They provide us with different movie options that we can watch, enjoy, and maybe add meaning to the work we do. There are so many recent

ones that I can choose from, like *Just Mercy*, but I wanted to watch something that I have never seen. I decided to watch a Netflix movie that I had heard about titled *The Trial of the Chicago 7*.



You may be wondering who are the Chicago 7? I also wondered that. The Chicago 7 was seven activists who protested against the Vietnam war in 1968 and subsequently charged with conspiring to incite a riot at the Democratic National Convention (DNC) in Chicago. The trial initially started with eight people.

The Chicago 7 members included David Dellinger, Rennie Davis, John Froines, Tom Hayden,

Abbie Hoffman, Jerry Rubin, and Lee Weiner.



The men were from different groups like the Students for a Democratic Society and the National Mobilization Committee to End the War in Vietnam. They went to the DNC as part of the antiwar movement. The civil rights movement also took part in the protest, and Bobby Seale of the Black Panthers spoke sometime before the riot. He was the eighth person initially charged in the conspiracy.

The movie begins with a brief walk down memory lane of the war, including talks of protesting it. Throughout the film, there is an interweaving of real footage of the protest and riot with the movie scenes. Later, the story takes you up to the time where you see the recently appointed Attorney General appointing two U.S. attorneys to charge the protestors with violence. At one point, the new AG tells one of the attorneys who did not want to take the case that "it doesn't matter why it [the law they were using to charge the activists] was passed, it matters what you can do with it." I immediately knew that some injustice was about to happen.

The movie tells both stories, of the

protest and the prosecution, at the same time. Most of the film focuses on the case while in the U.S. District Court in Chicago. Bobby, who was originally one of the people charged, went through a series of injustices. He was denied counsel, had no connection to the others, was not present when the riot broke out, and was bound and gagged in open court for trying to advocate on his own behalf. The defense attorneys ended up calling out the judge on his discrimination, and he had to declare a mistrial for Bobby after the gagging incident. Speaking of the judge – you have to see the many issues that came up with him.

During the movie, someone even went so far as to tamper with jurors. It happened after one juror was reading James Baldwin, and the other was nodding in agreement with the defense. You can guess who was likely involved in this. There were many other surprising moments throughout the movie. The ending sums up what happens to the case beyond the trial phase.

Before I conclude, I want to mention a couple of warnings about the movie. There is a lot of swearing, as well as illegal marijuana usage. (It was the late 1960s.) There is violence that happens, both in the movie and actual footage of the riot from 1968. You can learn additional historical information in this article. While I enjoyed the movie, I found myself angry again over the many injustices that took place. However, it remains important to watch and learn these stories. So much of history still affects the legal profession.

The Trial of the Chicago 7 Film Image: From [Amazon](#)
The Original Chicago 8 Image: From [Town and Country Mag](#)

Meet Three: Ajaye Bloomstone

Ajaye Bloomstone, my coworker and the Acquisitions Librarian at LSU Law Library. She's worn many hats in many different libraries throughout her career, including a graduate library school library, a general academic, academic law, medical, and public libraries. I hope you enjoy learning more about her as much as I did.

I know you have worked in several different types of libraries over your career. Can you tell me about all the libraries you've worked in?

My first library job was as an undergraduate work-study student in the catalog department of the Graduate School of Library and Information Science at the University of Pittsburgh. Despite working in the library for 3 years, I had never thought about being a librarian until the Dean's administrative assistant, whom I'd also assisted as a work-study student, called me in when she couldn't find my application for grad school (because I'd never filled one out) and was taken aback that I had not thought about library school. She insisted I fill out the application right then and there, and I enrolled in library school and graduated with my MLIS.

I was hired by LSU's main library as a social sciences cataloger just before receiving my degree. Upon graduation, I bought a car, packed up, and then drove down to Louisiana,

having never been here before. Cataloging rules changed with the adoption of AACR2, so within about 8 months of starting work, I became a unit head charged with a staff of 4 and up to 11 students to perform catalog maintenance, mainly resulting from heading changes and refileing in the card catalog. I was just out of school and had to learn not only my cataloging and the catalog maintenance jobs, but also how to hire and supervise full-time and student employees, which was not something I learned in the master's program!

I stayed for nearly three years and then was hired as a cataloger by the University of Wyoming, so I left Louisiana for another new institution and region. After a couple of years, LSU recruited me to come back, and I returned to Baton Rouge as the hard sciences cataloger. I team-taught a cataloging class in the LSU LIS one semester and later taught cataloging to an individual student with a visual disability during another semester.

I transferred to the LSU Law Library in 1988, where I learned about legal materials, cataloged monographs and microformats, and supervised the copy cataloging unit. Then after 10 years, I became the Law Library's Acquisitions Librarian.

While at LSU, I became one of the LIS professors to help establish a cancer library for medical professionals at a local cancer center in Baton Rouge. I established and maintained that library for 14 years, with a separate collection for patients, families, and caregivers. A few years later, I was asked by a new general hospital in town to establish and maintain a small professional library for them. I

was in that role for about 6 years and then turned it over to another librarian. I staffed both medical libraries part-time while I was still full time at LSU – I don't like having free time on my hands, and these roles certainly kept me busy and intellectually stimulated!



Aimee Pittman
Reference Librarian
LSU Paul M. Herbert
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After the cancer library closed due to an economic downturn, I applied to our public library system and got a position. First, I provided young adult references, and then I transferred to the administrative/public relations department. I have had the unique opportunity to work in various libraries, all of which have many different nuances to learn and varied communities to serve.

Since we worked together on the AALL 2020 playlist (<http://bit.ly/2020NOALL>), I know you are passionate about music. What is your favorite musical experience?

I have two must-experience events I attended every year. Since moving to Louisiana in mid-1979, I've only missed one year of the New Orleans Jazz and Heritage Festival (other than this past year when it was canceled). I also sail each January on the Legendary Rhythm and Blues Cruise since I first discovered it in 2000. The cruise showcases bands and solo musicians, usually from 10 am until about 3 am daily. Due to the coronavirus, the 2021 cruise is postponed, but 2022 is already on the books. I enjoy this cruise and the music so much that I go every year even though I get very seasick! At every festival I attend, what overwhelms me (especially at these two events) is the vast diversity of those attending.

Meet Three: Ajaye Bloomstone Cont.

Folks of all ages, different nationalities, backgrounds, and from all walks of life gather to have a good time and enjoy listening to music together.

What are your favorite things to do outside of work?

I enjoy traveling, but over the past year, it's been curtailed. A substantial part of my traveling has been to professional library conferences where I've met so many librarians over the years that

have become close friends, mentors, and mentees. Conference travel allows me to catch up professionally and personally with these far-flung friends. I also enjoy staying at Hostel International during conferences, which allows me to meet and share library experiences after the day's meetings with the international librarians also staying there.

Often, I've tacked vacation time to a library trip by camping the way to and from AALL in Seattle or Los Angeles.

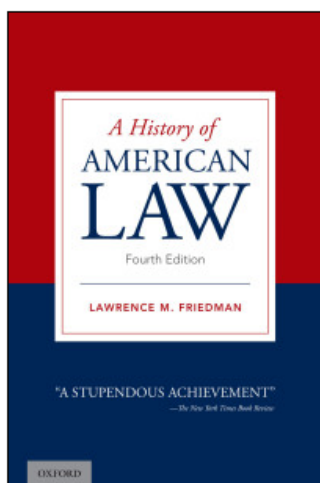
Of course, I also travel to visit my family, most of whom are still in the Northeast.

I'm an avid reader of nonfiction and fiction, and while at a music festival, I'll probably be watching people, reading a book, or working on a cross stitch project while soaking up the tunes.



Recent Acquisitions: A History of American Law

Lawrence M. Friedman, *A History of American Law* (Oxford Univ. Press, 4th ed.)



For a book on such a dense and difficult subject, Lawrence M. Friedman's *A History of American Law* has always been quite a page-turner. Casual readers and scholars alike will rejoice to find that the 4th edition retains this readability,

thanks to Friedman's knack for vivid storytelling and the book's overarching focus on situating law within its social context.

A truly comprehensive single-volume on U.S. legal history would be an utter impossibility, and Friedman smartly focuses on the 19th century: colonial- and founding-era law have their own more specialized literature, while modern legal history gets a more thorough treatment in Friedman's companion piece, *American Law in the Twentieth Century*.

Naturally, many of the highlights are from the 19th century as well. Friedman's account of the parallel histories of industrial expansion and tort law is as engaging as ever, keeping its central place in the new edition's narrative. The lengthier discussion of state-level constitutional change is another highlight,

insightfully describing the way seemingly mundane decisions on local control were inevitably intertwined with the South's post-Reconstruction

project of writing racist ideology into its new constitutions. Indeed, many of the (rather subtle) changes in the new edition appear to relate to Friedman's treatment of race and U.S. law: for the most part, he has adapted gracefully, although readers would still benefit from reading this alongside a more race-focused volume such as Richard Rothstein's *The Color of Law: A Forgotten History of How Our Government Segregated America*.

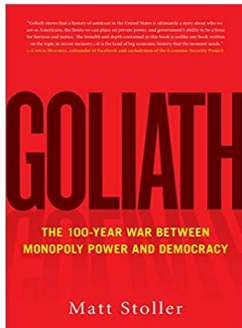


Gerard Fowke
Digital Services Librarian
Georgia State University College of Law

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Cont. : Goliath: The 100-Year War Between Monopoly Power and Democracy

Matt Stoller, *Goliath: The 100-Year War Between Monopoly Power and Democracy* (Simon & Schuster)



This one is actually a recent *personal* acquisition; however, it wouldn't necessarily be out-of-place in a law library collection, so long as it shares shelf-space with other titles offering more technical information

or more balanced accounts. Stoller is an unabashed antitrust polemicist, invariably tracing our society's most pressing problems to the unbridled agglomeration of power by private actors and the accompanying "financialization" of modern life.

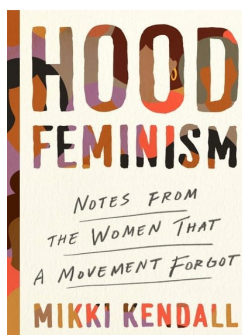
The book's narrative is situated around two underrated historical events. In Stoller's telling, the first is the culmination of an all-out war against concentrated economic power: the attempt to impeach Andrew Mellon, the impossibly wealthy uber-monopolist who served as Treasury Secretary through three administrations. In contrast, Stoller's telling of his second epochal event is more like a sad capitulation: The Democratic Party's post-Watergate embrace of Wall Street and its concomitant

abandonment of any semblance of an antitrust agenda.

These vivid accounts nicely illustrate the urgency of Stoller's cause, even if the unrelenting focus on monopoly power tends to downplay other historical trends. This results in some regrettable simplifications, particularly in its discussion of 20th-century fascism as a byproduct of industrial concentration. Despite these shortcomings, it's an important book, and one written with vitriol and passion that belies its dry subject matter. Anyone interested in the potential stakes of the nascent antitrust litigation against Google and Facebook would be well-served by reading *Goliath*.

Readers Advisory: Hood Feminism: Notes from the Women that a Movement Forgot

Hood Feminism: Notes from the Women that a Movement Forgot by Mikki Kendall
New York: Viking, 2020.



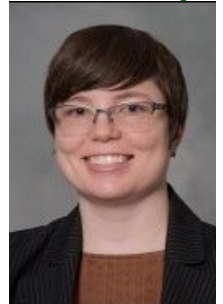
It is an uncomfortable truth that white women, including myself, are overrepresented in law libraries. Many of us are deeply invested in a vision of ourselves as caring allies

to marginalized people. When faced with evidence that we're not living up to what we believe ourselves to be (for example, when racial disparities persist or increase on our watch), it takes courage to lower our defenses, acknowledge our errors, and make changes. Mikki Kendall's *Hood Feminism* is a phenomenal addition to the set of tools that can help us see what we need to do differently and point us toward actions that would help bring about justice.

Each chapter of *Hood Feminism* addresses a different issue or concept, such as education or parenting. As a chapter begins, Kendall grounds the discussion in her lived experience.

She then expands from her own narrative to address broader issues that affect Black women generally or certain populations such as disabled Black women, trans Black women, and so on. Finally, she identifies specific ways in which white women can move from being part of the problem to being part of the solution.

My prose may sound wooden and oversimplified when I try to summarize the book, but please believe that Kendall's writing far outshines this review. *Hood Feminism* is densely packed with nuggets of wisdom worthy of being written out on post-it notes and attached to computer monitors and vanities for daily reflection.



Exe Ross
Reference Librarian
University of South
Carolina school of
Law

Readers Advisory: Cont.

Here are a few examples of Kendall's words that speak to me:

"Being skeptical of those who promise they care but do nothing to help those who are marginalized is a life skill that can serve you well when your identity makes you a target." p.14

"[S]ometimes when oppressors want to demonize the oppressed, the first thing they point to is

anger. 'Why must you be so mean?' or 'I'm trying to help.'" p.411

"After the pearl-clutching about my meanness passes, what's left is the realization that they have wronged someone, that they have not been as good, as helpful, as generous as they needed to think they were all along. That's the point of this book. It's not going to be a comfortable read, but it is going to be an opportunity to learn for those who are

willing to do the hard work." pp.19-20

"This isn't a single-day fight; this is a commitment to working against white supremacy in the same way that other marginalized communities do." p.420

Mikki Kendall has my gratitude for the thought and care and work she put into this incredible resource. Law librarianship will be a better profession when we all engage in the task to which this book calls us.

Closed Stacks



Pamela Lucken
Head of Reference &
Lecturer in Law
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Law Library

I. Love. Books. Not much of a revelation coming from a librarian, is it? But here I'm talking about physical books, those old-fashioned objects that seem to be taking a backseat to digital books. And as a physical book lover, my "closed stacks" collection reflects that I hate to see books discarded, thrown away, tossed on a trash pile, or even put on my library's "free book table."

The free book table is conveniently close to my office, so I can quickly and frequently scan the ever-changing collection. As luck would have it, my office furnishings include

four floor-to-ceiling bookcases that were practically empty when I arrived, giving me plenty of space to rescue books abandoned by students, professors, and the library itself. Students' casebooks and study aids arrive, as you'd expect, at the end of the semester. Reselling law books these days must not be profitable (was it ever?), so students empty their backpacks and leave their books behind without so much as a quick glance back. Fortunately, many of these books are whisked away by other students who are thrilled to be saving a few bucks. And I'm delighted, too, because they unwittingly save me from myself; my casebooks - which I've moved three times since law school but otherwise remain untouched - already occupy too much shelf space.

Professors' contributions to the free book table often occur upon retirement, when they realize that they, too, have an overwhelming number of books that are deemed unworthy of moving. Whether from their office at work or at home, these contri-

butions range from scholarly works to light-hearted fiction, from biographies to legal thrillers. This, if truth be told, is when *my troubles* begin, and...

My troubles get even worse when the library undertakes a weeding project, particularly in the treatise collection. Those assigned the task of pulling books from the shelves frequently put them on the free book table, and I make a bee-line to peruse the new additions. I scour the titles, pulling a few here and there, and then, to ensure I overlook nothing, I repeat the process again, and again, and again. It takes all my willpower to be selective.

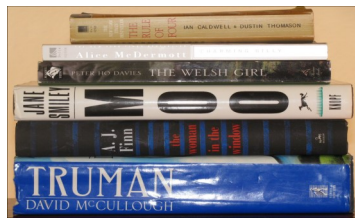
As I look through the fiction books I've rescued, it appears I gravitate to authors I know, like John Grisham's *The Last Juror* and Alice McDermott's *Charming Billy*. If the author's unknown to me, I'll look at the book's summary, but I must confess, sometimes I save

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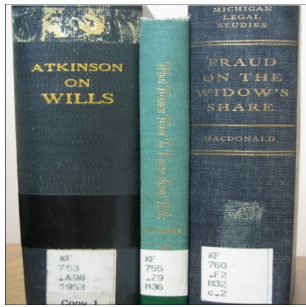
Closed Stacks Cont.

books simply based on the book's title, and yes, sometimes even based on its cover. One such title that lured me in was Jane Smiley's *Moo*; as a Mid-western girl with an extended family of farmers, how could I resist? And as for luring book covers, the darkness revealed through partially opened window blinds clearly suggests a sinister story in A. J. Finn's *The Woman in the Window*.



want to think I'm more discerning when rescuing nonfiction books, and upon review, it does appear that I limit myself to books in which I have an interest. However, the topic alone isn't always the deciding factor... I

save some books because they reflect a change in society, while others remind me that some things never seem to change. Let's take a look.



Before becoming a librarian, I practiced in the area of trusts and estates law. So, based on the topic, I've rescued books like *Basic Estate Planning in Florida* and *Administration of Trusts in Florida*, even though updated editions are readily available in the library. But I've also rescued books like, *What Women Want to Know About Wills* (1959) and *Fraud on the Widow's Share* (1960) because the titles are reminiscent of a different time. A time when I

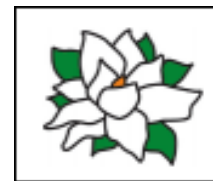
would've been dependent on my husband's estate plan, instead of a time when I advised others about their own estate planning needs.

I also tend to rescue books about legal research, primarily because I'm always trying to find new research class problems. However, one book that caught my interest - but not because I expected to find useful research problems - is *Materials and Methods of Legal Research* from 1942. I wanted to see how they were teaching research then, and as expected, I found instructions on how men should conduct research using books. What I didn't expect to find, though, was a discussion about simplifying access to legal materials. Sound familiar? And to think, almost 80 years later, we're still trying to figure it out.

Let's now look at...oh wait, I hear someone putting new books on the free book table.



Committee "Quarterlies"



The hope is for this column to be a place where the many SEAALL committees can provide important updates or information about the work they are doing. There may be times where a committee won't have an update, but it will be a place where committees can reach out to you - our awesome membership - about important information or updates. We hope that you'll find it helpful and informative, and a way to keep up with all the wonderful things SEAALL is doing!

Community Service Committee

The 2020/2021 SEAALL Community Service Committee is pleased to announce our partnership with [Feeding America](https://www.feedingamerica.org/) (<https://www.feedingamerica.org/>)



for the upcoming 2021 SEAALL Annual Meeting. Feeding America is “a United States-based nonprofit organization that is a nationwide network of more than 200 food banks that feed more than 46 million people through food pantries, soup kitchens, shelters, and other community-based agencies.” While the SEAALL Community Service Committee traditionally selects organizations that are local to the annual meeting location and related to law or literacy, the COVID-19 pandemic and our virtual

annual meeting changed all of that. As we all know, the United States has been hit hard by the COVID-19 pandemic and food insecurity is just one of the many problems in our country that has been exacerbated by the pandemic. Millions of people are facing hunger for the first time but you can help.

“The COVID-19 pandemic has caused a public health and economic crisis, the effects of which are widespread. The repercussions include added hardship for populations already facing challenges making ends meet, as well as a significant increase in the number of people experiencing food insecurity in 2020

... The COVID-19 crisis has dealt a swift blow to the economic health of individuals and communities across the country, and the effects have the potential to be long-term. It took ten years for food insecurity rates to return to pre-Great Recession levels. For now, with no immediate end to

the crisis in sight, demand for charitable food assistance is expected to remain at elevated levels for the foreseeable future.” (From [“Feeding America” October 2020 Briefing, The Impact of Coronavirus on Food Insecurity in 2020.](#))

To participate in our 2020/2021 Community Service Project you have the option of donating food, goods, or money to your local Feeding America food pantry. You can pledge your donation and find your local Feeding American food pantry by completing this [Google Form](https://forms.gle/hUcY1WQ5xpNhHXgZ6) (<https://forms.gle/hUcY1WQ5xpNhHXgZ6>).

Since our annual meeting will be virtual it is of the utmost importance that you complete the Google Form if you intend to participate in the Community Service Project as this is our only way of tracking participation and donations.

We hope that you are as excited about partnering with this organization as we are. We look forward to seeing you at our Virtual Annual Meeting!

Sarah E. Dunaway
Chair, Community Service Committee

SEAALL's first-ever Writing Workshop

The Writing Workshop, is scheduled for May 28th from 1:00-5:00pm EST. To apply to present, submit a draft of your work-in-progress by March 29th at 5pm EST to Alyson Drake at adrake4@fordham.edu

Not interested in submitting your written work . you can still be involved by volunteering as a reader for the SEAALL Writing Workshop. By volunteering means that you agree to read up to 4 papers and provide critique prior the SEAALL Writing Workshop on Friday, May 28th.

Please note that we will try to match you with papers on your preferred topics, but that will depend in large part on the papers submitted and what topics they cover.

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Become an author in the Southeastern Law Librarian! Share your articles, notes, photos, comments, ideas, rejected blog entries, or anything else that will fit into a Word document in the SEAALL Newsletter! Guaranteed to be your first step to conquering the librarianship world or your money back!

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Submission Guidelines

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Summer: July 2021

Fall: Oct. 2021

Winter: January 2021

MS Word is the preferred format for electronic submissions.

All submissions will be edited for grammar, spelling, capitalization, and punctuation, and to ensure style consistency within the newsletter. Every effort will be made not to change the intended meaning of the text.

The opinions in the columns are those of the authors and do not necessarily represent those of SEAALL.

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