

## Commentary:

### The Report of the Special Committee on the Future of AALL

*Editor's note: The Special Committee on the Future of AALL, which was created in 1983, turned in its final report to the Executive Board in November 1985. The report was published in its entirety in the previous issue of Law Library Journal.<sup>1</sup> In April 1986, as part of its annual spring meeting and institute, the Southeastern Chapter of AALL (SEAALL) sponsored a panel discussion on the report and its implications for the educational programs of the Association. Participants in the discussion were Sally Wiant, who served as chair of the Special Committee; Claire Engel, 1985-86 vice-chair of AALL's Education Committee; Dick Danner, 1985-86 president of SEAALL; and Bob Berring, president of AALL. The panel was coordinated by Carol Billings of the Law Library of Louisiana and moderated by Kay Todd of Paul, Hastings, Janofsky & Walker. Because of the importance of the Special Committee's report, the comments of the speakers at SEAALL's program are presented here in edited form.*

#### The Special Committee and its Recommendations\*

Sarah K. Wiant\*\*

Thank you for inviting me here to talk one more time on education. I am not going to go over the fifty-one issues discussed by the membership during the tenure of the Special Committee. Those fifty-one issues were combined into eight categories of study, and it was the committee's job to take your comments and make them appear in some kind of report. We had a statistically insignificant response from the *Newsletter* survey, but more important were the lengthy reports that the chapters filed. Combining that information into some kind of report with recommendations to the Board was very difficult. The report went through many drafts and a lot of people worked

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1. *Special Committee on the Future of AALL 1983-1985, Final Report, November 1985*, 78 LAW LIBR. J. 351 (1986).

on it. The ranking of the categories was as follows: education, membership, relations with others, organization, publications, meetings, legislation, and the National Law Library. Since most people saw education as AALL's primary reason to exist, it is on that that I will focus today.

At the same time as we were doing our study, the Department of Education commissioned King Research to carry on a major study, *New Directions for Library and Information Science Education*.<sup>2</sup> That study analyzed job descriptions, performance evaluations, and looked at a great many things that the special committee did not have the resources to study. We could not undertake that kind of study and, after seeing the King report, I am glad that we didn't. A lot of information came out, but I am not certain how valuable it really is to us as a professional association. It has some utility and certainly will be looked at by the library schools. All the literature indicates that the library and information science profession is changing. We seem to be moving away from gathering vast amounts of material, organizing and preserving it. We will continue doing that, but we will probably be doing a lot of different things as well. We'll cease to work as production workers and work as intermediaries. The problem is that nobody really knows what that means we will be doing.

So the Special Committee really tried to see what we could do in the way of education. We looked at education in a number of different ways. First we looked at formal education. That seems to be the main way of entry for most of us into the profession. People who hire expect knowledge, general reference skills, human relations skills, and general bibliographic skills. Most people entering the profession seem to come in with those kinds of basic skills. What they seem to be lacking, however, are on-line retrieval skills, supervisory skills, statistical skills, and means of dealing with stress and burn-out. None of us are taught those things, and none of us coming into the profession are taught the basic management skills that our counterparts in business schools are taught. We identified those as areas where we clearly ought to be looking for assistance. Other than that, all we really know is that education is going to be vastly different than in the past. Representatives from a number of library schools have been meeting regularly to try and determine what should be in the library science curriculum. We really have a large body of knowledge on this, but no one knows how to decide the curriculum because we are not certain what it is we need to be teaching new recruits. We do know that we as an association will have to review old standards and that we are going to have to create some new standards, based upon the kind of librarianship we are practicing. For instance, we need to be developing career ladders for people who choose to practice law librarianship in a firm.

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2. KING RESEARCH, INC., *NEW DIRECTIONS FOR LIBRARY AND INFORMATION SCIENCE EDUCATION* (1985).

That career ladder probably will be very different from that for professional development in an academic law library. We don't know how to develop those career ladders. We need the expertise so that we have some idea of the direction we would like to go, but we are now not quite certain how to get there.

Another problem with respect to formal education is that of accreditation. Should we become actively involved in the accreditation process for library schools? We thought this should be something we should be involved in, so the Executive Board appointed Margaret Leary [from the University of Michigan] to sit on a new Department of Education study to look at the problem of accreditation of library schools. I am not sure how many meetings of this group she attended, but within a relatively short period of time, the Association decided that we were not yet ready to participate in accreditation, and we withdrew. The American Library Association and the Department of Education still are reexamining the accreditation problem. In looking at accreditation, Jane Robbins-Carter, Dean of the University of Wisconsin Library and Information School, raises questions regarding practice vs. theory.<sup>3</sup> Should a library school be teaching the theory of library and information science, or teaching people how to use OCLC and other specialized skills, such as on-line retrieval? It depends on the goal of the education process. We also don't know right now what is being accredited. We don't know how many programs we should accredit, and we don't know if we should accredit both general and specialized library programs. Should those schools that offer master's degrees in law librarianship have a special accreditation visit? Who should do it? Another problem facing the ALA is what to do if some major library school just decided to eschew the whole accreditation problem, saying, "Fine, you can accredit us or not. We don't care because we are still going to have our program exactly as we want it, and we are so well known that our students will be hired anyway." All of these problems are currently facing the ALA and the Department of Education. Many of these questions will be discussed at a major meeting to take place in June. Among those who are participating are such associations as ALA, ASIS, ARL, the Canadian Library Association, the Medical Library Association, the Special Libraries Association, and the Society of American Archivists, as well as DOE, but not AALL.

The other area of education that the Special Committee investigated was continuing education. If, in fact, formal library programs really are educating only for entry level positions, any other education is going to be left by default to us in the Association. The problem then becomes what kind of continuing

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3. See *Tension, Stress & Debate*, LIBR. J., March 15, 1986, at 29, 30-31 (summary of discussion on accreditation, Annual Conference of the Association for Library and Information Science Education, Chicago, Illinois, Jan 15-17, 1986).

education we should offer, particularly when we have so many different areas of practice within the Association. One thing that became immediately apparent was the demand for educational programs at the local level for members of the local chapters who generally do not or can not attend national AALL meetings. The primary focus of our continuing education programs in AALL has been in conjunction with the national meetings. We have a very large percentage of the membership who never go to those meetings and therefore don't get any educational benefits except through *Law Library Journal* or through a chapter meeting such as this one. We have a lot of people who do not have formal training, so we need to be providing education if we believe that education is our primary focus. We are doing a great disservice to all of those people who have become law librarians without formal professional training in law librarianship. They may well be the people who need education programs the most.

Given the need for educational programs ranging from the entry level program to programs for experienced librarians in every area of practice, it is important for AALL to expand its educational programs. Therefore the committee recommended that the Association establish a position of Director of Education, whose fundamental objective would be to develop a program to prepare the membership to meet the challenges of the coming decades. In conjunction with this we need to do a more complete study of the membership to decide what kinds of programs we should offer on the national level. We also recognize that there must be a way to represent the educational interests of the members of the chapters. The Special Committee recommended that each chapter appoint an officer of continuing education for professional development to work with the Education Committee and the AALL Director of Education. The Special Committee did not recommend that we abolish the Education Committee. The Education Committee remains very important in our proposed educational program. We suggested that the Education Committee be reconstituted to assume responsibility for program definition and to oversee all continuing education programs along with the new Director of Education. We did make a recommendation for the composition of the committee. We proposed a structure of seven members, five appointed by the AALL President, one from the Council of Chapter Presidents, and one from the SIS Council. Those individuals would provide a voice for the various groups within the association.

It is draining on a professional association to have people who do not belong to local, regional, or national associations, who do not attend meetings or conferences, nor participate in other professional activities. Pertinent to this point is the study of the Financial Planning Committee, which was published last year.<sup>4</sup> It found approximately 1,300 individuals who are not AALL

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4. *American Association of Law Libraries Financial Planning Committee 1982-84, Final Report May 1984*, 77 *LAW LIBR. J.* 386 (1984-85).

members<sup>5</sup> and who might be brought into the Association. That is a substantial pool. In addition to offering the kinds of educational programs that might be attractive to those people, we also have the responsibility to go out and recruit people who will become active members of the Association and who will put back into the Association some of that which they take from it. A recent report indicates that very little is being done in the way of recruiting: only two schools spent over \$20,000 recruiting people to our profession.<sup>6</sup> I am sure that each of us has a different recruiting budget, but \$20,000 is not very much money to spend in the market for recruiting law school students. If we are not doing anything to bring people into the profession or into the Association then we really have a talent drain. One of our recommendations is that AALL get involved in "career counseling days" and provide that kind of education to people who are considering the possibility of coming into our profession and making a commitment to law librarianship.

The Special Committee also felt that AALL needs to broaden its perspective a little bit. We need people with various kinds of degrees. It is true that the M.L.S. has been our entry mark and that in academic law libraries the law degree has been pretty much a requirement for the director of the law library, but we are going to need law-trained librarians in law firms as well. We will need people with other kinds of knowledge and skills also. We are going to need people with more computer skills. We are going to need people who are systems analysts. We are going to need people who have a background in video. We need to expand our thinking on what kind of people we need to be recruiting into the profession and what kinds of educational programs we are going to offer to keep them up-to-date as well as keep the rest of us up-to-date. We can assist as an association in helping the profession define what a professional is. We must take all of these things into consideration, or we are going to be left behind in the race.

Another area that we have to look at is placing our people into positions where they can succeed and where they can contribute to the Association. This means we are going to have to spend more time working on placement. This operation already has grown to where it takes a half-time position to do it. The time for a national placement director may be sooner than we think.

Another area is organization. Is AALL organized in such a way that it really can continue to function and to provide the support that we want from our professional association? To a certain extent I think the answer is yes. During the changes and rapid growth of the 1970s, however, we failed to work out all of the relationships between the various elements of the Association. Special interest sections have proven to be fairly good structures. The report suggests that we keep the SIS structure. What we have to find out,

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5. *Id.* at 393.

6. See *Tension, Stress & Debate*, *supra* note 3, at 31 (report by John Hall, Jane Spivack, and Toni Bearman on survey of library school recruiting budgets).

however, is how to create some ways for the SIS's to work as a whole so that the whole group comes into a formal working relationship with the Association. One way to do that may be to elect someone from the SIS's to the Executive Board. The SIS's could have certain assigned responsibilities in the Association. That was not a committee recommendation, but an idea of what could happen.

We also must find a way to formalize the relationship between the chapters and to convince them of the benefits of joining the national association. A lot of people belong to chapters but not to AALL. We need to work out a way of providing some service from the AALL national headquarters so that the chapters want to become part of it. It will be increasingly difficult to persuade people to belong both to AALL and to a chapter and to convince them that the chapter is actually getting something from the national association. The Special Committee report recommends that we provide for chapter membership within AALL. In return, the chapter would get some benefits from belonging to AALL. These would be the services that the national headquarters provides (such as mailing labels), the new structure for educational programs, and national programs at the chapter level. People who can not go to a national meeting will be able to take advantage of the educational programs. We did propose that in order for a chapter to enjoy AALL affiliation, a majority (or alternatively two-thirds) of its members must also be members and that all the chapter's officers must also be members of AALL, thus tightening the relationship between chapters and AALL. In return the chapters would benefit, and we hope that people would continue to serve on committees on both the chapter and national levels.

The other area that we looked at was meetings. In order to provide educational and professional opportunities to a larger percentage of members than those who attend national conventions, the Special Committee suggested that AALL hold regional meetings, perhaps in some parts of the country taking in several chapters. In the alternative, we recommended that there be a formal method of selecting educational programs that could be packaged and made available to the chapters. For instance, several years ago we tried to develop some workshops which were first tried out at the national headquarters, then taken on the road to various locations. The year that I was chair of the Education Committee we ran twelve such programs. The most successful of those programs was the workshop on indexing legal memoranda. It was very successful. You could take all of the material, send it out, have one person in a region be responsible for all the registration, and, if there were a couple of key speakers, those speakers could be brought in. The chapter got a percentage of the profit and the rest of the profit went back to the Association.

Those are the primary areas on which I wished to comment. The report offers several formal recommendations and informal suggestions. It was

presented formally at the Board's meeting in January in New Orleans. Certain of the recommendations are being acted upon; committees may be assigned to consider other recommendations. That is where we are. That is what the Special Committee did with all of those comments that you all sent in. Now, I am going to send the boxes to archives to be recorded forever.

### **The Role of the Education Committee\***

Claire Engel\*\*

Pat Strougal, the exceedingly hardworking chairperson of the Education Committee, has asked me to speak to you about the Education Committee. It is always surprising how little is known about this committee. What is it? What does it do? How can you participate? And how does the committee fit into the "Future of AALL"? The current Education Committee is composed of twenty-four people, each of whom was appointed for a one-year term by the AALL President. It is a large committee and its size makes it nonfunctional. I think it is interesting and of value to examine the membership of the committee by type of library. I am going to give you the composition at the time the current committee was appointed.

At the moment AALL has 3,373 members. The percentage of the AALL membership from academic libraries is 39.7 percent. Academic librarians make up 58.3 percent of the Education Committee. Private law firm librarians are 32 percent of the membership of the Association, yet are only 12.5 percent of the committee. No corporate librarians are on the committee. Corporate librarians compose 7.8 percent of the Association. Court, county, and bar libraries account for 6.8 percent of the membership but 16.7 percent of the committee. State law librarians are 6.8 percent of AALL's membership and 8.3 percent of the committee's membership. Government librarians make up 4.2 percent of the Association and 7 percent of the Committee. I had no idea of the actual composition of the Association, and I was surprised when I analyzed the membership. While there is a similar percentage of Association membership for academic and private law librarians (39.7 percent and 32 per-

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cent respectively), the representation on the Education Committee is certainly not similar—58.3 percent for academic librarians and only 12.5 percent for law firm librarians. Since the educational needs for these two groups of librarians differ, I wonder how the imbalanced representation impacts the educational programs offered by the committee.

What does the Education Committee do? The committee is charged with providing educational opportunities to the membership via institutes and workshops. Institutes are seminars lasting several days and covering a subject intensely. Three or four institutes will precede the annual conference, and an additional institute is available each winter. The committee develops possible institute topics and recommends these to the Executive Board. The committee also solicits for institute locations and institute chairpersons. Again, recommendations are made, but this time to the President. After topics are chosen and people are appointed, the Education Committee provides administrative oversight.

Workshops are the one-day sessions following the annual meeting. The committee solicits the SIS's to provide workshops. The committee determines which workshops should be presented and then again provides administrative oversight.

There are several things that the Education Committee does not do. It is not involved in any kind of accreditation or certification. The committee has no role whatsoever in programming for the annual meeting. That is a totally separate and distinct function. Programming at the chapter level is also outside the scope of the Education Committee.

The Special Committee's report has essentially two recommendations connected with continuing education. The first recommendation advocates the hiring of a Director of Education for the Association. The Education Committee favors the creation of such a position. It is, in fact, long overdue. There are all sorts of administrative oversight functions as well as some substantive matters that a director could handle.

There is also discussion within the report about reconstituting the committee, reducing it to seven members. There is no question in my mind that the size of the Committee must be reduced. The Committee's excessive size makes it nonfunctional as a working committee. The chairperson carries the burden of producing all the work. Unfortunately, this reduction in size was not an outright recommendation of the report. The actual recommendation is that each chapter appoint an Officer of Continuing Education for Professional Development to work with the Education Committee and Director of Education. It is unclear to me what this recommendation means. If this simply enlarges the committee again, making it seven plus twenty-five chapter representatives, I think it will be disastrous. If this provides a contact person

in each chapter and results in the Education Committee coordinating chapter level educational programs, I think it's a terrific idea. It is essential that this recommendation be carefully defined and that we all understand exactly what the purpose of this recommendation is.

I would, at this point, like to simply voice some ideas and concerns about education, the Education Committee and AALL. As the Special Committee's report indicates, education is the most important priority for the membership. And yet, the Association provides no coordinated educational program. Instead education is offered piecemeal through chapters, SIS's, annual meetings, institutes, and workshops. The majority of these educational opportunities have no relationship to the Education Committee. Coordination is lacking. Too much effort and energy is being exerted on repetitious programs, and many excellent programs are unavailable to the majority of our membership. An Education Committee with a Director of Education could develop and coordinate an overall educational program. Basic programs could be developed, audiotaped or videotaped, and distributed through the Association. Successful chapter and SIS programs could be [audio or video] taped and taken on the road.

I think we must also consider the current structure of the annual meeting. In talking with people, I have discovered that for many of us who have been in the Association for over five years, the annual meeting programs don't provide the depth needed to expand our knowledge. Perhaps we should consider providing day-long workshops concurrent with the normal one- to two-hour workshops. This would allow people to choose educational opportunities that provide introduction and overview or that provide depth. Additionally, the shifting of workshops from the day after the annual meeting to the annual meeting itself would help to reduce the time away from the office.

Time is becoming more and more of an issue. In order to attend an institute, an annual meeting, and a workshop, a librarian must be out of the library for approximately two weeks. It is simply far too long. We must find ways to provide education in a more compacted format or to bring education to the members in their libraries.

Finally, I think the time has come for us to review the functions of the chapter and the SIS, their relationship to each other and to the Association as a whole. What are their roles in the educational process? Are they both necessary? And should their educational programs be a part of the overall AALL educational program or totally independent of it?

**The Educational Role of the Regional Chapters\***

Richard A. Danner\*\*

I was on the Special Committee and I am also a chapter president, which gives me two different perspectives on continuing education for law librarians. There is a widespread member interest nationally, regionally, and locally in education and in AALL's role in educational programming. What came across to me as a member of the Special Committee was a concern on the part of many that AALL as a national association was not meeting the educational needs of members who could not travel to the annual meeting. In part, I think, that explains the growth in the number of chapters that we have seen over the last ten years in the association. There are now twenty-six chapters. Nineteen are urban or single-state, or cover regions within individual states; only seven are large multistate chapters like the Southeastern. AALL's chapters are very active, particularly the smaller chapters, whose members have the advantage of geographic proximity. The smaller chapters have more meetings and programs than do the regional chapters; regular and more frequent newsletters; and active and involved members directly concerned with the operation of their chapters. Because of the distances involved, the relationship of the large regional chapter to its membership is almost more like that of AALL to its membership, contrasted with the more intimate relationships of many of the local chapters to their members.

As we consider how to meet the future educational needs of law librarians, there are two things that the regional chapters need to be concerned with. One is how the report of the Special Committee on the Future of AALL affects the regional chapters and the programs that they provide. More importantly, perhaps, the members of the large chapters need to consider what is the appropriate educational role for regional chapters, such as Southeastern, whose members are separated by great distances and which include many types of law libraries. What should the regional chapters do to meet the continuing educational needs of their members? What can we do through the regional chapters differently or better than AALL or local chapters do? I would like to deal with those questions first.

What programs the regional chapters should develop is something that must be faced by the memberships. We are going to see law librarians opt

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for greater involvement at some level of professional association. If they have options on the local level and also on the national level, why should they remain active at the regional level?

In the Southeastern, we are starting to seek some ways to determine which educational needs we can meet at the regional level. We have created a special chapter committee on education to bring the question to the membership and to develop a set of proposals to consider for chapter action in the future. Over the next several months, that committee is going to be trying to develop some ideas for continuing education programs and plans within the region.

Among the ideas that the committee will be considering are: staff exchange programs; educational programs outside the annual meeting, such as basic or advanced legal bibliography institutes; sponsorship of grants for local programs and speakers on a formal or ad hoc basis within the region; the establishment of subject or geographic special interest sections in addition to our standing committees; sponsoring other forms of publication and dissemination of information beyond the newsletter; purchasing shared educational material, such as AALL annual meeting tapes, that could be borrowed for loan within the region; sponsoring educational outreach programs to nonlaw librarians and the general public within our region; and providing consulting services to libraries that need assistance in organizing their collections. We also will be considering the effect of greater activity by the Southeastern on the active local chapters within our region, the relationship between SEAALL's activities and those of the Southeastern Academic Library Consortium, and the relationship between what we are doing and what is being done on the national level. I hope that the result of this effort will be a study that provides meaningful direction to SEAALL in the years to come and allows our chapter to take a leading role in providing educational programs on the chapter level.

I also want to say something about the Special Committee's report and its implications for chapters. Chapters are covered within the report along with the other components of AALL, such as committees and SIS's. The report expresses a need to strengthen the relationships between the chapters and AALL, a need to clarify the lines of relationship, and a need to place the Executive Board in a position where it can provide more leadership for the chapters. The major hope of the report is that stronger relationships such as these will help increase the base of AALL membership, so people can benefit from membership on the regional and local level and also from membership in the national association.

The committee's proposal establishes much stronger ties between the chapters and the national association. Currently, the only chapter membership requirement is that the chapter have ten or more members and that the constitution and bylaws be consistent with AALL and approved by the national membership. The report proposes the establishment of additional requirements

for chapter memberships or affiliation with AALL. A certain proportion of chapter members would have to be AALL members for affiliation to be granted, and all chapter officers would have to be AALL members. AALL would provide a number of services to affiliated chapters, such as continuing education offerings at the regional or chapter level, and such things as mailing labels, publicity, placement services and lobbying activities. This would be in exchange for a service fee, based on chapter membership size, from the chapters to the national association.

From one perspective, the proposal bucks the trend within our profession toward greater participation on the local level and toward the development of programs on that level to meet local needs. It bucks the trend toward decentralization within the association. The chapters are becoming increasingly stronger components of AALL. I suspect that initially people who are involved on the chapter level will be wary of the committee's proposals, because of the perception that AALL traditionally has not done as much on the local level as it might have. The chapter leaders also see themselves as taking the initiative in providing educational opportunities for their members and believe much of the responsibility to meet these needs has to remain on the local or regional level.

The Special Committee report and the posture of AALL's national leadership, however, clearly show a sincere concern with providing support for educational opportunities for people who can not attend national meetings and presentations. I think the proposal for a director of education is a good one. It will be important that the education director and the new Education Committee, however it is reconstituted, be sensitive to the ideas and concerns that are generated locally.

The burden is on AALL to show the chapters what can be done from the national level to meet local needs. The national association has the resources and potential to provide significant local support for local educational programs. Those of us who are active in the chapters should be very interested in these developments and should be looking forward to them with a great deal of anticipation.

### The Roles of the Library Schools and AALL\*

Robert C. Berring\*\*

Let me speak first as a library school dean. There is no doubt that library education is at a real crossroads; everyone recognizes it. The library schools that have closed know it. We are trying to figure out exactly what it is we are supposed to be doing. One thing I can say is that interest in librarianship is not flagging. This year Berkeley turned away two people for every position in the library school. We are increasing our recruitment of minority librarians, who have been traditionally underrepresented. Our quality of applicants remain high, and there are very good people coming into the field.

One of the reasons other library schools have closed is because the field is changing. God bless *Money* magazine. I don't know if you saw that article about the professions of the nineties.<sup>1</sup> One of them was data-base manager, with a projected salary of \$90,000.<sup>2</sup> These new jobs are reflected in student attitudes. I asked library school students in my legal bibliography class what they wanted out of a career in librarianship, and they said they want to be information managers. Yet in a deeper sense, I disagree with those who say the field is changing. I think we always have performed the same function. What have librarians been? We have been people who found information, organized that information, and made it accessible. Whether you were working with ancient scrolls in the library at Alexandria, or you are working in a high tech law firm in New York City, the function is the same. I don't think that the new tools have changed that. As Ann Landers would say, we have to "wake up and smell the coffee" and figure out how to do it right. At this time, library schools are in the process of figuring out how to do so.

As to the accreditation process, library schools are trying to figure this one out too. AALL did pull out of the nine-association consortium looking at the problem because it seemed to be an absolute waste of time that was never going to get anywhere, and because everybody wanted to play a role. The American Library Association, which is very strapped for funds these days, wants to stop funding the accrediting process. That is why AALL withdrew; however, we still monitor the ALA's activities.

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\* © Robert C. Berring, 1986.

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1. Banks, *Careers that Promise Big Payoffs*, MONEY, November 1985, at 151.

2. *Id.* at 151.

One of the other things that library schools must face is the image of librarians. For example, the *Money* magazine article demonstrates that what librarians do is important and is growing in importance. This reminds me of a speech by the Connecticut state librarian about images of librarians in the media. He collected stills and slides of librarians, and my personal favorite is from Frank Capra's classic movie, *It's a Wonderful Life*, starring Jimmy Stewart and Donna Reed. The whole premise is that Stewart wants to commit suicide because his life is a mess, and an angel saves him by taking him around and showing what would have happened if he died. They save the worst for the end, when Stewart asks, "Where's my wife?" and the angel says, "No, no, you don't want to know." But Stewart demands to know and learns the worst possible thing. She's the town librarian! That's an image problem that both library schools and the professional associations have to deal with.

Now let me speak as president of AALL. What a terrific number of issues you have raised! First, let me make it clear that the report of Sally's committee is a report for discussion. There is a new committee drawing up the job description on the education director. We are looking closely at that and at the membership portions of the report. We are studying everything. I think that AALL is facing a classic "growing pains" problem. This is an association that always prided itself on being small. We pride ourselves in knowing each other's name. But we have to realize that if we are going to survive, we will have to professionalize. We need to face that in education. Education is becoming too big to do through voluntary efforts alone.

There were two committee posts that, as president, I almost couldn't fill. One was the director of placement. A few people agreed to be the new placement chair until they spoke to the outgoing chair, Barbara Gontrum. She devotes about one-half of one full-time person on her staff to AALL placement. We can't sustain that; we are going to move it to headquarters, where we can have the facilities to do these clerical functions. We will keep the committee to give advice and policy direction, but will put the clerical functions in an office. I suspect that we are going to end up doing something very similar with education. That was the other chair I had a lot of trouble filling. Pat Strougal took it on, and I appreciate it, and I know what a burden it has been to her this year. The people on the Education Committee need help, and they need it from someone in a central office who can coordinate and do the kind of work that the executive director performs in order to make the president's job possible. The Education Committee needs the same thing. One reason, as Claire pointed out, is the underrepresentation of law firm librarians on the Education Committee. I tried to appoint as many firm librarians as I could, but law firm people and people in state agencies can't afford to travel and take time off from work. If being chair of a committee

or being involved nationally means losing half a work day a week or a full day a week, who can do that? What we have to do is professionalize the functions that an individual performs as committee chair, and have someone else do the work. We can afford it; as Sally pointed out, because of careful planning, we are not a poor association.

The chapter relationship is very important. All the big regional chapters now have city chapters within them. Both the regionals and AALL have to be more responsive.

What does AALL do? What can it do for the locals? What can it do for you as a member? There are three major things we do. The first is my favorite. We spend a lot of time with our constitution and bylaws. When I became president I went back and read the business meeting transcripts for the last ten years. Do you know what was discussed most? Our bylaws. We don't ever apply our bylaws, because we have never had a crisis where we needed to know what the bylaws say. That is a big function. A second function is our scholarly and bibliographic efforts, which take in everything from awards to the family of publications. This leads me into what I see as the third and most important function—education. At the Northern California Chapter we talked about the Special Committee report. A law firm librarian from San Francisco said she thinks of AALL as a phoenix. Every summer there is the convention, and she goes to the programs and hears great speakers and gets all fired up and thinks it's great. Then she goes back home and gets her *Newsletter*, which says the convention was great. Then the next *Newsletter* says another convention is coming up. Each issue builds to the next convention. Now we have started to change that, partly because of what came out of the Special Committee report. We now have winter institutes. We have other institutes and workshops, and I think that is what we are about. We are about professionalism and camaraderie, but basically we are about educating each other. I am not nearly as troubled about the lower attendance at the workshops as Claire is, because now we offer more. A couple of years ago, when I worked on institutes—as associate director of one, director of another—we didn't have any competition. We were the institute. You either went or you didn't, and we got a hundred people. Now we are running three institutes—one that is going overseas and two others. If you total those up, they take in twice as many people compared to the attendance of five years ago.

Maybe the workshops need to be retooled, as Claire suggested. I think that is the first time I heard the idea of running the workshops during the convention. That makes a lot of sense.

These are the kind of issues that we really need to stress and to be looking at as an association. I have a feeling that our educational role is only going to grow more important as time goes by. But because the salaries are

going to be good, challenges are going to be there. We may end up having to protect our turf, and it may be that this is the moment when AALL and the regionals have to wake up and realize that we have to streamline our educational programs. We have to offer things to the chapters and locals from the national organization, or somebody else is going to claim that turf. We are going to lose more and more members to ASIS, SLA, and to the Association of Legal Administrators, or some new group that starts up. Special interest sections have helped, but we need more national coordination. We have got to face the issue and either professionalize and standardize and bring in another full-time person to help us plan and chart, or I think that we will eventually end up not being a vestigial organization.

The final thing that I want to say is that AALL is still small enough in size. The Executive Board of AALL is very close to the membership. We are not something you read about in a magazine. You can come to us with ideas. The Executive Board tends to be very reactive; it doesn't come up with a lot of ideas of its own. It is just big enough to be a real committee. What it needs is new ideas to start people thinking, just as the Special Committee's report did. I would urge anyone who has ideas to work up a proposal and take it to the Board. Come through your chapter, through your SIS, or just write a letter yourself, and ask for money. We never turn down anyone who asks for money. Since I have been on the Board, we have funded everyone who asked, because we are looking for ideas. I see a lot of hope in AALL and in the profession. It is going to be a time of risks, but also a time of opportunity. I look forward to working with the organization and with you.