

(Continued from page 1)

included a CD with Red Hat Linux version 6.0.

I spent a week of evenings in various states of misery trying to get the Linux machine loaded and configured. I discovered that the number one problem with Linux (and maybe a reason it has not taken a share of the Windows 95/98/Me market) is the documentation. My book told how to do the things I wanted to do, but that was it. There was no supplemental information, not even a command reference. It took an hour just to figure out how to make the computer's floppy drive work with Linux.

There is online documentation if you choose to load it, but much of it is difficult to interpret. For instance, my book did not explain how to find files on my Linux computer. It mentioned a command, "find," but when I tried it, it didn't work. So I thought I'd try the online documentation. I'd found that typing in "man" pulls up "manual pages" about whatever command follows "man," so I typed "man find." There followed several pages of incomprehensible documentation, which I studied for half an hour and still had no clue how to find files. Later, I purchased another beginner's book, "Learning Red Hat Linux," by Bill McCarty, published by O'Reilly, that listed the find command with the syntax and options required to search for files in the current directory and subdirectories. Even the O'Reilly book ventured no further.

For the record, I was trying to do everything in text mode without starting the Linux "X-Windows" system. It is possible that the books explained how to do things in X-Windows that I was trying to do in text mode, but I figured a simple Internet router should not have to incur additional system overhead by running the windows. Besides, the little experience I had with the windows system indicated that the documentation was comparable.

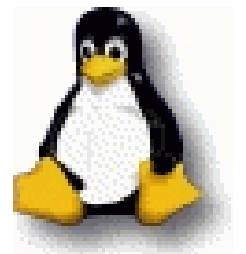
After a week of toiling in the dark, I somehow got the machine up and running. It worked, it routed our PCs to the Internet, and all was right with the home network once again. Carolyn, having vacated the computer room while I fussed over Linux, gradually returned to her usual nightly routine of email and

Internet, and even expressed contentment with the new arrangement. I didn't try to show her how to operate the Linux machine, since I hadn't yet figured out how to make the routing software start automatically. Instead, I suggested she use her own modem to dial up when I wasn't around to start the Linux box.

Linux is known for its dependable, stable operation. I don't know whether the reputation is deserved, or whether folks are just afraid to fiddle with it once they get it working. But my little Linux router worked fine. It never crashed, and it was easy to start and stop once I knew how to regurgitate the commands. As the weeks went by, I overcame the dread of fiddling with it, and since the local phone company finally made DSL service available in my neighborhood, I thought I'd better get started on the firewall.

It was about this time that I purchased Red Hat Linux Professional Server version 7.0 to build a webcasting server at work. (As it turned out, our technician decided it would be easier to use Windows 2000 for that server than to try to learn Linux.) Looking through the box, I discovered that the Red Hat distribution contained a whole CD of documentation.

I was not surprised to find that the documentation CD was actually a collection of documents written about specific programs and aspects of Linux. The whole concept of Linux is that individuals rewrite and add pieces to fit their needs. The best pieces are the ones that get redistributed. The documentation CD and the "man" pages are all written by individuals who have developed the pieces of software included in the Red Hat distribution. This may explain why there is no complete and authoritative beginner's guide. No one really has a handle on the whole thing. Anyway, I found an easy-to-understand guide to making a simple filtering firewall ("Linux IP Masquerade HOWTO," by David Ranch), and was amazed and relieved when I was able to implement it without screwing anything up. About this time, the DSL hardware kit from the phone company arrived. I guess I got overconfident then, because I decided to use their off-brand



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10/100 PCI Ethernet card as a second network connection instead of a tried-and-true, surplus 3com card.

There was no Linux driver for the card, so I went to the maker's web site to download one. They sent me to another web site where there still was no driver, but I could download some "source code" and compile my own. O.k., I said, this is a learning experience. I have a vague idea what source code is, and I have the instructions. I followed the instructions until they told me that I did not have a compiler on my computer.

This is when I learned about loading new bits and pieces on a Red Hat system. If you need to load anything new, you find the "rpm" file that contains the new thing, and you install it using the "rpm" command. The Red Hat CD that came with my beginner's book did not have a compiler rpm on it, so I copied one from the version 7.0 CD at work. Using all the documentation at hand, it took nearly an hour to figure out how to install and uninstall rpms, but I gamely persevered until I was able to start the process.

Everything went fine until the machine told me if I wanted to load the compiler, I'd have to load three other packages. Of course, all these packages were on the version 7.0 CD back at the office. The more I thought about it, the more I thought what the heck, might as well install the whole new version. The professional server edition is bound to have everything I need without having to load extra bits. Even if it doesn't, it must be easier to install the extras when you have the latest version. And it's free. There is no license restriction that says I can't load the professional server on fifty computers if I want to.

I told Carolyn we'd have to go back to dialing up separately for a few evenings, and I set out to upgrade. After several attempts, which included reformatting the drive at some point, I discovered that my old 1.2-gigabyte drive would not hold everything I wanted to install. I went to the store and bought the smallest drive available -- 30 gigabytes. Of course, most of this space would be wasted on a Linux firewall, so first I had to use it to replace my 2-gig Windows drive, then use the 2-gig drive to replace the 1.2 drive

in the Linux machine. By now, I didn't feel like spending any more time on the new Ethernet card, and I simply put in a good old 3Com 509. The Red Hat 7.0 installation went fairly smoothly, as I remembered pitfalls from the previous installation (although I still have no clue how to change disk partition sizes without starting the installation over).

Then I had to reconfigure everything as I had it before. This all went much faster this time, and I was beginning to feel like I knew what I was doing. Finally I was at the point where I only needed to connect to the DSL service.

I assumed (wrongly) that the version 7.0 CDs would not contain PPPoE connection software for the relatively new DSL service. There was nothing about it on the documentation CD, so I searched the Red Hat Internet site. Yes, they had a PPPoE client, version 2.8, and I downloaded the rpm file. Then I got to reading about PPPoE on the Red Hat site, and there was a link to another site where one could download a kernel-based client. This is supposed to be better than the user-space client I had downloaded, because it uses fewer system resources.

I was feeling confident about the whole business again, so I downloaded the kernel-based client and spent a humbling hour trying to install it without success. The installation script insisted that it couldn't find the kernel headers. I did try to find out what a kernel header is, and where they might reside on my computer. After an hour, I was still uncertain about kernel headers, but I tried pointing the installation script to a directory that had a bunch of *.h files in it. When that didn't work, I decided to go with the user-space PPPoE client.

Just for grins, I looked up PPPoE clients on the web and found that there was a later version of the one I got from Red Hat. I downloaded the rpm from Roaring Penguin Software (for free) and installed it without a hitch. I was connected to my DSL service fifteen minutes later. I was so glad that I wrote a note to the creator of the client to thank him. He even wrote back, thanking me for my thank you. The only task left in the original project description was to

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Preparing Faculty For Online Teaching

By Susan Boland

At Northern Illinois University College of Law, we are in our second year of using the Blackboard course management system for online courses. I serve as a campus wide trainer for the Blackboard system but my primary clientele are the law faculty. Very few of our faculty or staff were using any kind of Web technology in the classroom prior to Blackboard's arrival. Now 54% of our faculty and staff have an online course on Blackboard. Blackboard is wonderfully user friendly, however, incorporating technology in the classroom setting involves more than just knowing how to use the software. There are numerous issues in the online environment that the instructor must take into account that he or she has never had to deal with before. Both faculty and students must be prepared for the online experience.

So as an older and wiser trainer for an online course management system, what do I wish I had covered in the training sessions?

1. Students like to print material out and instructors should not post numerous or large documents online and expect the students to read them online. They will print them out, tying up computer lab printers and using school resources.
2. Download time must be taken into account. Large file sizes result in long download times. Students working at home do not always have DSL lines or cable modems. They may be unable or unwilling to access material online because it takes too long to download.
3. Using a chat function with a large group is usually a mistake. It is difficult to control or moderate a chat with forty students. Chats seem to work best with small groups.
4. Not all students are comfortable with technology and not all students are experts at using the online course. It is a mistake to assume the current crop of law students cut their teeth on computers. Many nontraditional students, for example, are newcomers to the world of computers. Even if a student is an expert surfer, he or she may still need some time to pick up the particularities of the course software.
5. An instructor can do a lot of "neat" things with online course software, however, some of those neat things require the use of special plug-ins. If instructors are going to use material that requires plug-ins, he or she needs to tell students what plug-in is required, where they can obtain the plug-in, what version of the plug-in is needed, what kind of hardware resources are needed to run the plug-in, and allow them the necessary time to obtain the plug-in.
6. The online environment brings with it a whole host of legal issues. Issues the instructors might need to consider include: making the online portion of the class accessible to those with special needs, copyright, and defamation.
7. Students need to know what is expected of them regarding the online course. Specific written guidelines can be very helpful. If they are required to participate in the discussion board, for example, the instructor needs to tell them this. Students should be told how often they need to access the online course.
8. Students may need to learn netiquette or the instructor's rules for participation. Even experienced surfers may never have bothered to learn courteous online behavior.
9. Technical difficulties will happen. The server will go down unexpectedly. ISPs will drop users. Connection speed will vary depending on how the student or instructor accesses the course site. Firewalls may prevent certain students from using a specific course component.
10. The online course will take up more time than expected. Based on my own experience with using Blackboard for the Basic Legal Research class, and based on feedback from other Blackboard users, the online course requires an initial investment of a large amount of time. Keeping the online course dynamic also requires a continuous investment of time and attention.

Some of the above may seem obvious to those who are old hands at using Web technology, but we must keep in mind that these are new considerations for the inexperienced user. Librarians often serve as an intermediary between technology and its users. Preparing faculty and students for the online experience is just one more way we can do this.



Why I Applied for ...And am Happy I Won...The CS-SIS Annual Meeting Attendance Grant by Chris Tighe

I decided to apply for the grant to attend the 2001 annual meeting to the American Association of Law Libraries (AALL) offered by the Computer Services Special Interest Section (CS-SIS) to learn more about web design and publishing and to be able to meet and network with people who had experience in this area. As a solo librarian, it is often hard to find people in similar positions who can educate, mentor and commiserate with you as you go through a new learning process. In my previous job as a law firm librarian, I had developed a website for the firm but as they never felt the need to have a web presence, it was never put online. Not surprisingly, that law firm went out of business last year. In my new position as the librarian for the East St. Louis satellite library of the Seventh Circuit Court of Appeals, I have been given the opportunity of expanding on what I learned before and moving forward to develop webpages for the other libraries within the circuit. I was doubly fortunate to not only receive the CS-SIS grant to attend AALL, but I was also invited to attend the Lexis sponsored Teaching Research in Court and Agency Libraries program (TRICALL). This also proved to be an excellent way to meet other court librarians who had done similar projects.

As a novice web designer, I chose sessions and meetings that would help me to focus on my goal. I found that some of the CS-SIS sessions were way beyond my level of proficiency, but everyone was still very helpful and encouraging. I attended the CS-SIS business meeting, breakfast and roundtables. Among the programs that I attended were: World Wide Web Site Design and Management Considerations by Laura Ray and Dominick Grillo, Using Metadata to Increase Visibility: The GPO Access Search Engine Project by T. C. Evans, New Roles: Hitching Reference Librarians to the Web Rocket by Jean Willis, Maximizing the Firm's Technology Investment: Creative Intranet Applications by Gayle Lynn-Nelson, Alirio Gomez, and Nina Platt and New Roles for Law Librarians in Applying the ADA: Services for Disabled Patrons and Staff by Darcy Kirk.

I learned to think about the audience, who are they, why are they using online, how are they using it and what are they looking for. What is the purpose in developing a site; to convey information, to market services, to provide an educational service? Steps to be taken include starting with a needs assessment, developing and implementing a strategy, planning for staff development, and budgeting (include a wish list). Think about your special environment and culture and how to customize your site to accommodate any unique needs. Remember to work on

partnering with the IS staff and with vendors. As a team you need to work on developing the platform, the structure of the site, the graphics, testing the usability of the site, modify any design flaws, correcting any errors or poor links and marketing it's debut. Decide who on the team will be responsible for upgrading and continually testing links on which sections.

Since my return from AALL, we have had a planning and design meeting where we used many of these lessons. The court is planning to have both external and internal websites for all of the satellite libraries within the Seventh Circuit Court of Appeals. We concluded that these will have very different audiences and purposes. The external sites will be seen by the general public and will inform them of our existence, marketing our services and expertise. It will educate the public by providing information about the courts, legal research links and links to area libraries and resources. We will use it to network with area legal associations by providing links to their sites. The external websites will be uniform with little local information other than local access information and local law library and legal research links. The internal links will have the court personnel that each library serves as its audience. Those sites will allow the local libraries more ability to customize information for their court users who will include judges, law clerks, and court staff. We will need to think of ways to link users directly to the materials that are available from the many government courts and agencies to make our services more virtual and seamless. We have divided up areas of responsibility, identified training needs, identified hardware needs, selected Dreamweaver4 as our web authoring tool and mapped out an initial design. Once I have begun the process of constructing the web pages, I will use other lessons. From the session on ADA issues, I will take into account accessibility issues and requirements. From the session on using metatags, I will double check that I have each page appropriately titled and tagged. I found the session on providing online reference very exciting and this is something that we may add in the future. After the site is up, I will run queries in various search engines to see if it can be found. I will look at what other government sites, especially other courts, are doing with their website designs. And, I will try to stay in touch with the other website constructors that I met and continue to review and learn from the pages that they have up.

For both a first time AALL participant and new web designer, the chance to go to the annual meeting in Minneapolis was informative, overwhelming and exciting.

2001-2002 CS-SIS Committees

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CALL FOR PAPERS

Have you been thinking about writing an article about law librarianship? Or are you already writing an article and just need an incentive to finish? If yes, read on! The AALL/LEXIS Publishing Call for Papers Committee eagerly solicits your articles for its annual competition. The objectives of the contest are threefold: 1) to promote scholarship among practicing law librarians and in areas of interest to the profession; 2) to provide a creative outlet for law librarians and a forum for their scholarly activities; and 3) to recognize the scholarly efforts of established members, new members, and potential members of AALL.

Up to three winning authors will receive a prize of \$750, generously donated by LEXIS Publishing. The recipients will be recognized during award ceremonies at the Association Luncheon of the AALL Annual Meeting. Winners also will present their papers in a program at the Annual Meeting and the paper will be considered for publication in the Law Library Journal.

Visit AALLNET at http://www.aallnet.org/about/award_call_for_papers.asp for more information, including selection criteria and application procedures. Submissions must be postmarked by March 1, 2002. Good luck!

Questions? Contact a member of the Call for Papers Committee: Maria Protti (chair) at maria_protti@ci.sf.ca.us, Karen Beck at beckka@bc.edu, or Marie-Louise Bernal at mber@loc.gov.

From the Chair

By James E. Duggan, 2001-2002 CS-SIS Chair

The tragic events of September 11, 2001 continue to inhabit my thoughts and the thoughts of other CS-SIS members. Many of us either knew someone working in the World Trade Center buildings, the Pentagon, the New York Fire & Police Departments, on one of the four airline flights, or had relatives, colleagues and friends living or working in the affected areas.

After the attacks, one of the first business-related necessities was providing telephone and computer/internet access for companies and organizations affected by the collapse of the World Trade Center Towers and the destruction of a section of the Pentagon. Those of us in computer and database support roles know how important computing services are to any workplace entity, and can doubly appreciate how a catastrophe on the magnitude of the September 11 occurrences could affect our own libraries. We should continue to be vigilant in updating our disaster plans, backing-up our database and computer systems on a regular basis, and verifying the security of our library websites and data banks.

Although a sense of near-normalcy has returned to the law library community, we mustn't forget the opportunities we have as library professionals to continue to (in the words of the AALL Bylaws) "provide leadership in the field of legal information and information policy, in recognition that the availability of legal information to all people is a necessary requirement for a just and democratic society."

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make the Linux machine wife-accessible. First, I put all the routing and firewall commands in a startup script. I wrote instructions for turning the machine on and off and placed them on her Windows desktop, then gave her a short lesson. Since then, everything has worked fine.

Ah, this Linux. Great vibes. Long learning curve.



2002 CS-SIS Breakfast at the Orlando AALL Annual Meeting: James Milles to Speak

Although menus are still being chosen, I am pleased to announce that CS-SIS will once again host its traditional Breakfast during the AALL Annual Meeting. The 2002 Breakfast will be held on Tuesday, July 23, 7:30 am - 8:45 am, and will feature delectable breakfast fare from the Peabody Hotel. Tickets can be purchased utilizing the registration form provided in the 2002 AALL Annual Meeting Preliminary Program.

James Milles, Associate Dean, Director of the Law Library and Associate Professor of Law at the Charles B. Sears Law Library, The State University of New York at Buffalo, will be the featured speaker, and will discuss the road from a computer services position to an academic law library directorship. Jim was the 1996/97 Chair of CS-SIS.

I'd like to extend my thanks to 2000/2001 CS-SIS Chair Sheri Lewis, who graciously arranged for Jim Milles's appearance and for funding solicitation for the event.

James E. Duggan

**A Sample Strategic Computer Technology Plan
by Mark Folmsbee**

Every year, I refine a simple strategic computer technology plan that describes the thinking that I draw out of faculty and staff. The rough draft below, is written after a staff meeting. Following the meeting, I submit the draft to our faculty technology committee.

In addition, every 4-5 months, I create a list of 20 or so development tasks that enable us to "grow" toward the plan. I have not included those sample tasks (perhaps the next newsletter?).

I would love to see your approach to doing this. Please send comments to: Mark Folmsbee, zzf olm@washburn.edu

WASHBURN LAW SCHOOL STRATEGIC PLAN FOR TECHNOLOGY

Statement of Purpose:

Internet has catapulted the integration of new technology into most aspects of daily life. The legal profession has adopted new technology in court systems, nearly all practice areas and most legal education communities. The Law School strives to integrate relevant aspects of technology into both a) the curriculum and b) the Washburn Law School educational community. The purpose is to better prepare law students for success.

Library Technology Committee Mission Statement:

Strategic planning for technology is conducted by a Law Faculty standing committee called the Library/Technology committee. The mission of the Library/Technology committee includes obtaining consensus and direction from the Law Faculty concerning implementing relevant legal education technology that enhances the Law School experience for Washburn Law Students. The specific mission is to provide a blue print that strives 1) to make Washburn regionally competitive in the use of teaching technology to enhance classroom experiences and 2) to provide national leadership in the area of designing and implementing law library Internet research tools. The committee has designed these guidelines and revises them as needed.

Related Committee:

The Computing/Video/Media Services Technology Committee designs technical appendices, (with specific actions) necessary to carry out the strategic guidelines, objectives, and goals. This committee consists of the Computer Services Coordinator, Unix Services Coordinator, Computer Services Technician, Head of Technical Services, and Electronic Services Librarians.

Guidelines:

The Short Term Strategic guidelines extend until 2002. The Long Term Strategic Guidelines extend until 2005. Both include student education and classroom oriented initiatives, building modifications, technical specifications, department activities, and campus coordination.

Long Term Strategic Guidelines:

- 1) Continue to implement relevant new teaching technology in multimedia classrooms, enhancing the effectiveness of educating students.
- 2) Continue to implement Internet based legal communities that focus on professional educators and practitioners in selective areas that serve to:
 - a) market the Law School
 - b) provide a pool of expertise in substantive law fields
- 3) Continue to implement the premier web based legal research tool (www.washlaw.edu) that identifies, locates and links to all relevant legal research resources on the Internet.
- 4) Continue to implement the premier web based Law School web (www.washburnlaw.edu) site that:
 - a) attracts prospective law students
 - b) serves the day to day information needs of the Washburn Law School community
 - c) serves the information needs of alumni.
- 5) Implement video-conferencing capability to:
 - a) facilitate distance learning
 - b) provide face to face academic and administrative communication and placement interviews
- 6) Implement the premier Kansas Court Room of the Future.

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New US Code at Cornell, By Tom Bruce

After more than a year of development, the Legal Information Institute is about to unveil a new version of the US Code. This is the fifth in a series of technical approaches to the publishing of the Code that the LII has employed in an ongoing effort begun in 1993.

The Code provides major challenges for the electronic publisher. First, it is huge -- Title 42 alone takes up 45 Mb of storage in raw ASCII form. Second, it is deceptively structured -- internal structure varies greatly from title to title. Finally, its size and complexity make it difficult to verify that any automatically processed version has, in fact, been processed correctly, since it would be hugely impractical to proofread the entire product.

Our current version takes the structured-ASCII version of the Code available from the House of Representatives and converts it first to a "loose and floppy" XML version that basically tags structure and cross references using a series of scripts written in Perl. A subsequent XSLT transformation converts the loose XML to HTML for serving. The HTML version is heavily tagged in order to make use of CSS style sheets for formatting and presentation.

XSLT is then also used to transform the "loose and floppy" XML to "rigid" (strongly and specifically tagged) XML that will ultimately be placed in a dynamic database for Web serving. The ultimate goal is to create a "point in time" version from which the state of the Code at any particular time can be determined.

A large part of the project has been the development of ap-

propriate metrics and software techniques to tell us how well we have achieved accuracy in the text and faithfulness to the original structure. We can identify, for example, what percentage of cross-references automatically tagged by the software are erroneous (about .4 percent) and what percentage of those are in turn likely to have resulted from clerical errors rather than incorrect behavior by the software (about half). Thus, we can be much more certain than in the past that what we are publishing is correct and correctly tagged.

Major improvements in the current edition include fast and accurate handling of tables, availability of target links at any labeled level (subsection, paragraph, etc), far more accurate indentation and layout, richer cross-referencing, and faster loading and search times. The point-in-time version should be available in a few months.

The technology for the project has been created by a number of individuals. The basic "XMLizer" was the work of eight students in a graduate software-engineering course, later refined and further developed by Sylvia Kwakye. Document analysis, metrics, and some text extraction software were done by David Shetland. Tom Bruce is the principle technical architect and project manager. Major funding for the effort has been provided by the RedHat Center for the Public Domain.

CS-SIS Programs Accepted for AALL 2002

The CS-SIS Education Committee is pleased to announce that four programs proposed on behalf of CS-SIS members will be presented at the 2002 AALL Annual Meeting in Orlando. They are:

"Do You Need An Intranet?" (Coordinator: D.R. Jones, Case Western Reserve University Law Library).

"Creating Quicker Connections: Cleaning Up the Windows Registry To Provide Smoother Operation of Library and Law School PCS" (Coordinator: Hadi Amjadi, Santa Clara University School of Law Library).

"'Peek-A-Boo, I See You': Computer Desktop and Network Security Issues that You Need to Know" (Coordinator: Victoria Szymczak, Brooklyn Law School Library).

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On the Front Lines

By Ken Hirsh

On the Front Lines

Ken Hirsh

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“Two Dixie® Cups and some string.”

Electronic communication is a wondrous thing. I suspect this was first remarked upon by Samuel Morse or one of his contemporaries upon keying the message, “What hath God wrought?” on the first inter-city telegraph message. Thomas A. Watson, hearing Alexander Graham Bell’s exclamation, “Watson come here, I want you!” likely felt the same. Many of us think it as we compose an e-mail message, view a web page or participate in a desktop videoconference session. Do our younger children, who may turn to the computer screen as easily as our generation switched on the television, take such instantaneous and rich communication for granted? When they walk into a wired classroom, will they surf away, apparently oblivious to the teacher at the front of the room?

This last question is now a controversial one at many academic institutions, including law schools. In our zeal to wire classrooms and install wireless access points, we did not anticipate the backlash caused by the distractions network access offers students. Several recent newspaper articles discuss the apparently increasing demand from faculty that technologists give them the power to take away that which technologists so recently gave them - unfettered network access in the classroom. At Duke, as at many schools, some faculty are asking for the ability to turn off network access during their classes. They are getting that ability at some institutions, for example at Harvard Law.

Can we technologists throw up our hands and say “Sorry, the genie is out of the bottle”? I fear not. Is this a long-term problem, or will it become less significant as (most of us assume) students become less enamored with instant messaging and day trading and more faculty incorporate network access into their pedagogy? We’ve all got the questions - but who has the answers?

With my technologist hat on, it’s easy to say the professor needs to liven the lecture – if you didn’t bore them the students would be paying attention. I can remind them that if you turn off the network, students can still play Freecell and Tetris, still read and write e-mail for later uploading, still view cached web pages. Granted the Internet offers more distractions, but not the only ones on a computer. If I say this, perhaps the professor is likely to respond, “You’re right, so I’ll just ban computers altogether!”

On the other hand, why is it too much for faculty to announce the first day of class, “In my class you may use the computer for taking notes and no other purpose.”? Is the temptation simply too great? Do future lawyers have no ability to respect authority? Must they multitask at every opportunity? Is there a technological answer to every problem with human behavior at its root?

When we were children, a friend and I would string together two paper cups. One of us would whisper into one of the cups, letting the string carry the vibrations of our voice to the cup held next to the other’s ear. A crude telephone. Mostly fun, but an early exposure to the concept of telecommunication. As the technology becomes more sophisticated, the behavioral issues become more complex. You don’t see paper cups with strings in law school classrooms, but you do find students with their eyes glued to a screen and their fingers racing across a keyboard. Are they listening? Are they making it impossible for their classmates to listen?

I apologize for offering only a column full of questions, with no answers. But let’s keep looking for the answers.

Ken Hirsh is Director of Computing Services and a Senior Lecturing Fellow at Duke University School of Law.



Connecting...



Liz Glankler, Co-Editor and Layout Artist
for vol. 2, #1, December, 2001

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