

EDITORIAL COMMENT

Issue 38.1 of the INTERNATIONAL JOURNAL OF LEGAL INFORMATION (IJLI) brings you more of the world of legal information. This issue, slim though it may look, is packed full of great stuff.

Leading off this issue is an article by **Agustin Parise**. His piece entitled, *The 13 Steps of Successful Academic Legal Research*, takes us back to the basics. It provides sound, logical advice on conducting legal research in an academic setting and using that research to prepare a paper to submit for a class – or even for publication. While written from a largely US academic perspective, it is broadly applicable to just about anywhere in the world that law and legal research are taught. It should become required reading for every new law student.

The second article in this issue is by **Edward Hart**. His article, *Indexing Open Access Law Journals...or Maybe Not*, tackles the issue of how librarians and legal researchers can begin to grapple with the huge volume of legal information being made available through open access. The piece is very timely and will be of interest to a wide variety of readers.

Schuyler Frautschi's very important article, *Understanding HIV-Specific Laws in Central America*, focuses on jurisdictions that are of great personal interest to me. I have been eager to publish more about our neighbors to the south for quite some time, but I have found it to be a challenge to find quality material written in English about Central and South American jurisdictions. Frautschi's focus on Central America's legal and jurisprudential response to the world HIV-AIDs epidemic helps fill a very wide gap in the literature of the subject and promises to be foundational for scholars, legal professionals, activists, NGOs, and a host of others with information needs in that area.

The final feature in this issue of the IJLI is a bibliography, *Legal Education in China: English Language Materials*. It was compiled and written by **Roderick O'Brien**. Mr. O'Brien is an American law librarian who recently lived and taught legal research in China. China is opening up to more than just trade: its rapidly developing system of legal education is drawing on the knowledge of experts from all over the world. The O'Brien article may put one in mind of Roy Sturgeon's article on teaching legal research in China, appearing in issue 37.3 of the IJIL. Even so, the O'Brien piece is primarily a bibliography, unlike Sturgeon's more narrative essay. The two pieces actually work very well when read together. The O'Brien

bibliography will become an invaluable resource for those who are interested in China or who are actually engaged in the work of assisting China grow its legal education system.

Of course, we also include our two regular sections: the International Calendar and Book Reviews. The International Calendar is edited by **Aslihan Bulut**. Ms. Bulut has recently relocated from Columbia University's Diamond Law Library in New York City to Harvard Law School Library in Cambridge, Massachusetts. We wish her well in this transition. Luckily for us, she is taking her work as editor of the International Calendar with her.

No issue of the IJLI is complete without Book Reviews. The Book Review section is edited by **Thomas Mills**. Mr. Mills has been editing book reviews for the IJLI for five years. He is Head of Collections and Lecturer in Law at Cornell University Law Library in Ithaca, New York.

As you can see, there is a lot of information packed between the covers of this issue: from Asia to Central America, from Open Access legal materials to legal research and writing advice. I hope you enjoy this issue of the International Journal of Legal Information.

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Notice of errata.

In the immediately previous issue of the IJLI, there are two misprints of note:

- 1) The title of the article by Roy Sturgeon, *Teaching Foreign and International Legal Research at Whuan University (Wuda) Law School*, was erroneously printed on page 305, but should have been printed at the top of page 306.
- 2) *Legal Information Literacy: A Challenge for the Curriculum*, begins on page 320, but should begin on page 321.

These errors occurred at the printer and are primarily a matter of formatting and layout. They do not otherwise affect the content or quality of the articles themselves.

My apologies to the authors for these misprints.