

Self-Directed Learning: Planning Our Own Professional Education

Catherine P. Zeph

As professionals charged with planning the educational needs of other professionals, do we ever take time to plan or even think about our own educational needs? Sure, we may attend the national conference or block out time for a conference call or make an appointment with someone who may offer some mentoring advice, but how serious do we get about our own need to learn more about our professional work? Do we just rely on reading the *NASJE News* or the *New York Times Book Review* or listening to the radio while commuting to keep us abreast of what we "should" be reading or thinking?

Whether it's others telling us what we need to read or study, or ourselves thinking we'd like to attend that specialized meeting next spring, or our wanting to know what fellow judicial branch educators are doing in other states, we continually and naturally get distracted by our ongoing daily activities. The demands made of us at work and at home shape our priorities, and our best intentions to plan educational activities for ourselves often fall lower and lower on our "to do" lists.

Rather than depend on the external environment to motivate us, we need to consciously and responsibly attend to our own learning, both for our professional development and

for the betterment of the profession we serve. Yes, the judges and court staff depend on us to plan appropriate topics for their meetings, but how can we become better educators—and better educated—in the process? For instance, what managerial competencies can we improve? What different networks can we learn about? What useful Internet sites can we access? What books or articles, inside or outside of our professional realm, will make us more knowledgeable about our work and what we do each day? What interpersonal skills or new attitudes will improve our relationships with our staffs and constituencies? With what new, bright ideas can we infuse ourselves and our colleagues?

One educational strategy that can serve us well as professional educators is self-directed learning. There have been many articles and a few books written on self-directed learning and yes, even discussions on the Internet. It is a commonsense term that has commanded much discussion in the adult education literature and refers to the idea of individuals taking responsibility for their own learning. Rather than engage in a typical reactive mode to crises or a passive mode of waiting for others to tell us what to learn, we become proactive about our own learning. Self-directed learning means taking charge of what we need or want to learn, from beginning to end. In educational terms, the locus-of-control resides with the learner who plans, implements, and evaluates the learning project to his

or her own satisfaction. It means consciously recognizing what our knowledge gaps are, figuring out how or where to access our needed knowledge, judging our own success with the subject matter, and being flexible enough to let the learning process deviate, if need be, from our original plans. As with many things in life, we may start down one path of learning or inquiry, but end up somewhere else. The point is to take responsibility for our learning and evaluate learning outcomes based upon our own satisfaction and ability to derive personal meaning from the new-found knowledge.

There are many ways to learn and a variety of knowledge sources, especially in our world of information technology. Often our sense of power in the workplace is measured by our possession of pertinent knowledge and our ability to access and use that knowledge. Therefore, in the self-directed learning mode, we might be able to ask ourselves such questions as: What are the gaps in my knowledge base? Who

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Membership Information

To receive NASJE membership information, contact Sherry Carson, chair of the Membership Committee, at (706) 542-7403. ■

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PRESIDENT'S COLUMN

Karen Waldrop Thorson

Wow, what a year! When I took office as president, I had several goals—some I shared with you through articles in the *NASJE News*, and others I shared on conference calls. As I write my last article as president, it seems appropriate to revisit those goals and report to you the progress we have made.

Before turning to the goals, however, I would like to sincerely thank everyone who responded to our interest survey, participated in a regional conference call, worked on a committee, or otherwise fostered the growth of judicial education locally, nationally, or internationally. And I would like to formally thank the NASJE board for untold hours spent in brainstorming, discussing, compromising, analyzing, synthesizing, and taking a stand on issues that came to our attention. I have served on the board for almost eight years and have never before witnessed such an investment of time and energy. Thanks to you all.

In my first article for the *NASJE News*, I asked the membership: **How can we as an association, as both a community and an organization, most effectively continue to move forward . . . How can we meet the needs of each member, assure the viability of the association, and influence the direction of judicial education in the broad sense?** Goals for this year became answers to these questions.

How can we as an association, as both a community and an organization, most effectively continue to move forward? One answer to this question related to our membership. The board addressed this issue in three ways. First, we developed the "section" membership approach to enlarging our membership, without affecting the core membership we currently have. The first section

to be developed will be for judicial education leaders who serve as committee, commission or board chairs in our various states. Along with this we developed the Leadership Convocation session at the annual conference. We hope this will strengthen the relationship between judicial educators and judicial education committee chairs, while enabling these leaders in judicial education to network and use one another as resources. In addition, we worked through the Bylaws Revision Committee to recommend to the membership removal of the three-full-member-per-state restriction and addition of language to restrict board membership to no more than three from any one state. Of course this change is subject to a vote from the membership.

How can we meet the needs of each member? One goal for this part of the question was to initiate regional conference calls. The purpose of these calls would be to maintain on-going communication among members to generate ideas and to assess needs, concerns and problems. We have experienced at least two rounds of conference calls per region. So far feedback from members is very positive and encourages continuation of this more immediate type of communication among regional members. The board has benefited from the information gained in these conference calls and has acted on several recommendations from members via this process. Another answer to this question was to initiate and distribute a membership survey regarding members' needs and preferred mechanisms to meet those needs.

How can we assure the viability of the association? One approach was to develop the NASJE Policy and Procedures Manual to refine and record association operations and activities. Historically, much of our policy

and procedure was passed down from member to member, from committee to committee, and from board to board. This proved to be an inadequate and inaccurate process, leaving many members, committees, and boards uninformed and open to criticism or question as they tried to function with incomplete information. The idea of a manual emerged from the need to institutionalize our policies and procedures and commit them to writing so word-of-mouth was no longer the mode of communication on these important processes. The most recent draft of this manual will be distributed to members at the annual conference. It outlines committee procedures, board member responsibilities, processes for membership, financial management, and more. We hope this manual will serve as the basis of operation for our association in the future. It is not yet complete and your feedback on its contents will be appreciated.

Another approach to this question was to create a strategic plan for the association that would reflect the shared vision of the membership and give overall direction to our efforts. In February, the board dedicated a portion of its mid-winter meeting to this issue. We identified several major areas, selected five to address initially, and developed a plan of action for each. The details of the strategic plan will be shared with interested members at the Tuesday, October 7, breakfast session at the conference. A copy of the strategic plan will be provided to participants during the session. After feedback from participants is incorporated, a final version will be provided to all members. It is my hope that future boards will continue to use this strategic plan, reviewing and revising as necessary, and that the membership will continue to pro-

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Teleconferencing as an Option for Judicial Education

Phil Schopick

This article examines teleconferencing in three forms: audio-only, satellite, and two-way video. All have strengths and challenges that need to be viewed in light of your state's circumstances.

Regardless of the form used, there is agreement throughout Ohio that teleconferencing is a welcome addition to the educational options for Ohio's judges and magistrates. It has provided convenient opportunities to fulfill continuing education requirements with quality educational programs that do not require traveling great distances.

Thanks to the State Justice Institute, Chief Justice Thomas J. Moyer, and magistrates and judges throughout the state, Ohio has had some form of teleconferencing program since 1989. Our teleconferencing has been based on: (1) two-way audio connections, using an audio teleconferencing bridge service to connect equipment set up in court rooms and offices; (2) one-way video/two-way audio connections that use satellite technology to transmit programs from a professional TV studio to downlink sites at universities and public TV stations; and (3) two-way audio/two-way video connections using T-1 phone lines to connect equipment located in small conference rooms owned by an agency of Ohio's executive branch. All three forms have been very successful and well-received; all three have had strengths that encouraged their use and provided challenges to overcome in order to present more effective educational programs.

In Ohio our programs have been two or two-and-a-half hours in length and are presented once. Most have been presented for magistrates and some for judges and nonjudicial court personnel. Program participants may attend our programs at anywhere from ten to seventeen sites

throughout the state. All programs make use of a facilitator, provided by the receptor-site court to manage use of the equipment, take attendance, and distribute/collect materials.

The facilities and situations described below may not always be the same as those of other locales that use teleconferencing. Any system that is rented or leased, for example, has the potential for more difficulties when compared to using a system that you own and control. In addition, as you decide which type of teleconferencing system to buy or lease, you will need to consider the number of receptor sites you want, how often you want to use them, and the length of program you intend to provide using the equipment. The comments below are based on Ohio's experiences and are presented here to alert you to issues you will likely need to address as you decide where and in what way to teleconference.

Audio-only Teleconferencing

A teleconference using two-way audio technology is, in effect, a large conference call. The equipment used should be full duplex (the same as the phone you use at your desk) and be situated in a room that has as little background noise as possible. You may need multiple units to pick up the voices of people throughout the room or around a table.

Strengths:

- *Very low cost:* Initial expenditure per unit of about \$1000 (no more than two or three units per conference room) and the phone line time costs (\$50 per site per two hour program).
- *Convenience:* The equipment is easy to set up and can be used in someone's office or courtroom; programs can be originated from any one or combination of sites; programs can occur over an extended (two-hour) lunch time break with close to full dockets

possible afterwards.

- *Ease of scheduling:* Representatives of those attending (that is, the court) control the space used for the program, so programs can be scheduled on short notice; also, no rent is charged to present a program in your own courtroom and one doesn't have to worry about the diplomacy involved in interagency relations.
- *Learning environment:* Attendees and faculty can be in the same room.
- *Spontaneity:* It is very easy to interject comments and ask questions during a program.
- *Anonymity:* Someone calling in from a receptor site can remain anonymous to people at other sites if he or she so chooses.
- *Materials:* Any audio-visual materials you would use at a live presentation can be used at an audio teleconference. You must, however, duplicate the items and distribute them in advance to all sites.

Challenges:

- *It's not video:* People are used to seeing programs, not just listening. This is the TV generation, and people expect visual input.
- *Finding the right equipment:* The equipment must be sturdy (to withstand being set up, taken down, and stored before and after programs), use full-duplex technology (half-duplex technology is similar to ship-to-shore radios, where you can cut off and talk over other talkers without knowing it), and be appropriate to the room and audience size that will use it.

Common complaints of attendees:

- Lack of video input
- Equipment malfunctions

Advice:

If you plan to go this route, get the best equipment you can and house it someplace where it can

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Teleconferencing as an Option for Judicial Education, *continued*

be set up and left undisturbed between programs. I have no evidence that would stand up in court to prove this, but I believe that part of our troubles with our equipment stemmed from its inability to sustain the additional wear and tear that accompanies frequent assembly, disassembly, and transportation to various locations

Satellite Transmission Teleconferencing

A teleconference using one-way video/two-way audio technology is similar to a television show with call-in capabilities. We had agreements with a local university for use of its studio, a nine-person studio staff, and specially equipped downlink viewing sites around the state. In our case, the viewing sites were, for the most part, not located in the larger metropolitan areas where our audiences were. This necessitated separate agreements with other universities, public broadcasting stations, and one public library to provide viewing sites closer to participants

Even when sites *were* available in the cities or towns where we needed them, they were not close to the courts. Courts are usually located in downtown areas; satellite transmission and reception need an unobstructed line of vision between a satellite in space and a dish on earth. (You will need to choose all c-band or all ku-band transmission and reception facilities, as they cannot be intermixed.) Court personnel could no longer walk to a program site in their courthouse to participate in our programs.

Strengths:

- **Quality:** Technically high quality program transmissions with all the bells and whistles possible on any television program, including use of video segments, high quality graphics, and teleprompters. Professional support staff can transform what might start out as a simple overhead into a sophisticated graphic.
- **Dependability:** Highly dependable, especially since there is a

full-time, specialized staff responsible for setting up, maintaining, and upgrading the equipment.

- **Anonymity:** Someone calling in from a receptor site can still remain anonymous to people at the other sites, if he or she so chooses.

Challenges:

- **Cost:** Satellite time can be very expensive (\$550 to \$650 per hour for satellite transponder time plus \$200 per hour uplink charge), as can be a nine-person studio staff (\$600 to \$1000 per hour studio time) and the additional cost of the "bells and whistles" alluded to above (including pre-production costs of \$60 per hour). We contracted for a package deal that cost us around \$2500 for each two-hour program in early 1993. Owning your own studio would likely be even more expensive.
- **Convenience:** Program origination has to be from one location (or else additional satellite charges are incurred—currently, over \$1000 per hour); almost everyone had to travel by car to attend a program (thus: time, out-of-pocket expenses, and reimbursement paperwork become issues). In addition, starting at 1:30 p.m. (to allow for travel time and lunch) and ending at 3:30 p.m. means that attendees cannot participate in afternoon court sessions.
- **Learning environment:** Faculty tend to be in a studio, separate from learners attending the program.
- **Scheduling:** Coordinating use of equipment controlled or owned by more than one entity is a lot of work in addition to planning the educational dimension of the program.
- **Spontaneity:** To interject comments or ask questions, a telephone call must be made or fax sent. This is not as quick and easy as pressing a button on a microphone and starting to talk.
- **Materials:** Materials development becomes more challenging for satellite programs. The pressure to use fancy graphics can be

strong. The equivalent of an overhead projector is available, but it can be awkward to get up and walk to it without tripping over microphone wires or requiring more sophisticated camera work.

Common complaints of attendees:

- Travel to programs
- Difficulty of finding parking at certain receiving locations is difficult in the middle of the day
- Loss of time on the bench by program attendees (not necessarily a vehement complaint, as people recognize the value of the programs and appreciate their proximity when compared to traveling to distant cities for full-day courses).

Advice:

If you plan to go this route and can't afford your own television studio and downlink sites, look into cooperating with your network of public television stations as much as possible. In our experience, they offer more consistency and professional services. If you use anyone else's network, make sure that one central office is in charge and can enforce the agreement you make with them.

Two-way Video Teleconferencing

A teleconference using two-way video/two-way audio technology should have all the advantages of audio-only teleconferences with the added dimension of seeing everyone who talks. But unless you own or control the equipment, many of the disadvantages of satellite programming can result. Ohio uses equipment owned and operated by an executive branch entity and the comments below reflect this.

Strengths:

- **Cost:** Phone line time charges can be as low as \$50 per hour per location. Equipment costs can be much more intimidating (see challenges below).
- **Quality:** High quality video transmissions are possible.
- **Convenience:** The equipment can be located in any office building

with a conference or meeting room of average size. Faculty do not need to be together in the same room, so less travel is needed. Ability to locate in a downtown office in or near the court means attendees can often walk to a program and return to their workplace afterwards.

- *Learning environment:* Attendees and faculty can be in the same room.
- *Spontaneity:* it is very easy to interject comments and ask questions.
- *Materials:* The equivalent of an overhead projector may be available and materials can be generated and used on the spot, as can be done at a live presentation. It is also easy to transmit video clips during a program.

Challenges:

- *Cost:* If purchased, initial expenditures for the units necessary in each origination or receptor site can easily cost \$20,000 each. As a continuing per program cost, phone line time charges, however, are much less expensive (see strengths above).
- *Scheduling:* If leased, as with satellite programs, coordinating use of equipment controlled or owned by more than one entity is a lot of work on top of all that is necessary just to plan the educational dimension of the program. Additionally, if the units are located in multi-purpose rooms, even though no one is teleconferencing during your proposed program time, other activities may prevent you from scheduling a session at a particular site.
- *Anonymity:* Maintaining anonymity while asking a question or making a comment depends on the capabilities of the equipment used. The equipment we lease is set up so that a question cannot be transmitted without activating the camera at the site.
- *Technology:* A local court must provide a person to manage the camera and audio at each site. It is helpful if the person is not intimidated by computers. Also, only a limited number of camera shots are available. In addition, the more chairs and tables put in a room, the fewer close-up shots available when someone talks to

the group and the harder it is to see the questioner.

- *Dependability:* If the equipment is owned, used, or maintained by another entity, that entity may not take into consideration your use of the equipment as the entity schedules maintenance or software upgrades. We had one problem we could have avoided had a software upgrade occurred two days earlier or had someone thought to let us know about the problem so that we could have made other plans.

Common complaints of attendees:

- The local facility contact person does not get the room opened and the equipment turned on early enough.
- Software and other problems sometimes result in sites being dropped from the network before or during a program.
- Some rooms are too small and get really warm as the program progresses.
- From faculty: It can be disconcerting to see solemn faces staring at you while you talk (viewers do not experience any sense of making eye contact with the faculty). Having a live audience in the studio can alleviate this problem.

Advice:

If you can't afford your own network of this type, be sure your agreement of cooperation is with an entity that controls the schedules of all sites. For some reason, each site in Ohio controls its own schedule for use of teleconferencing equipment. This means that to schedule a program with fifteen receptor sites, I have to get fifteen separate people to agree that their equipment is available at the time desired.

Conclusion

As you decide which type of teleconferencing system to buy or lease, you will need to consider the number of receptor sites you want, how often you want to use them, and the length of program you intend to provide using the equipment. In addition, you may need to resolve the following issues:

If you want a teleconferencing program with maximum flexibility

as regards origination and viewing sites, and minimum interaction with entities outside the court, then purchasing an audio-only teleconferencing system may be for you. You will maximize the anonymity of participants and their willingness and opportunities to interact *during* a program while requiring maximal planning for materials by faculty.

If you want to set up a network where a polished and professional-looking television-like product is your goal, then satellite is the way to go. The major expenditures are for satellite broadcast time, the originating studio, studio personnel, and specially equipped viewing sites. If you do not own the equipment, then you may need to deal with more than one entity to get viewing sites located where you want them in your state. This method decreases spontaneity of comments from participants and requires that visual aids be prepared well in advance.

If you are looking for a straightforward, no frills opportunity to engage in an educational discussion with participants while being able to see presenters and those posing questions or comments, two-way video using telephone lines may be for you. Overheads can be generated and broadcast on the spot; video clips can be used fairly easily. Facilities can be set up in or near courthouses and faculty can be at any of the program sites.

Despite the challenges outlined in this article, teleconferencing in all its forms has been a boon to Ohio's judges and magistrates. It has provided convenient opportunities to fulfill CLE requirements with quality educational programs that do not require traveling great distances. Attendees cite various reasons they attend teleconferences; these include topic and convenience, to name but two. Despite the challenges the different technological options present, teleconferences fulfill a need and are here to stay in Ohio.

NASJE News invites readers to share their experiences with teleconferencing in their states. Send comments to Managing Editor, c/o National Center for State Courts, P.O. Box 8798, Williamsburg, VA 23187-8798.—ED. ■

Self-Directed Learning: Planning our Own Professional Education, *continued*

can link me up with the right networks or information? What pieces of a recent speech, sound bite, or editorial are catching my attention? What bestseller is everyone talking about today? What three or four recent events in our court system indicate a trend or an impending crisis? By keeping our senses open—our ears to the ground, so to speak—our intuition and the wisdom of our accumulated daily experiences can be a source of great guidance in telling us what we need to know.

When we think of things judicial branch educators might need to know, we become alert to the ways in which judges and court staff learn (reading, listening, experiencing new situations and cases, sharing experiences with colleagues); how they learn (phone calls, newspaper, networks, meetings, books, professional journals, Internet); and what they need to know (information, new statutes and caselaw, trends). Upon reflection, these are the learning mechanisms that most of us as professionals use. Our business is primarily knowledge and information-based, so that our learning needs become focused on acquiring the skills of attaining new knowledge and information. Self-directed learning is an excellent educational concept for the professional, whether it be for ourselves or the judges we serve.

Throughout our lifetimes, we have all practiced the skills of self-directed learning. As children, students, adults, and professionals, we have each developed personal interests or new areas of expertise as needs or circumstances have arisen. Whether we are pursuing our own hobbies, becoming involved in local schooling concerns for our children, learning what model car to purchase, or deciding what kinds of exercises or diets are appropriate for us, we are involved in the process of self-directed learning. What we so easily do at home or in work situations—learning without thinking or planning—needs to be made explicit and transferred into the realm of intentional self-directed learning. It is not hard, it can be

thought of as attaining knowledge on a need-to-know basis.

Many of us may prefer to have others tell us what to learn. Given all that is in front of us each day, it is natural to want to be told what to do, as it makes our decisions easier and our creative thinking less taxing. But the truth is that all of us, by virtue of our positions as educators, possess the skills needed to engage in self-directed learning. The years of study, the desire to specialize in a narrow field, and the ability to maintain a professional position bespeak the requisites necessary to pursue self-directed learning. We have already acquired the skills of self-directed learning, it is more a matter of attitude adjustment and realizing that we need to choose to learn. While initially presenting hurdles that we would rather avoid (blocking time out of busy schedules, making phone calls or going to the library, spending professional development money to attend conferences or order books), self-directed learning, in many instances, can often turn into an enjoyable activity. Serendipity, synchronicity, and coincidences are all part of the *modus operandi*. We may become intrigued with an author, a problem, a new concept, or an idea, that takes its hold on us. We may hear ourselves on the telephone or with colleagues asking if they've heard about what we've been reading, or we're drawn to an article in the paper that describes what we've just read elsewhere.

Our proclivity toward self-directed learning may be dependent on certain factors, such as our learning style (Do I learn best by asking questions? Researching facts? Reading for the sake of inquiry? Or, do I learn by listening or intuitively feeling something out?); familiarity with the subject matter (Have I taken courses on this topic in the past? Have I had experiences with these problems? Or, is this a whole new field for me?); motivation (What is my reason for learning this topic now? Or, when do I need to learn this? What's in it for me if I learn about this new program?); or learning habits (Do I like to learn in

small increments? Do I learn best while studying alone or with others? Do I wait until the last minute and cram all I can until the deadline?). Knowing our particular ways of learning and acquiring knowledge is a key toward successful self-directed learning. Once we determine our preferred learning style, we can begin to pursue specific learning experiences.

Self-directed learning can be a matter of either formal or informal learning. It does not have to be a solitary activity. Attending a concurrent session at a conference and enrolling in a course that relates to your current learning interest are self-directed learning activities, just as much as going to your local library or watching television. The key to self-directed learning is the learners' own responsibility for their learning, their sense of being in control of their learning, and the personal meaning made from the learning experience(s). The timeframe for the learning project can be an afternoon, a year, or a lifetime.

So, relax and get your calendars out. Plan some learning times and goals for yourself. Put learning appointments on your calendars on a weekly, monthly, quarterly, and yearly basis. Be flexible—you may not yet know what it is you are going to need to know a year from now; but you do know that you will need to know something. Practice taking time out to learn things in all areas that relate to judicial branch education. Remember that your work includes knowing not only about the judiciary, educational processes, and programs, but also about supervising and relating to others, issues of health and wellness, current trends in the workplace, and dealing with change and diversity, among other topics. We as professional educators should know better than anybody how to learn. Self-directed learning is an excellent and holistic educational concept for today's professional, so why not take time out today to educate yourself? ■

WESTERN REGIONAL NEWS

What's going on in the Western Region? Quite a lot, considering we are serving as hosts for the upcoming NASJE Annual Conference! Many of our members are working tirelessly on conference logistics, arrangements, and the educational program. Here are updates from some of the states.

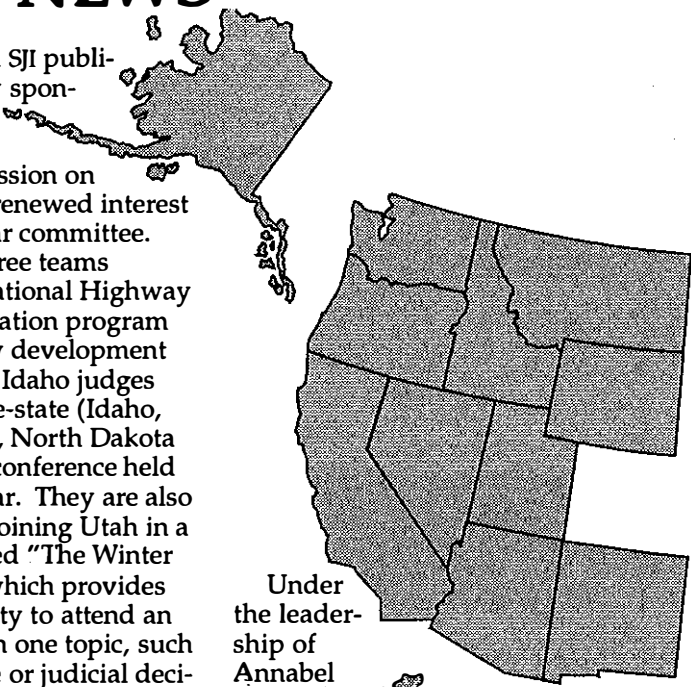
Under the leadership of Chuck Ericksen, the state of Washington has been especially busy. Judith Anderson, who spearheaded the efforts in her state to coordinate the annual NASJE conference, has recently gone on maternity leave. Chuck brought a team from Washington to the Leadership Institute this year. And, on the "high-tech" end of things, the office recently purchased CD-ROM equipment, and staff are busy learning the nuances of the programming software. They have also contracted with a consultant to develop an education management system and will soon be unveiling the finished product.

In California, Catherine Lowe and her staff are busy implementing a directive from the chief justice to provide fairness/diversity education for all judicial branch employees. The AOC, the Education Division, and CJER are all providing assistance in this process. Several standalone courses are already in the works, including the completion of the sexual orientation fairness curriculum and video, an ADA curriculum and videotape, a domestic violence curriculum and videotape, and a sexual harassment prevention and intervention curriculum. Another multi-year SJI-funded project on "Ethics for Court Employees," which includes a curriculum and videotape, will be completed by October 1997. California is glad to have Martha Kilbourn join the staff.

Under the direction of Patricia Tobias, state court administrator in Idaho, the state courts are proceeding with a comprehensive educational curriculum for court clerks and will be piloting a program this fall using distance learning. Later in the year, they will offer the "Idaho Institute for Court Management." Idaho has just completed a bench-book on high conflict divorce cases

(an adaptation of an SJI publication), and recently sponsored their annual judicial conference, which included a session on media, resulting in renewed interest in a media-bench-bar committee. Idaho was one of three teams accepted into the National Highway Traffic Safety Association program in August on faculty development for DUI instructors. Idaho judges participated in a five-state (Idaho, Wyoming, Montana, North Dakota and South Dakota) conference held in Wyoming this year. They are also looking forward to joining Utah in a joint program entitled "The Winter Judicial Institute," which provides judges an opportunity to attend an in-depth program on one topic, such as law and literature or judicial decision-making.

Utah, under the direction of Diane Cowdrey, is busy hosting the National Association of Women Judges' Conference, held in Salt Lake City this year. Diane and her staff have been assisting the planning committee and getting ready for the approximately 300 women judges who will attend the conference, a mere two weeks after their own annual judicial conference! Utah has also purchased an education management database and will install the system this summer. Jennifer Fasy recently coordinated a two-day conference for senior probation officers, focusing on personal resiliency, which was a big success. Utah is submitting a grant proposal, in conjunction with the University of Utah, to sponsor a "Genetics and the Courts" program for state and federal judges in selected western states. This program will be similar to the programs recently held in Washington, D.C., and in Cape Cod.



Under the leadership of Annabel Chotzen, Hawaii has been conducting judicial education with an eye toward a holistic approach. At a recent conference that included a talk by Dr. Terry Shintani, inventor of the successful Waianae Hawaiian diet, the luncheon was seaweed salad, tofu, shitaki mushrooms, brown rice, and grilled eggplant. Annabel reports that only a small number of judges snuck out for hamburgers! Hawaii judges have also benefited from the Judicial Trial Skills program, which originated in Minnesota. At their upcoming fall conference, Hawaii judges will discuss improving media/judiciary relationships, handling domestic violence, and evaluating scientific evidence. Education for the 1,700 judicial staff in Hawaii includes courses in customer service, supervisory training, and computer and business writing. ■

Note

The byline for "Religious Traditions and the Courts: A New Effort at Transformational Learning" was omitted in our Summer 1997 issue. The authors are the Hon. Robert A. Young, Circuit Judge, 10th Judicial Circuit, Bartow, Florida, and Blan Teagle, Senior Attorney with the Legal Affairs & Education Division of the Florida Office of the State Courts Administrator. We apologize to Judge Young and Mr. Teagle for the oversight. ED. ■

Scheduling Conflicts: Working Around Jewish Holidays

Krista Goldstine-Cole

Cultural diversity . . . multiculturalism . . . tolerance.

Watchwords for the nineties.

We've all been educated, trained, seminared, and sensitized. We've learned strategies to confront, strategies to avoid, strategies to set boundaries. And still, whole worlds remain a mystery.

Jewish holidays, for example.

Compare any two Gregorian calendars and the problem jumps off the page. Is it Chanukah or Hanukkah? Passover or Pesach? December 5th or December 18th? Does it start at sundown the day before or the day marked? Does it last one day or two? Seven or eight?

Dig a little deeper and more questions arise. Is this holiday celebrated at home or at synagogue? Does it honor a historic event or is it religious practice? Is there eating or fasting?

Given all the complexities, it's not surprising that secular events of all size and importance are routinely scheduled on days that exclude practicing Jews. This year, for example, a prominent performing arts organization in the Midwest planned a dinner for contributors—more than half of whom were Jews—on Yom Kippur. A major government association scheduled its national conference on the first four days of Hanukkah. And a West Coast judicial association booked a training for the first three days of Passover.

Some Jews might attend these events, but for many these scheduling conflicts would be extremely problematic. To understand why, ask yourself, "What would happen

if any important conference were scheduled on Christmas?"

Would your answer be different if your job were on the line or you felt as if it were? One state worker, for example, was directed by a powerful state senator to attend that government association conference scheduled on Hanukkah.

It took some time and a little rehearsal, but when the worker brought the scheduling conflict to the senator's attention, she selected a different staff person to attend.

But all is not perfect. That civil servant worries, if only a little, that he now appears less committed to his work than his peers.

Our Responsibilities

As educators, we're in the business of empowering people, of building potential. When we schedule heart versus soul dilemmas, where every solution has a downside, we disempower and diminish those we should serve.

Asking questions is the most straightforward and caring way to assess the effect of our decision making. Jewish law requires that Jews answer questions patiently, kindly, and in a way that is accessible to the person inquiring. We should not be afraid to ask a colleague or local synagogue staff person about the significance of scheduling a program on a particular date.

Making Heads and Tails

Many American holidays, like Thanksgiving and Martin Luther King Day, occur on a different date each year. But those celebrations follow a pattern—the last Thursday of November for example. At first glance, Jewish holidays don't seem to be regulated in this way. Last year, for example, Passover was in March. This year it was at the end of April. How do you make heads and tails of these roving celebrations?

It would help to know that there is a Jewish calendar. Jewish holidays always occur on the same Jewish day of the year.

Intercalation

The Jewish people began marking time long before Copernicus proved that the sun rules the earth's movement. Like many ancient calendars, Jewish timekeeping is based on the moon.

In most Jewish years, there are twelve lunar months, each adding up to 29 or 30 days. The whole cycle takes 354 days to complete, 11 days short of the earth's annual orbit around the sun. To compensate—to keep the months in sync with the seasons—days are added to the calendar at regular intervals. This process is called intercalation. (Intercalation is what gives us February 29 every four years).

Intercalation of the Jewish calendar occurs in nineteen-year cycles. A leap month called Adar II is added to the calendar seven times every cycle. If Jewish holidays, such as Rosh Hashanah or Hanukkah appear to be early, leap year is approaching. If Passover and Easter do not coincide, it is leap year. If holidays appear to be late, leap year has recently passed.

This is the Jewish year 5757; it is a leap year. It will be 5758 on Rosh Hashanah, which begins at sundown on October 1, 1997.

While it is easy to purchase a calendar that includes Jewish dates (or pick one up for free at your local synagogue around Rosh Hashanah), these simple rules should help:

- Jewish days—and the dates that correspond to them—begin at sunset; therefore, the celebration of all Jewish holidays begins at sunset.
- Rosh Hashanah and Yom Kippur will always occur in September or October. As a rule, practicing

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THE MAJOR JEWISH HOLIDAYS

There are dozens of holidays in Judaism, from Yom HaShoah, which honors victims of the Holocaust, to Tu B'Shevat, which celebrates the birthday of trees. Each day is celebrated according to its purpose and place in Jewish history.

While each holiday is special, the three most important Jewish holidays (aside from the Sabbath) are: Rosh Hashanah, Yom Kippur, and Passover. From a religious perspective, Hanukkah is a minor holiday and passes without much ado in Israel, but in the United States this winter festival has gained an important place in Jewish family life.

Rosh Hashanah: The New Year

*Celebrated on the first day of the Jewish year (in September or October)
One or Two Days*

The Jewish calendar year begins in the fall, with the harvest. Jews eat apples dipped in honey to celebrate the sweetness of the new year. Feasting is accompanied by moral introspection. Rosh Hashanah marks the beginning of the "High Holy Days" or the "Days of Awe," a ten-day period when each person is responsible for making amends with everyone he or she has hurt during the previous year.

Special services are held at the synagogue. There is a religious prohibition on attending work or school on the one or two days of Rosh Hashanah.

Yom Kippur: The Day of Atonement

*Celebrated on the tenth day of the Jewish year
One Day*

Yom Kippur is the holiest day of the year. During the Spanish Inquisition Jews would risk their lives just to gather and chant the Kol Nidre, a special prayer uttered only on this day. From sundown to sundown, Jews fast; even water is prohibited.

There are special services that begin on Erev Yom Kippur (the evening before) and continue throughout the day of Yom Kippur itself. There is a religious prohibition on attending work or school.

Pesach: The Passover

*Celebrated in the spring (March/April)
Seven or Eight Days*

Seder, the ritual feast and recitation of the Exodus story, is the most widely observed Jewish holiday in America. Judaism—the religion and the nation—was born when the Hebrew slaves escaped from Egypt and received the Ten Commandments at Mt. Sinai, so there is much to celebrate. But the annual observance of Pesach is also a form of moral training. Jews are reminded of the hardship and bitterness of slavery, the self-discipline necessary to defy evil, and the responsibilities of freedom.

Work is prohibited the first two days and the last two days. In addition, there are many restrictions on food and drink during the entire week. It is believed that if the moral consequence of each meal is measured, the mind and heart are trained to discern moral issues in all areas of life.

Hanukkah: The Festival of Light

*Celebrated in the winter (November/December)
Eight Days*

This eight-day festival celebrates a historic event, the liberation of the Jews from the Greek-Assyrian empire in 163 BCE. A group of guerrilla warriors called the Maccabees rebelled against the Assyrians when they forbade the practice of Judaism and desanctified the Temple. The celebration of their victory inspires the festive atmosphere of Hanukkah today.

When the Jews began to restore the Temple, they found little oil for the eternal light. Still, the light burned for eight full days. To celebrate this "miracle of Hanukkah," Jews light special candles each evening for eight nights and eat foods cooked in oil, such as potato *latkes*.

Jews are not to work (including cooking and cleaning) while the holiday candles are burning; instead, parents should give full attention to their children.

Jews will not work on these days. Some Jews observe Rosh Hashanah for two days, some for one. It is best not to schedule programs on both days.

- Hanukkah will occur in late November or sometime in December. This is a family-oriented holiday, so many Jews will work by day and celebrate with their families by night.
- Passover will occur in March or April. This is the most universally

celebrated Jewish holiday. While the celebration itself occurs in the evening, preparing the Seder meal may keep some folks at home the day before. Observant Jews will not work on the first two or last two days of the holiday. There are significant dietary restrictions during this festival, most notably a prohibition on eating any form of leavening.

- Most Jewish holidays last for two or more days. For long festivals,

such as Passover, most ritual celebrating is done at the beginning.

When In Doubt

When scheduling, consult a Gregorian calendar for the year in question. A Gregorian calendar for the year before your event, or the year after, will be off by at least 11 days. Most mainstream calendars will mark the onset of Jewish holidays by stating accurately, some-

continued on page eleven

A Nondefinitive Cultural Diversity Reading List

The core of this list comes from Hon. Peggy Hora, of the San Leandro-Hayward (California) Municipal Court. Staff of the California Center for Judicial Education and Research and members of the NASJE newsletter committee have also contributed to it.

Books:

- Alexie, Sherman, *The Business of Fancydancing* (first book of poetry by Native American of the Spokane Tribe), *Reservation Blues* (novel)
- Allen, Paula Gunn, ed., *Spider Woman's Granddaughters: Traditional Tales and Contemporary Writing by Native American Women* (described by the *Los Angeles Times* as "intensely beautiful and poignant stories so lyrically rendered that when they are finished their spirits linger")
- Allende, Isabel, *House of Spirits* (Chilean woman's perspective on the Central and South American tradition of mystical literature)
- Alvarez, Julia, *How the Garcia Girls Lost Their Accent* (Cuban immigrants growing up in the U.S.), *In the Time of Butterflies* (a family's story of living—and dying—under the Trujillo dictatorship in the Dominican Republic), and *YO* (growing up in the Dominican Republic, coming-of-age in the United States)
- Brown, Rita Mae, *Rubyfruit Jungle* (highly humorous lesbian coming-of-age story)
- Brownmiller, Susan, *Against Our Will: Men, Women, and Rape* (excellent rape victim's perspective)
- Castillo, Ana, *Lover Boy* (a collection of short stories from the sassiest Latina around)
- Chang, Jung, *Wild Swans* (three generations of Chinese women: grandmother—one of the last concubines, mother—early Mao follower, daughter—Communist Youth now living in U.S.)
- Chatwin, Bruce, *Song Lines* (Aborigine's oral history traditions)
- Cooper, J. California, *Family* (fictional female slave narrative)
- Craven, Margaret, *I Heard the Owl Call My Name* (Native American death myth)
- Crow Dog, Mary, *Lakota Woman* ("her searing autobiography is courageous, impassioned, poetic and inspirational"—*Publisher's Weekly*)
- Danticat, Edwidge, *Krik? Krak!* (a collection of stories from a new Haitian writer)
- de Bernieres, Louis, *Corelli's Mandolin* (Greek island, Italian army, German invasion)
- Dorris, Michael, *A Yellow Raft in Blue Water* (Native American girl's coming-of-age), *Paper Trail* (a series of essays including very thoughtful pieces on Fetal Alcohol Syndrome in the Native American community and a great lay/legal analysis of the position of tribes vis-à-vis the federal government)
- Ellison, Ralph, *Invisible Man* (experience of male African American coming-of-age)
- Endo, Shusaku, *Deep River* (a group of Japanese tourists visit the Ganges River)
- Faludi, Susan, *Backlash* (feminism—a historical look at the last twenty years of the women's movement)
- Fong-Torres, Ben, *The Rice Room* (biography of a first generation Chinese-American growing up in Oakland. Its subtitle, "From Number Two Son to Rock and Roll," refers to his spirit at KSAN and as an editor for *Rolling Stone*)
- Fonseca, Isabelle, *Bury Me Standing* (gypsy history/anthropology)
- Gaines, Ernest J., *A Lesson Before Dying*, *A Gathering of Old Men*, and *Of Love and Dust* (race relations in the South)
- Giovanni, Nikki, *Racism 101* (a series of essays from an African-American professor at the University of Virginia that are very poignant and sometimes hysterical)
- Guterson, David, *Snow Falling on Cedars* (reviewed in spring 1997 *NASJE News*)
- Hayslip, Le Ly, *Child of War, Woman of Peace* (Vietnamese woman's coming-of-age story and immigration to U.S.—basis for Oliver Stone's movie *Heaven and Earth*)
- Hegi, Ursula, *Stones from the River* (being different is a secret that all persons share—insights into pre-WWII Germany)
- Hillerman, Tony, numerous titles (mysteries with Navajo culture and Navajo police officers as protagonists)
- Hulme, Keri, *The Bone People* (Maori coming-of-age story)
- Isherwood, Christopher, *A Single Man* (gay man's biography about the death of his young lover)
- Kadohata, Cynthia, *Floating World* (Japanese-American woman's perspective)
- Kincaid, Jamaica, *Island Home* (Caribbean woman's perspective)
- King, Thomas, *Green Grass, Running Water* (Native American perspective)
- Kingsolver, Barbara, *The Bean Trees*, *Pigs in Heaven* (which both deal with adoption of a Native American child), and *Animal Dreams* (Native American perspective)
- Kingston, Maxine Hong, *Woman Warrior* (life experiences of first generation Chinese American woman), *China Men*
- Llosa, Mario, *The Storyteller* (Central American mystical fiction)
- Lord, Betty Bao, *Legacies*, *Spring Moon* (Chinese women's perspective)
- Marquez, Gabriel Garcia, *100 Years of Solitude*, *Love in the Time of Cholera*
- Martinez, Victor, *Parrot in the Oven* (autobiographical first novel about a Mexican-American growing up in Fresno)

- Mathabane, Mark, *Kaffir Boy* (South African boy's coming-of-age in Sowetto)
- Matthiessen, Peter, *In the Spirit of Crazy Horse* (Native American history)
- McColl, Nathan, *Makes Me Wanna Holler* (biography of a young African-American's path from prison to being a reporter at the *Washington Post*)
- McMillan, Terry, *Mama, Disappearing Acts, Waiting to Exhale*, and *How Stella Got Her Groove Back* (African American woman's perspective)
- Mendez, Eva, *Condor and Hummingbird* (Colombian mystical story)
- Miller, Isabel, *Patience and Sarah* (two women grow to love each other as they cross the Oregon Trail)
- Monette, Paul, *Borrowed Time* (Hollywood writer's journal of his lover's death from AIDS), *Becoming a Man* (autobiography—coming-of-age)
- Morrison, Toni, *Beloved, Song of Solomon, Tar Baby, Jazz*, and *The Bluest Eye*
- Naylor, Gloria, *Mama Day, Women of Brewster Place*, and *Bailey's Cafe* (African American woman's perspective)
- Potok, Chaim, *Davita's Harp* (left-wing Jewish immigrants in the 1930s)
- Price, Reynolds, *A Whole New Life* (illness, healing, and disability)
- Reid, John, *The Best Little Boy in the World* (gay male coming-of-age story)
- Sharp, Paula, *Crow over a Wheatfield* (domestic violence and the judicial system)
- Shilts, Randy, *And the Band Played On* (history of AIDS crisis)
- Sinclair, April, *Coffee Will Make You Black* (growing up in Chicago in the mid-1960s)
- Tan, Amy, *The Joy Luck Club* (Chinese-American women's perspectives)
- Tannen, Deborah, *You Just Don't Understand* (different ways that men and women communicate)
- Thornton, Lawrence, *Imagining Argentina* ("the disappeared" in Argentina), *Ghost Woman* (the "civilizing" of the Santa Barbara Indians), and *Naming the Spirits* (sequel to *Imagining Argentina*)
- Trillin, Calvin, *Remembering Denny* (life and death of a Yale classmate in the fifties)
- Uchida, Yoshiki, *Picture Bride* (Japanese woman's arranged marriage)
- Villasenor, Victor, *Rain of Gold* (a Mexican-American Roots)
- Washington, Linn, *Black Judges on Justice* (*Philadelphia Tribune* reporter interviews fourteen African-American judges about their route to the bench and their vision of justice)
- West, Cornei, *Race Matters* (essays by African-American professor at Princeton University on racial issues)
- Williams, Gregory Howard, *Life on the Color Line* (biography of a boy raised as white in segregated Virginia who moves to segregated Muncie, Indiana, at age ten and discovers he is black)
- Wright, Bruce, *Black Robes, White Justice* (why our justice system doesn't work for African Americans)

Films:

- Passion Fish* (disabilities)
Lone Star (race/ethnicity)
My Left Foot (disabilities)
To Kill a Mockingbird (race/ethnicity)
Mississippi Masala (race/ethnicity)
Secrets and Lies (race/ethnicity)
Follow Me Home (race/ethnicity)
Rosewood (race/ethnicity) ■

Scheduling Conflicts: Working Around Jewish Holidays, *continued*

thing like "Rosh Hashanah begins at sundown." If your calendar simply names the holiday, "Passover," for example, the festivities likely begin at sundown the night before. Unfortunately, most mainstream calendars do not indicate the duration of the holiday.

Feel free to consult a rabbi, synagogue staff, or Jewish colleague if confusion sets in. The last law read in synagogue each calendar year teaches that non-Jews should be made to feel comfortable and welcome in the Jewish community. Your effort will be much appreciated and will likely save you from at least a few cultural collisions.

Happy Holidays! ■

Other Religious Holidays

Editor's note: Here are some additional holidays of which judicial educators should be aware. If you know of others, please write to the editor in C/O NCSC P.O. Box 8798 Williamsburg, VA 23187.

Muslim Holidays

Aid Al-Fater—January 29 (or 30), 1998—marks the end of the month of Ramadan, during which Muslims work during the day and fast during the night.

Eid-Adalha—April 7 (or 8), 1998—commemorates the Sacrifice of Abraham

Both holidays officially begin upon sighting of the moon by a required number of people. So, although January 29 and April 7 are the calculated days for these holidays, they could begin on the dates in parentheses.

Mormon Holidays

First weekend in April and first weekend in October—General Conference

July 24—Pioneer Day

President's Message, *continued*

vide input as to how the association should be directed.

The final part of the question is, *How can we influence the direction of judicial education in the broad sense?* The board has implemented one of three approaches to this question. As part of the strategic plan, a decision was made to involve the association with the development of judicial education on the international level. Correspondence from the association will be sent to those currently involved in working with other countries to develop judicial systems. We hope this will result in involving some judicial educators on behalf of the association to work with other countries in establishing

their judicial education systems. The two goals that have not been achieved are still very much on my mind. One approach is to establish liaison relationships with several other organizations. This would enable us as an association to remain informed as to what other organizations are doing and it would provide us an opportunity to contribute to the activities of related organizations. A second approach is to convene a Futures Conference on Judicial Education. This would enable us to bring together individuals who will influence and will be influenced by judicial education's growth; this type of gathering could open new doors, build new relation-

ships, and help us individually and collectively enhance the place held by judicial education in the continuing evolution of the judicial system. I hope these two goals will be addressed in the future. While I regret not having achieved them, I am confident in saying that this board took on all that it could.

It has been a busy year. We have accomplished a great deal. But more important, we have established some foundations for future boards and members to build upon. Our association's successes result from the labors of many members. Remember that the accomplishments noted here are your achievements. Thank you for all you do. ■



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In applying these guidelines the committee will resolve close issues against giving bylines to committee members and in favor of giving bylines to noncommittee members. When noncommittee members make contributions not otherwise credited, their names will be listed as contributing to that newsletter.

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