Frontiers of Legal Information: The U.S. Law Librarians of the Future[*]

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Abstract

It is necessary to guess a new probable future for law libraries and librarians. A future that is based on history, yet accounts for new contemporary backgrounds and data. A future that not only considers the widespread accessibility to the Internet and the incredible development of search algorithms for legal information retrieval on user-friendly platforms, but one that also considers the tremendous increase in the amount of digitized materials available to the average patron. Here, I will take an opportunity to look at the past and present and offer what I foresee as the future for U.S. law libraries and librarians.

I. Introduction

History and tradition confirms law librarians[1] as formal sources[2] of legal information in the United States legal society. Legal researchers in the United States often refer to and rely heavily upon law librarians in addition to other traditional sources of information such as print sources and databases. This is because law librarians are approachable and visibly institutionalized within a law library in a legal organization.[3] Law librarians are often located in the Reference / Public Services[4] departments of law libraries in legal organizations such as law schools, law firms, courts, and state bar associations, as well as in non-legal organizations; and notably, 97 percent of academic law libraries are "autonomous," meaning the Library Director reports directly to the dean of the law school.[5] The U.S. law librarians normally work at a Reference Desk or in their individual offices and are highly approachable by walk-in, appointment, phone, online chatting tools, and emails.

In many other countries, on the other hand, law librarians tend to be invisible and unapproachable informal sources, hidden behind the walls in the staff area. Their status in a legal society is not so much established as the status of law librarians in the United States.[6] Furthermore, just as law libraries are not well established as independent institutions in other countries, the concepts of legal research and legal information literacy are also not institutionalized as part of the legal curriculum in law schools.[7] This may be due to the depth and breadth of legal sources, the complexities of the legal systems, or the varying organized efforts of law librarians' groups among the different countries.

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[1] I will focus mainly on reference and research law librarians because I am a reference librarian.

[2] "Formal sources" include information sources regularly and systematically used within a system by the information seekers.

[3] This article focuses on reference law librarians working in academic law libraries.

[4] In 2014, the University of Chicago Law Library started using the title "User Services" instead of "Public Service."

[5] Elizabeth G. Adelman, *The Three Percent: Common Issues in Nonautonomous Law School Libraries*, *in* ACADEMIC LAW LIBRARY PERSPECTIVES: CASES STUDIES AND INSIGHTS 53 (Michelle M. Wu ed., 2015).

[6] In the United States, most academic law library directors are given "faculty" or "library faculty" status and many law librarian positions are protected in terms of salary and status within the legal organization.

[7] Recent movements toward following U.S. law school system, such as the Republic of Korea ("South Korea"), instigated the establishment of separate law libraries within a law school.

In addition to the visibility and approachability law librarians in the United States, I believe that the continued need for legal research, instruction and collection development, which has been primarily done by law librarians, is the cornerstone which will sustainably support the existence of law libraries in the future. For novice researchers and new associates, law librarians, especially Reference / Research librarians, are the best research starting points for any legal research. This is even more apparent when recent law school graduates realize the extent to which they are unprepared to practice, especially in terms of research skills.[8] As of 2012, new associates spend about 31 percent of their time doing legal research.[9] In a recent survey, 18 percent of attorneys who have worked with recent graduates believe that research is the most important skill, while 41 percent of attorneys believe that writing is the most important skill.[10]

Inexperienced researchers can save tremendous amounts of time and money by relying on law librarians in addition to other secondary print and online research resources.[11] The law librarians' years of research experience and expertise on legal information efficiently enables them to analyze facts, formulate research issues, brainstorm controlled legal terms and synonyms, create research plans, draw big landscape pictures of an area of law surrounding particular issues, organize their findings, produce and present their research results, etc. The unorganized nature of multiple resources can often be efficiently resolved by an experienced law librarian; even a well-written book or an article cannot suggest a solution to every research issue.[12] Most of all, an experienced law librarian will be even more helpful for researching unique, cutting-edge legal research issues which require creative human thinking processes.

Considering the formal status of law librarians in the United States legal society and the complexity and importance of legal research, why then did both outsiders and insiders alike simultaneously begin to once again discuss our future? Did developments in technology or critiques of

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[8] *See* Karen Sloan, *Practice Ready? Law Students and Practitioners Disagree*, NAT'L L. J. (Mar. 6, 2015), available at http://goo.gl/b8jJmn (last visited June 2, 2015).

[9] Steven A. Lastres, *Rebooting Legal Research in a Digital Age* (Dec. 2012), available at http://www.llrx.com/files/rebootinglegalresearch.pdf (last visited June 1, 2015).

[10] BARBRI, *State of the Legal Field Survey* (2015), available at http://www.thebarbrigroup.com/files/white-papers/220173_bar_research-summary_1502_v09.pdf (last visited June 1, 2015).

[11] "Secondary sources" are sources other than primary sources of law (primary resources include statutes, cases, rules, regulations, and international law).

[12] On the other hand, researchers should also consider spending a good amount of time to find such a well-written book or an article.

contemporary law schools and the state of legal education spark this discussion of our future?

I believe part of the reason for the increased discussions of our future is that outsiders do not fully understand the functions of law libraries and law librarians. The next part of this article is dedicated to introducing and emphasizing the role of law librarians in the United States. Here, I will explore both the past and present of status of law libraries and librarians within the United States. I will introduce who the U.S. law librarians are and how they have been uniquely defined and differentiated in the United States' legal system. A wide variety of law librarians from different legal settings will be introduced. I will also discuss the required qualifications and formal training necessary to become a law librarian in the United States. Finally, I will introduce ways law librarians are keeping current with cutting-edge legal and research issues. The third section of this article is dedicated to examining the factors that destabilized the current status of law libraries and librarians in the United States' legal society and what their futures will look like. In conclusion, I will suggest my insight on how to cope with the new 'normal' in law libraries and for law librarians.

II. U.S. Law Librarians and Their Traditional Roles

The American Association of Law Libraries ("AALL")[13] defines law librarian as "a legal information professional, who works in various legal settings, including law schools, private law firms, and government libraries."[14] In reality, law librarians work in a much wider variety of legal settings, such as colleges and universities, law firms, legal publishers, insurance companies, sports franchises, not-for-profit organizations, state, country, and municipal court libraries, federal court libraries, and executive agencies.[15] In 1974, Christine A. Brock clarified the historical development of the different types of law libraries and librarians in the United States beginning with attorneys' private law libraries and bar association law libraries in the early 19th century and spanning to the late 20th century.[16] American law libraries had been passive and bonded to the development of the law, the legal profession, legal education, and govern-

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[13] The American Association of Law Libraries ("AALL") was established in 1906 and represents more than 5,000 members, including law librarians.

[14] AALL, *Careers in Law Librarianship*, available at http://www.aallnet.org/ mm/Careers/lawlibrarycareers/Careers-in-Law-Librarianship-Brochure.pdf   (last visited June 1, 2015).

[15] *Id.*

[16] *See* Christine A. Brock, *Law Libraries and Librarians: A Revisionist History; or More than You Ever Wanted to Know*, 67 LAW LIBR. J. 325 (1974).

ments.[17] They could not develop independently and politically until the 20th century when AALL was founded in 1906 and later defined themselves as an independent, separate group.[18] Nowadays, the independence and identity of active law librarians are both well established, and law librarians have strong political voices in the federal and state congresses, as shown in a recent Uniform Electronic Legal Material Act ("UELMA") advocacy movement.[19] AALL has especially been making efforts to change the direction of "legal information, technology policy, and librarianship issues of concern."[20] They are also vigorously making efforts to create industry standards by making various statements such as the Boulder Statement on Legal Research Education[21] and the Durham Statement on Open Access to Legal Scholarship.[22]

Law librarians are generally working in either the library's "public services" departments or "technical services" departments. Law librarians who are providing reference and research service; teaching law students, faculty, and attorneys; and developing collections (hereinafter "law reference librarians") are generally working in the public/reference services departments. Many times they are required to have both Juris Doctor (J.D.) and Master of Library and Information Science (M.L.I.S.) degrees in order to hold these positions within the academic law library setting or in some law firm libraries. Librarians working in the technical services departments order, process, catalog, and distribute materials and have job titles of cataloger and acquisition librarians. These days, however, due to the shrinking budgets of law libraries and law schools, law librarians in small-sized law libraries are being asked to multi-task, handling tasks from both public and technical services departments.

Possible position titles for law librarians include Director, Reference Librarian (Research Librarian; Research Attorney), Instructional Services Librarian, Outreach Librarian, Knowledge Manager, Electronic Resources Librarian, Faculty Services Librarians, Scholarly Communications Librarian, Access Services Librarian, Empirical Legal Research Librarian, Records Manager, Systems Librarian, Acquisition Librarian, Cataloger, Government

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[17] *Id.*

[18] *Id.*

[19] *See* AALL, *UELMA Resources*, available at http://www.aallnet.org/Documents/Government-Relations/UELMA (last visited June 2, 2015).

[20] AALL, *Advocacy*, available at http://www.aallnet.org/mm/Advocacy (last visited June 2, 2015).

[21] *See* Boulder Conferences on Legal Research Education, available at https://lawlibrary.colorado.edu/boulder-conferences-legal-research-education (last visited June 2, 2015).

[22] *See* Richard A. Danner et al., *The Durham Statement Two Years Later*, 103 LAW LIBR. J. 39 (2011).

Documents Librarian, Foreign, Comparative, and International Law Librarian, Archivist, and Rare Books Librarian.[23]

Reference law librarians usually design and conduct legal research instruction sessions for first-year law students, upper-level students, and law review members. Reference law librarians normally support research instruction in the first-year legal research and writing program. First-year research sessions normally focus on secondary sources, cases, and statutes. Depending on the law school, reference law librarians may also teach one- to three-credit subject-matter specific legal research course, such as international legal research, for upper-level students. They may also teach advanced legal research classes delivering advanced research skills which are not covered during the first year of law school. In addition to secondary sources, cases, statutes, and legislative history, advanced legal research classes cover topics such as administrative law research, interdisciplinary research, empirical research, cost-effective research, internet legal research, forms, jury instructions, and court rules, as well as topical research topics such as immigration law, intellectual property law, tax law, environmental law or international and comparative law depending on the school's focus.

Reference law librarians also provide reference and research assistance to all library users, including faculty, staff, students, attorneys and pro se litigants through one-on-one sessions or in small groups, or through walk-in mentoring and appointments. In order to provide high quality service, law librarians make enormous efforts to keep up-to-date on the latest legal information trends through websites, print, and electronic resources via research, newspapers, blogs, social media tools, RSS feeds, and by attending trainings, webinars and conferences. Law librarians in academic settings also serve as faculty research liaisons that can provide requested materials, research complex faculty projects, design and conduct training sessions for faculty and their research assistants, and teach research sessions in the doctrinal classes. They are intimately connected to the law faculty by attending faculty research colloquia, lectures, and presentations.

Furthermore, most reference librarians participate in the selection of materials for the law library collection to support faculty research, curriculum development, law school programs, institutes, clinics and job placements. They periodically review collection development policies and make recommendations for revisions as well as make recommendations on the purchase and weeding of materials to strengthen library collections based on faculty and student interests. Lastly, reference law librarians are contributing to their law school and main university, if any, often by serving on law

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[23] As of 2014, a law librarian's average salary is $45,000. Directors might earn more than $100,000 in some cases. *Id.*

library, university library, and law school committees, and participating in cross-training and mentoring within and across departments. They share ideas, feedback, and suggestions in order to improve existing systems and create opportunities for staff development.

A. Required Qualifications, Degrees and Training

Most law libraries require the Master of Library and Information Science ("M.L.I.S." or "M.L.S.") degree as a prerequisite for any law librarian position. By attending library school, prospective law librarians acquire basic knowledge, abilities, and skills relating to the general library science and information technology. In order to enter an M.L.S. program, a prospective student must submit his or her Graduate Record Examination ("GRE") scores in addition to their college Grade Point Average ("GPA") and a personal statement. Most schools require a Test of English as a Foreign Language ("TOEFL") score for foreign students. However, some GPA and TOEFL requirements may be waived depending on any graduate degrees the prospective students may have acquired in the U.S. before applying. Some schools also provide scholarships and graduate, teaching, or research assistantships to prospective students. Classes can be taken either via face-to-face or online sessions.[24] AALL recommends that any law graduates who are considering becoming a law librarian read the article, *Thinking about Pursuing an MLS*, by Louis Abramovitz, for more insight into law librarianship.[25] This article provides a vivid story of one library program and emphasizes learning on the job from "colleagues who … share their individual and collective expertise."[26]

In order to become a law librarian, the following subjects are recommended to be studied in library school:[27] reference, information organization/cataloging, management, government documents, web design, any legal or business focused courses, field experience, work study, practicum in a law library setting or statistics. Normally, however, the U.S. library schools do not provide systematic curricula specifically designed for future

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[24] *See e.g.* LEEP Online Learning provided by the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign; Distance Learning at the Florida State University.

[25] Louis Abramovitz, *Thinking about Pursuing an MLS*, 51 L.LIBR. LIGHTS 1, 15–16 (Fall 2007), available at http://www.llsdc.org/assets/LLL/51/51-1.pdf (last visited June 2, 2014).

[26] *Id.* at 16.

[27] AALL, *Careers in Law Librarianship*, *supra* note 14.

law librarians. While some library schools[28] such as the University of Washington,[29] Catholic University, University of Texas—Austin, University of North Carolina—Chapel Hill and Florida State University provide law librarianship programs or legal research classes, enrolling in these programs or classes alone is not enough to be automatically qualified for the position of law librarian or to actually become a law librarian. Particularly, relating to a law reference librarian position, legal reference and research skills can be better learned by actually serving patrons at a Reference Desk in a law library than reading about the process in a classroom setting. Thus, a voluntary internship in a law library setting for more than a semester/quarter is highly recommended.

Today, most academic law reference librarians are required to have both J.D. and M.L.S. / M.L.I.S. degrees. In some cases, law libraries may require that candidates have at least three to five years of law library experience. Thus, most law reference librarians working in an academic setting are, or used to be, lawyers.[30] Sometimes, law libraries require only the J.D. degree. This may be a reflection of the "law first" theory based on the premise that "the best law librarian is a lawyer, who has acquired the techniques of librarianship."[31,32] A law degree is usually required because legal research and reference work demands an understanding of the complex structure of the law surrounding the issues as well as the meanings of legal terms in various contexts. For example, showing a relationship of legal structure to legal tools and inculcating the practice of iterative research strategies, reference librarians enable students to synthesize knowledge of the legal resources and institutional structures to implement research plans, find

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[28] *See Law Librarianship*, U.S. NEWS AND WORLD REPORT, RANKINGS, for complete list of library schools available in the U.S. available at http://goo.gl/rVfb2Q (last visited June 2, 2014).

[29] The University of Washington started its Master of Law Librarianship program in 1939 and Marian Gallagher famously oversaw over this program from 1944 to 1984. *See* Laura N. Gasaway, *The American Association of Law Libraries: The People, the Profession and Their Association*, *in* LAW LIBRARIANSHIP: HISTORICAL PERSPECTIVES 289, 297 (Laura N. Gasaway and Michael G. Chiorazzi eds. 1996). *See also* Law Librarianship, University of Washington Law Librarianship, available at https://ischool.uw.edu/academics/mlis/degree-options/law-librarianship (last visited June 2, 2014)

[30] Here, I define "lawyers" as graduates from law schools, whereas I define "attorneys" as active members of a bar.

[31] Brock, *supra* note 16 at 353 (Quoting Gallagher, "Comments on Dean Asheim's Proposed Program of Preparation for Law Librarianship" in CALL, Proceedings: Workshop on Law Library Problems, 49 (1953)).

[32] In the mid and late 20th century, the focus of the discussion was whether law librarians needed a library degree. *Id.* at 356.

and evaluate sources in the context of legal issues, determine legal context, and understand how what they found relates to the legal issues, and evaluate and communicate results.[33]

B. Continuing Education

Law librarians usually continue to take courses beyond library school relating to their jobs in order to keep current with new knowledge and technologies. These courses also help librarians provide high quality research and reference services and values to library patrons. They attend non-library conferences such as the Association of American Law Schools ("AALS") and American Society of International Law ("ASIL") conferences as well as library conferences such as the American Association of Law Libraries Annual Meeting & Conference,[34] the American Library Association ("ALA") Annual Conference, the International Association of Law Libraries ("IALL") Annual Courses, the International Federation of Library Associations ("IFLA") General Conference and Assembly, and many regional and local conferences. In addition to attending these conferences and involving themselves with a wide variety of activities (law librarians usually take particular programs and courses designed for specific types of law libraries) librarians also informally share their own library experiences and knowledge with other librarians at various places during the conference such as receptions, meetings, luncheons, dinners, and even hallways. Conferences are the best places to comprehensively spot cutting-edge trends and issues and acquire relevant knowledge. Through the conferences and meetings, law librarians also form personal relationships with each other, which further helps their future communications and information exchange.[35] Law libraries normally support and provide funds for their librarians' attending conferences, even if the recently shrinking budgets, since the 2008 economic crisis, have been making it harder to attend conferences these days.[36]

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[33] *See* 2010 Boulder Statement on Legal Research Education: Signature Pedagogy Statement, available at http://lawlibrary.colorado.edu/sites/default/files/images/docs/2010_boulder_statement_signature_pedagogy.pdf (last visited June 2, 2015).

[34] The annual conference had been a training ground for law librarians. *See generally* Laura N. Gasaway, *The American Association of Law Libraries: The People, the Profession and Their Association, in* LAW LIBRARIANSHIP: HISTORICAL PERSPECTIVES 289, 298 (Laura N. Gasaway and Michael G. Chiorazzi eds. 1996).

[35] Claire M. Germain, *Legal Information Management in a Global and Digital Age: Revolution and Tradition*, 35 INT'L J. LEGAL INFO. 134, 161 (2007).

[36] Attending four to five days of the annual conference usually costs around $1,000 to $2,000 depending on flights and hotels.

Law librarians are also trying to keep current with new issues and trends by taking online courses and webinars and reading specialized journals such as the Law Library Journal, Legal Reference Services Quarterly, AALL Spectrum, etc. Law librarians are also closely connected to each other, actively involving themselves with blogs, RSS feeds, Listservs, and social media platforms like Twitter, Facebook, and LinkedIn.

In 2001, the AALL also approved the *Competencies of Law Librarianship* guidelines which allow individual law librarians to coordinate and plan their own unique continuing education programs and identify areas for their own professional growth.[37] The guidelines organized the competencies under seven categories: (1) core competences, (2) library management, (3) reference, research, and client services, (4) information technology, (5) collection development, (6) cataloging, and (7) teaching.[38] The third category, "reference, research, and client services," further includes evaluating the quality, authenticity, accuracy, and cost of information resources, assisting users with legal research, being consistent with applicable codes, creating research and bibliographic tools on legal topics, and monitoring trends in specific areas of law.[39] The seventh category, "teaching," also includes determining the educational needs of users, effectively teaching library users and colleagues, knowing the principles of adult learning, designing curricula and evaluating the education process for effectiveness, teaching cost-effective and efficient legal research, training the organization and use of legal resources in various formats, training users in commercial databases, promotes the effective use of new resources and technologies for information retrieval, and preparing bibliographies, pathfinders, training scripts, podcasts, webinars, and handouts.[40] Recently, the AALL formed the Education Program Review Special Committee to develop a framework for AALL's continuing education.[41]

C. Teaching, Publishing and Faculty Status

Many academic law schools are providing faculty status to law librarians in addition to law library directors, who are normally given faculty

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[37] AALL, *Competencies of Law Librarianship* (Mar. 2001), http://www.aallnet.org/mm/Leadership-Governance/policies/PublicPolicies/competencies.html (last visited June 2, 2015).
[38] *Id.*
[39] *Id.*
[40] *Id.*
[41] *See* AALL, *Education Program Review Special Committee*, http://www.aallnet.org/mm/Leadership-Governance/committee/activecmtes/education-review.html (last visited June 2, 2015).

status[42] under the ABA Standards and Rules of Procedure for Approval of Law Schools.[43] According to a survey conducted in 2009, among the libraries which provide tenured status or continuous appointment opportunities, about 77 percent of the 56 respondents received faculty status.[44] By providing faculty status to law librarians, law schools are acknowledging the law librarian's important role in the law school community and their contributions to legal research and education. Giving faculty status enlarges the roles of law librarians by making them "more aware of, responsible for, and involved in the overall educational process."[45] Law librarians given faculty status will be peer reviewed for their contribution to scholarship, the profession of librarianship, and library service.[46] They will also be judged by their teaching ability, which is quantified in the organization of workshops, meetings, public appearances, assessment by students and professional colleagues, contributions to the advancement of the profession, scholarly publication, presentation of papers, reviews of books, grants, consulting, and other means of disseminating professional experience.[47] Because of this heightened expectation for law librarians, the interview and hiring process for new librarians often includes the burdensome process of multiple meetings with various groups of constituencies of the law library as well as teaching a mock research session, complete with even a Question and Answer session. Law librarians who are given faculty status enjoy a higher level of job security and often share in governance decisions such as determination of curriculum and participation in various committees of the law school.[48]

Law reference librarians in an academic law library normally teach classes in various settings. They teach in classes ranging from the first-year legal research and writing classes to advanced legal research classes, one-to-

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[42] To name a few, NYU School of Law, New York Law School, CUNY School of Law, Florida State University College of Law, University of Miami School of Law, and Rutgers School of Law provide their law librarians with faculty status along with various titles such as assistant professor, adjunct professor, lecturer, etc.

[43] *See* STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS, Standard 603(d) (AM. BAR ASS'N 2013–2014), available at http://www.american bar.org/groups/legal_education/ resources/standards.html (last visited June 2, 2015).

[44] Carol A. Parker, *The Need for Faculty Status and Uniform Tenure Requirements for Law Librarians*, 103 LAW LIBR. J. 7, 11 (2011).

[45] *Id.* at 12.

[46] *See* ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES, *A Guideline for the Appointment, Promotion and Tenure of Academic Librarians* II.A. (*approved at ALA Annual Conference*, June 2010), http://www.ala.org/acrl/standards/promotiontenure (last visited April 1, 2015).

[47] *Id.*

[48] Parker, *supra* note 44 at 13.

three credit subject research classes (such as international legal research and administrative legal research), seminars, or even as guest lecturers when invited into doctrinal law class such as environmental law and immigration law for research instruction. While preparing for these teaching opportunities, law librarians can often be found working on syllabus development, creating and/or mentoring print and electronic research exercises, developing and/or delivering lectures, demonstrations and presentations on legal research and strategy, creating and/or commenting on student exercises, and mentoring students on legal research exercises, pathfinders, research papers, or memos. Although there are many different types of syllabi depending on the instructor, sample syllabi are available at the FCIL-SIS (Foreign, Comparative, and International Law-Special Interest Section) website.[49]

In addition to their instructional and research roles in an academic setting law library, law librarians publish both scholarly and practical articles in various journals including law reviews and legal journals. Article topics vary, but numerous articles have been published to emphasize the role of law librarians in terms of their publishing efforts to share their experiences, values, and pedagogy of legal research instruction.[50] Law librarians are normally published in the Law Library Journal, Legal Reference Services Quarterly, AALL Spectrum, International Journal of Legal Information, and other law reviews and various legal journals. Furthermore, the AALL Awards Program encourages law librarians' publications through various awards including AALL LexisNexis Call for Papers Awards, Law Library Journal Article of the Year Award, and Law Library Publications Award.[51]

Part II: The Future of U.S. Law Libraries and Librarians

A. Crisis of U.S. Law Libraries and Wrong Assumptions

The Internet has been widely available since 1995, and computer assisted legal research started in 1973. So, why do we have to discuss the future of law libraries and librarians now? Topics and discussions on the future of law libraries and law librarians and how to respond to the "new normal" have been out there for a long time since their formidable beginning

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[49] AALL: FCIL-SIS, *2015 Syllabi and Course Materials Database*, http://www. aallnet.org/sections/fcil/teaching/syllabi (last visited June 2, 2015).

[50] *See e.g.* Carol A. Parker, *How Law Schools Benefit When Librarians Publish, Teach, and Hold Faculty Status*, 30.3 LEGAL REF. SERV. Q. 237–53 (2011).

[51] *See* AALL, *Awards*, http://www.aallnet.org/about/awards.asp (last visited April 11, 2015).

in the early 19th century.[52] For example, Christine A. Brock's 1974 article clarifying the history and types of law libraries and librarians in the United Sates also enabled us to reasonably foresee the future from the 1970s.[53] In 1996, Holley M. Moyer suggested that librarians would be more involved with the difficult selection process of information which was growing in a complicated way.[54] Librarians' role as a value adder, which makes complicatedly dispersed information user-friendly, should be recognized.[55] Librarians must be proactively and cooperatively connected with the other departments of an organization in terms of information.[56] And Myoung C. Wilson suggested in 2000 that new technology, such as the Internet, had changed the users' information seeking behaviors and pushed libraries to be more "flexible, adaptable, and conversant" than before.[57]

"Timing," however, is an important factor to reasonably foreseeing the future. Attempting to reasonably foresee the future from past contemporary backgrounds may not be reasonable or even correct anymore when it applies to new contemporary situations. The "future" of the past is "now" (or may already be the past at this moment), so we should guess a new probable future based on contemporary backgrounds and data.

As I briefly mentioned, the line drawn between reference librarians and technical services librarians has blurred recently. Especially in small-size law libraries, reference librarians are expected to be multi-functional and to multi-task. Administrators such as directors and assistant directors are also asked to teach classes and participate in research projects in addition to their

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[52] *See e.g.* Brock, *supra* note 16; LAW LIBRARIANSHIP: A HANDBOOK FOR THE ELECTRONIC AGE (Patrick E. Kehoe et al. eds., 1995); Hugh Yarrington, *The Law in Cyberspace: A Futuristic View*, *in* THE NATIONAL CONFERENCE ON LEGAL INFORMATION ISSUES: SELECTED ESSAYS 75 (Timothy L. Coggins ed., 1996); Judith Welch Wegner, *Legal Education in the Future*, *in* THE NATIONAL CONFERENCE ON LEGAL INFORMATION ISSUES: SELECTED ESSAYS 249 (Timothy L. Coggins ed., 1996); Holley M. Moyer, *Connecting for the Future, in* THE NATIONAL CONFERENCE ON LEGAL INFORMATION ISSUES: SELECTED ESSAYS 265 (Timothy L. Coggins ed., 1996); Myoung C. Wilson, *Evolution or Entropy? The Changing Reference Culture and the Future of Reference Librarians*, *in* DIGITAL REFERENCE SERVICE IN THE NEW MILLENNIUM 47–55 (R. David Lankes et al. eds., 2000).

[53] *See* Brock, *supra* note 16.

[54] Holley M. Moyer, *Connecting for the Future, in* THE NATIONAL CONFERENCE ON LEGAL INFORMATION ISSUES: SELECTED ESSAYS 265, 267 (Timothy L. Coggins ed., 1996)

[55] *Id.* at 268.

[56] *Id.*

[57] Myoung C. Wilson, *Evolution or Entropy? The Changing Reference Culture and the Future of Reference Librarians, in* DIGITAL REFERENCE SERVICE IN THE NEW MILLENNIUM 55 (R. David Lankes et al. eds., 2000).

traditional administrative roles (such as managing and overseeing the law library budget and personnel as well as working with the law school deans). Administrators are required more than ever to keep current with new technology, cutting-edge issues, and trends relating to law libraries and integrated, automated library systems.

Another phenomenon is also occurring in the United States. The United States' legal society is trying to make a scapegoat of law libraries out of its fear for the industry's structural failure[58] resulting from the combination of the 2008 budget crisis and prospective students' reliance on U.S. News & World Reports' rankings when choosing a law school.[59] Furthermore, attorneys began placing unreasonably high reliance on Google searches and streamlined WestlawNext search results, supported by well-developed algorithms and user-friendly platforms,[60] as well as the tremendous increase of the amount of digitized materials. This combination resulted in the creation of the misconception and myth that all legal materials are available on the Internet. As a result, practicing attorneys are forgetting the importance of law libraries, making wrong assumptions that legal research is possible without law libraries, and, further, without the assistance of law librarians as information professionals.

A recent article by law professor James G. Milles, *Legal Education in Crisis, and Why Law Libraries Are Doomed*,[61] is credited with further reviving the myth that law libraries are no longer important.[62] Milles mainly argues that legal education is in crisis because of a non-cyclical "long-term restructuring of the legal market" due to increased student debt, a bad legal job market, and the declining interest in a legal education which he labels as a

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[58] *See* James G. Milles, *Legal Education in Crisis, and Why Law Libraries Are Doomed*, 106 LAW LIB. J. 507, 508 (2014).

[59] To increase their rankings in the U.S. News & World Reports, law schools are focusing more on jobs and successes rather than research and scholarship. *See also* Alfred L. Brophy, *Ranking Law Schools, 2015: Student Aptitude, Employment Outcome, and Law Review Citations*, 7–8, http://ssrn.com/abstract=2624399.

[60] "The role of skilled librarians, as intermediaries in guiding user in complex information environments has become weak due to some reasons such as using the databases out of libraries … and personalization of information seeking process as a result of information technology development." Mohammad Azami and Rahmattolah Fattahi, *Matching the Databases' User Interface with Ellis' Model of Information Seeking Behavior: A Qualitative Study* 287–88, *in* NEW TRENDS IN QUALITATIVE AND QUANTITATIVE METHODS IN LIBRARIES (Anthi Katsirikou eds. 2010).

[61] Milles, *supra* note 58.

[62] In 2011, the conference, "The Future of Law Libraries: The Future is Now?" was also held on June 16, 2011 at the Harvard Berman Center, but this conference was more about what law libraries should do in an optimistic context.

"crisis of confidence."[63] Thus, he further argues that law libraries will be targeted for closure and that some unsuccessful law libraries will close, admitting and asserting that the law library as "(1) an iconic place within the law school, (2) managed financially and administratively as part of the law school, and (3) with staff devoted to the law school, will become increasingly rare."[64]

Milles' arguments do not have substantial basis based on empirical evidence and are mainly based on wrong assumptions and incorrect economic reasons. He believes that the recent dismal market is not a cyclical downturn which paradoxically decreased the law school applicants.[65] However, the decrease in the number of law school applicants is actually a logical outcome from an economic viewpoint. The 2008 budget crisis actually *increased* the number of law school applicants in 2009.[66] People considered law schools as a safe haven during the economic crisis. However, beginning in 2012, too many graduates were coming out of law schools, which led to the legal job market crisis and ultimately decreased the number of law school applicants.[67] Unlike what Milles argues, this legal market crisis can be described as a natural, cyclical flow from the 2008 economic crisis and will be partially salvaged along with the overall economic recovery.

Impacts on law librarians' roles are not simply due to these recent economic reasons. The impending budget issues are not new.[68] Libraries, especially academic law libraries, have experienced budgetary restrictions and reductions since the early 19th century. The recent economic crisis definitely made law schools, firms, and courts look to their libraries for additional ways to reduce their budgets. For example, it is not uncommon for law school deans

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[63] Milles, *supra* note 58 at 507–10.

[64] *Id.* at 508.

[65] *Id.* at 509.

[66] KIMBERLY DUSTMAN & PHIL HANDWERK, LSAC, ANALYSIS OF LAW SCHOOL APPLICANTS BY AGE GROUP: ABA APPLICANTS 2005–2009 2 (Oct. 2010), available at http://goo.gl/odikUX (last visited June 5, 2015).

[67] LSAC, *Three-Year Applicant Volume Graphs*, http://www.lsac.org/lsac resources/data/three-year-volume (last visited June 5, 2015).

[68] Brock, *supra* note 12 at 346; John G. Palfrey, *Do We Still Need Libraries?* (Dec. 30, 2012), http://jpalfrey.andover.edu/2012/12/30/do-we-still-need-libraries/ (last visited May 29, 2015) ("These days, in most towns in America, the same debate recurs each year when budget time rolls around."); *See* John G. Palfrey, *Come Now, Let Us Reason Together: A Clean Slate Project on the Future of Libraries*, LIBR. J. (May 23, 2011*), available at* http://lj.libraryjournal.com/2011/05/digital-content/a-point-counterpoint-on-the-digital-public-library-of-america/ (last visited May 29, 2015).

to request a 10 percent cut from the library's budget.[69] To meet these cuts, instead of adopting extreme measures such as cutting personnel, administrators of law libraries have been trying to reduce new acquisitions and cut some current subscriptions, thus shrinking their collections, and relying more on regional consortiums and interlibrary loans. Primary source publications, such as print case reporters, statutes, and regulations, are being heavily cancelled as the ABA no longer requires libraries maintain them in print.[70] Looseleafs, which used to be the fastest updating tool, are mostly cancelled as well. While these budgetary issues affected the types and sizes of law library collections, they did not seriously affect the functions and roles of contemporary law librarians in terms of teaching, research, and collection decisions.

Milles also blamed the decline in law school applications on the law school's increased tuitions and otherwise taking advantage of "naïve and misinformed law students."[71] However, law schools traditionally set two implicit obstacles to prospective students who wish to become lawyers: (1) high tuition rates, and (2) difficult entrance examinations.[72] In a capitalist society, setting up an economic barrier to legal jobs cannot be faulted. Our crisis may be whether the current tuition barriers to law schools are so high that they will lead to a lack of attorneys in the near future. But are we really worrying about it? Do we really need to lower students' tuitions to produce more attorneys? Don't students have a free will to *not* go to law school?

I believe that we do not need to worry about whether tuition is too high for students to go to law schools. Ultimately, the economic law of supply and demand may be positively working for law school consumers in the end so that reduced applicants for law schools, due to the high tuition, may naturally lead law schools to reduce tuitions to attract more students in the absence of extra funds and endowments. This may be more likely in law schools that rely on students' tuition for most of their revenue—consider an increase in the number of applicants *because* of the low tuition could rather help the law schools' financial situation. This will also be more likely for law schools that do not want to reduce the number of faculty and staff and to compromise its academic scholarship to reduce their budget.[73]

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[69] *See e.g.* Spencer L. Simons, *Financial Basics*, *in* ACADEMIC LAW LIBRARY PERSPECTIVES: CASES STUDIES AND INSIGHTS 23–24 (Michelle M. Wu ed., 2015).

[70] *See* STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS, Standard 606 (AM. BAR ASS'N 2013–2014), available at http://goo.gl/fXxC79 (last visited June 2, 2015).

[71] Milles, *supra* note 58 at 512.

[72] Bar exams are considered extensions of school exams.

[73] Milles, *supra* note 58 at 515.

In order to attract more students, law schools should not try to minimize the role of their law library, which will not be helpful to the law school at all. A law school with poor research support, a less than desirable law library system, or without enough study and collaboration spaces will not attract enough students to increase their revenues, or make ends meet. In the contemporary information age, especially with Google, prospective law students will gain enough information to allow them to make an informed and smart decision to enter a law school and to be a lawyer, considering most of factors relating to employment prospects including clerkship, research fellows, scholars, etc. Most prospective students and their parents will know that high quality legal education comes along with a well-developed law library system.[74]

Milles also argues that law schools will not cut funds directly supporting faculty, implying that law libraries are not directly supporting faculty, and suggesting at the same time that some faculty may think negatively that the roles of libraries are simply to provide 'access' to electronic databases.[75] Admitting that "the battle for academic distinction rages continually at almost every law school in the United States, at both an institutional and person level,"[76] and denying that law libraries do support this battle, however, is ironic. How can a law school keep its reputation as a scholarly institute by sacrificing its source of thinking and ideas? How can scholars do research and write scholarship without rich literature from either print or databases provided by their library system?

Milles took the extreme position that most faculty perform all their legal research online,[77] implying that (1) libraries are not relevant to selecting and processing the online information resources, and (2) assuming that online resources are less expensive than print collections. Milles supports his argument by introducing Paul Campos's comment that "… the millions of dollars

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[74] *See e.g.* AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, AMERICAN LIBRARY ASSOCIATION, *Parent Advocate Toolkit*, http://www.ala.org/aasl/advocacy/tools/toolkits/parent-advocate (last visited June 2, 2015); PENNSYLVANIA SCHOOL LIBRARIANS ASSOCIATION, *Tools for Parents*, http://www.psla.org/advocacy/parents/tools-for-parents (last visited June 2, 2015); SCHOOLLIBRARYPALS: PARENTS ADVOCATING LIBRARIES IN SCHOOLS, http://schoollibrarypals.wikispaces.com/ (last visited June 2, 2015).

[75] Milles, *supra* note 58 at 516–17.

[76] Milles, *supra* note 58 at 516 (quoting Brian Leiter, *Measuring the Academic Distinction of Law Faculties*, 29 J. LEGAL STUD. 451 (2000)).

[77] Milles, *supra* note 58 at 517.

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per year that the typical law school expends on maintaining a comprehensive law library could be reduced to a more rational level of expenditure."[78]

First of all, research cannot be done exclusively online. Milles' and Campos' arguments must be based on the erroneous assumption that all legal materials, including books and journal articles, are digitized and organized in mega-databases such as Westlaw, Lexis, and HeinOnline. Second, subscription databases, and the electronic information in them, cost an arm and a leg to access. Milles and Campos mistakenly believe that they can afford all of these high-cost databases, which have authentic, reliable legal sources, without realizing that the majority of databases that a law library subscribes to account for the lion's share of the library's budget, along with costs of personnel doing selecting, processing, researching, and teaching. Lastly, this confusion about the possibility of significant reduction in library budget originates from the "mistaken assumption about libraries that is common among lay people, that they are merely collections of books."[79]

B. The Future of U.S. Law Librarians

We are experiencing a huge technological change. As Moore's Law suggests, technology has been exponentially improving since 1971.[80] Oliver R. Goodenough suggests that we are in stage 3.0 of technological innovation, where technology overturns much of the current systems and replaces them with something else.[81] This topic alone is enough to make us start talking about the future of the law librarians. This discussion of the future of law librarianship is more specifically stimulated by the widespread availability of the Internet,[82] significant developments of computational technologies (search algorithms for

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[78] Paul Campos, *The Crisis of the American Law School*, 46 U. MICH. J. LEGAL REFORM 177, 194–95 (2012) (quoting Herbert Stein, *Herb Stein's Unfamiliar Quotations*, SLATE (May 16, 1997)).

[79] Richard A. Leiter, *Law Librarians' Roles in Modern Law Libraries in* ACADEMIC LAW LIBRARY PERSPECTIVES: CASES STUDIES AND INSIGHTS 387 (Michelle M. Wu ed., 2015).

[80] *See Moore's Law*, WIKIPEDIA, https://en.wikipedia.org/wiki/Moore%27s_law (last visited July 15, 2015).

[81] Oliver R. Goodenough, *Stages of Technological Innovation in Law: A Conceptual Frame*, Presentation at the National Summit on Innovation in Legal Services, (May 2015), available at http://perma.cc/JS5E-J7LV (last visited July 15, 2015).

[82] *See* Hannah Furness, *Libraries Could Outlast the Internet, Head of British Library Says: Stop Asking Whether Libraries Will Still Exist in the Digital Age, Roly Keating Says*, THE TELEGRAPH, (May 25, 2015), http://www.telegraph.co.uk/culture/hay-festival/11627276/Libraries-could-outlast-the-internet-head-of-British-Library-says.html (last visited May 28, 2015).

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semantic search, and legal information retrieval with user-friendly platforms), and the tremendous increase in the amount of digitized materials. In other words, law libraries and the roles of law librarians are significantly being affected by the increased amount of digital materials freely available on the Internet in combination with the development of search engines like Google, and subscription databases armed with great legal searching algorithms, such as WestlawNext. Vendors of subscription databases are also providing very skilled research trainings to their subscribers. They are creating online tutorials and research guides as well as face-to-face class instructions and training sessions. To make it worse, attorneys are under the misconception that they can find any information on the Internet—even though they cannot find it when they need it, or cannot evaluate the reliability of information they found.[83] While Robert MacCrate in 1996 suggested that the transition to technology would not occur until attorneys felt comfortable with new technology and the technological infrastructure was well-developed, now, around twenty years later, it seems that such an environment has arrived, and attorneys are feeling unreasonably comfortable using various new online research tools and technology.

Print-focused collections in an academic law library, which were started and endorsed by Professor Langdell in the late 19th century,[84] are faced with significant reductions of size, or even complete demise, due to the development of technology, including the digitization of print materials and availability of e-books. As John G. Palfrey said, "The emergence of the digital information environment is also prompting hard questions about the role and the function of all libraries."[85] The promotion of research law libraries based on the print casebooks of Langdell[86] is now a story of the past. Even the Socratic Dialogue method of teaching, based on print casebooks, has been criticized by many scholars and practitioners, including the authors of the ABA's MacCrate Report[87] in 1992 and the Carnegie Report[88] in 2007. Like

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[83] Moyer, *supra* note 54 at 266.

[84] Brock, *supra* note 16 at 343; Albert J. Harno, LEGAL EDUCATION IN THE UNITED STATES 129 (1953) (Langdell suggested that "printed books were the ultimate sources of all legal knowledge and the content of these printed books was to be made up of selected cases—thus, students were confined in their study of the law to the reading of adjudicated cases.").

[85] John G. Palfrey, *Come Now, Let Us Reason Together: A Clean Slate Project on the Future of Libraries*, LIBR. J. (May 23, 2011), available at http://lj.library journal.com/2011/05/digital-content/a-point-counterpoint-on-the-digital-public-library-of-america/ (last visited May 29, 2015).

[86] Brock, *supra* note 16 at 344.

[87] THE TASK FORCE ON LAW SCHOOLS AND THE PROFESSION: NARROWING THE GAP, AMERICAN BAR ASSOCIATION, LEGAL EDUCATION AND PROFESSIONAL

the early 20th century law libraries, small law libraries, which used to be called "bread-and-butter" institutions, are being affected by the contemporary technological trends, while the larger research libraries are actively trying to set trends.

Relying too heavily on online legal research via Google and Westlaw, students, faculty, and lawyers began doubting the roles of law libraries and librarians in the American legal society and education. Is this technological change really supporting the idea that "the influence of librarians is diminishing?"[89] Law librarians are criticizing this unsubstantiated idea. Those doubters of the roles of librarians do not properly realize the limits of online legal resources.[90] They cannot see law librarians' significant contributions to the creation of such online resources and delivery of high-quality added-values to them through processing information in the formats of research guides, pathfinders, class room teaching, one-on-one training, webinars, etc. resulted from librarians spending enormous amounts of time and effort researching and selecting materials. Jeffrey Brandt suggests that "the ability to access data and turn it into information that is provided to professionals to make them knowledgeable should be a librarian's major goal."[91]

Some people also mistakenly link librarians' roles only to a collection of prints, saying that "… the book-on-the-shelf library is virtually obsolete in the electronic information age."[92] In addition to the fact that a majority of international and foreign legal materials have not been digitized, we are living in the hybrid era of print and digital materials.[93] Palfrey suggested that the new questions we should be considering are how should we allocate and balance virtual and physical collections and how should a library adjust its services[94] under the "new normal" technological reality.

DEVELOPMENT – AN EDUCATIONAL CONTINUUM (July 1992) [hereinafter "MacCrate Report"].

[88] WILLIAM M. SULLIVAN, ET AL., EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW (2007) [hereinafter "Carnegie Report"].

[89] Milles, *supra* note 58 at 519.

[90] *See* Jootaek Lee, *Gatekeepers of Legal Information: Evaluating and Integrating Free Internet Legal Resources into the Classroom*, 17 BARRY L. REV. 221 (Spring 2012), *reprinted in* ACCESS TO LEGAL INFORMATION & RESEARCH IN DIGITAL AGE 165–91, (National Law University Delhi Press: New Delhi, India, 2012).

[91] *See* Moyer, *supra* note 54 at 269.

[92] Milles, *supra* note 58 at 518 (quoting BRIAN Z. TAMANAHA, FAILING LAW SCHOOLS 173 (2012)).

[93] John G. Palfrey, *Cornerstones of Law Libraries for an Era of Digital-Plus*, 102 L. LIBR. J. 171, 172 (2010).

[94] Palfrey, *supra* note 85.

Furthermore, libraries have many more roles to play. Just as Kenneth J. Hirsh's definition of a law library as "an operation whose mission is to provide both services and resources optimized to meet the research, teaching, and learning needs of the school's faculty and students,"[95] so librarians are standing in front and leading this mission, regardless of the format of the materials therein. Libraries are a "portal to the world," a "social knowledge network," "transforming user behavior and character," and a "transformative and communal place."[96] Libraries, these days, are also becoming experimental laboratories to create new knowledge by adopting interdisciplinary and empirical social science research methods and hiring empirical research librarians.[97]

Milles suggested that some comments which were submitted to the ABA Task Force on the Future of Legal Education in 2013[98] indicated "expenditures on libraries as wasteful and unnecessary."[99] At the same time, however, he suggested in a footnote that the task force was dominated by practicing attorneys, not academics. Obviously, these comments came from people who are not experts on law libraries and information organizations. It is easy to say that something is wasted when one does not know about it well. It is easy to say that law libraries are wasteful when attorneys did not visit the law library for research when they attended law school and, in reality, are not currently doing their own research as most of their legal research has been assigned to new associates or clerks. Again, part of the reason for the confusion is the "mistaken assumption about libraries that is common among lay people, that they are merely collections of books."[100] They do not understand how complex information is processed, connected, and organized in a law library,[101] and that law librarians are located at the center of this information organizing, selecting, processing, weeding, researching, and teaching. The idiosyncrasy of a law library depending on its law school's missions and its iconic, cultural role cannot be easily ignored because of lack of knowledge of it.

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[95] Kenneth J. Hirsh, *Like Mark Twain: The Death of Academic Law Libraries Is an Exaggeration*, 106 LAW LIB. J. 521, 527 (2014).

[96] Paul D. Callister, *Law and Heidegger's Question Concerning Technology: A Prolegomenon to Future Law Librarianship*, 99 LAW LIB.J. 285, 304–05 (2007).

[97] *See* Armin Falk and James J. Heckman, *Lab Experiments Are a Major Source of Knowledge in the Social Sciences*, 326 SCIENCE 535–38 (2009).

[98] ABA: TASK FORCE ON THE FUTURE OF LEGAL EDUCATION, *Comments*, http://www.americanbar.org/groups/professional_responsibility/taskforceonthefuture legaleducation/comments2.html (last visited May 28, 2015).

[99] Milles, *supra* note 58 at 518.

[100] Leiter, *supra* note 79.

[101] *See* Palfrey, *supra* note 93 at 189; Furness, *supra* note 82.

People tend to start discussing the future of a society, a group, or an organization when there are innovative changes especially in terms of technology. When a society is experiencing a change and leaping into a new technological era, people have a strong tendency to attempt to foresee the future. But on many occasions, talking about the 'future' is reflecting humans' passive, weak side of a coin, while the other side of the coin has proactive strategic plans which humans keep trying to make in order to cope with new crisis and problems. Pessimists will say that because the future is not bright, everything will perish and disappear, and we have to cut and reduce many things. The first victim should be a budget-draining law library.

Optimists will assert that even if there are crisis at the moment, we should make better plans to cope with those problems. The future means "exciting opportunities" rather than "daunting challenges."[102] "Maintaining the status quo is not a viable option for academic law libraries."[103] Since we will go through this tunnel, and at some point, see the lights again, we should keep the cultural and iconic places, but in better condition with a customized format. Ron Wheeler suggests emphasizing that law libraries should stay relevant to the cutting-edge technologies, which are what our students and other law library patrons are expecting.[104] Wheeler sees a bright future for law libraries saying:

> I see a bright, techy, and Jetsons-like[105] future for law libraries. It is a future full of gadgets and robots and smart machines that will revolutionize how we think about the law, how we practice law, how we teach law, and how we conduct legal research.[106]

John Palfrey also stands in the optimistic stream, saying:

> The argument needs to move past nostalgia and toward a bright and compelling future for libraries as institutions, for librarians as professionals, and for the role that libraries play in vibrant democracies.[107] . . . Our common goal

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[102] Moyer, *supra* note 54 at 272.

[103] Hirsh, *supra* note 95 at 527.

[104] Ronald Wheeler, *Is This the Law Library or An Episode of the Jetsons*, 20 J. LEGAL WRITING INST. (forthcoming 2015).

[105] *Citing The Jestons* (Hanna Barbera television broadcast 1962 – 1988).

[106] Wheeler, *supra* note 104.

[107] John G. Palfrey, *Do We Still Need Libraries?* JOHN G. PALFREY (Dec. 30, 2012), http://jpalfrey.andover.edu/2012/12/30/do-we-still-need-libraries/ (last visited May 29, 2015).

should be to seize the opportunities while mitigating the threats associated with the challenges.[108]

Conclusions

Law libraries will continue to exist supporting various constituencies of law schools and will stay as a core of scholarship and a stage for practical apprenticeship. We should be in the consensus to admit that law libraries and law librarians are still needed for many different reasons.

Today, law librarians should ask themselves questions directed more toward the positive ideas rather than toward passive responses. For example, rather than asking questions such as "the Yirka Question" which asks, *"What should law libraries stop doing in order to address higher priority initiatives?;"*[109] I would rather suggest we ask the following two questions, *"What can and should law librarians do for a greater law library in a limited budget?"* and *"How do we add and deliver more values to the library patrons?"*

There have been many suggestions and ideas which can promise a bright future for law libraries. Kenneth J. Hirsh emphasizes enhancing faculty scholarship efforts, taking a greater teaching role, and being involved with the academic support programs through a high level of customized service.[110] Law librarians should be more flexible, adaptable, and conversant.[111] Law librarians must be proactively and cooperatively connected with the other departments of an organization in terms of information.[112] Their proactive role is closely linked to strong leadership.[113] While I agree with most of them, I would like to give more emphasis on positive marketing efforts by law libraries and librarians through proactively contacting and talking with most constituents of an organization, including computer or information system departments, being visible at the front doors and hallways or in a virtual world through various communication tools, regularly providing current awareness sources, being involved with in law school activities and events as well as moot court teams and law reviews and journals, and asking what they need both formally and informally.[114]

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[108] Palfrey, *supra* note 93 at 189.
[109] Hirsh, *supra* note 95 at 528.
[110] *Id.*
[111] Wilson*, supra* note 57.
[112] *Id.*
[113] Moyer, *supra* note 54 at 271.
[114] *See* Moyer, *supra* note 54 at 272.