

Why We Need Trained Law Librarians: A Selective Annotated Bibliography **by Brian M. Raphael¹ and Pauline S. Afuso²**

This selective, annotated bibliography focuses on the topic of the importance of trained law librarians in the academic law library environment. Because many of the issues facing academic law librarians are the same issues facing both law librarians in other settings as well as general academic librarians, the bibliographers have included works that address law librarianship generally (not specific to the academic context) as well as works that discuss academic librarianship generally (not specific to the law context).

Included in this bibliography are citations to books, book chapters, articles, and audiotapes. Web site addresses are also provided within the bibliographic entries for related internet resources. Given the many changes that have taken place in law librarianship in the past decade, only works published since 1996 have been included in this bibliography.

The bibliographers searched the following databases for this bibliography:

INFOSCIABS (Information Science Abstracts (Dialog through Westlaw))

LRI (Legal Resources Index (through Westlaw))

Library and Information Science Abstracts (through SilverPlatter)

Library Literature (through FirstSearch)

JLR (Journals and Law Reviews (Westlaw))

TP-ALL (Texts and Periodicals - ALL (Westlaw))

WorldCat (through FirstSearch)

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Books

Association of College and Research Libraries. Ad Hoc Task Force on Recruitment & Retention Issues. *Recruitment, Retention, and Restructuring: Human Resources in Academic Libraries*. Chicago: American Library Association, 2002.

This white paper examines recruitment and retention issues in academic libraries in light of an increased demand for and a decreased supply of skilled library professionals. Offers strategies to enhance recruitment efforts and suggests the possibility of restructuring library education and the workforce to meet the needs of the library profession.

Bridges, Karl, ed. *Expectations of Librarians in the 21st Century* (The Greenwood Library Management Collection). Westport, CN: Greenwood Press, 2003.

A collection of short essays written mostly by academic librarians about the knowledge, skills, and attitudes they expect and hope to find in new librarians. According to Leigh Estabrook, who wrote the forward to this collection, “[a]lthough each perspective is unique, these authors, read together, paint a portrait of intelligent, educated, creative, technologically savvy new librarians driven by a shared commitment to assist people in finding and using information effectively.”

Danner, Richard A., ed. *Toward a Renaissance in Law Librarianship: The Report, Recommendations, and Materials of the American Association of Law Libraries Special Committee on the Renaissance of Law Librarianship in the Information Age*. Chicago: American Association of Law Libraries (AALL), 1997.

Presents the Report and Recommendations of the AALL Special Committee on the Renaissance of Law Librarianship in the Information Age, which “redefine[s] law librarianship in light of radical changes in systems of information delivery.” The report discusses the technological, economic and social changes affecting law libraries and the values, knowledge, traits, attitudes and skills law librarians will need to adapt to these changes. The committee’s position is that “a library without walls does not mean a library without librarians.” Along with the report are transcripts from a town meeting on the future of law librarianship (held in Indianapolis on July 22, 1996) and a variety of papers presenting various views on the future of the profession. (The Special Committee Report is also available on the AALL web site <www.aallnet.org/products/pub_renaissance.asp> (last accessed 1/27/04).)

Jordan, Peter. *The Academic Library and Its Users*. Aldershot, England: Gower Publishing, 1998.

Examines what academic libraries and librarians need to do to meet the needs of their users (including students and faculty/staff). Focuses mainly on libraries, studies and reports from the UK. Addresses the different types of students in an academic setting as well as trends in student behavior. Discusses knowledge and skills that librarians must possess to fully meet their users' needs. Concludes with a discussion of major changes occurring in academic libraries as a result of technological advances. The author believes that librarians need to consider these changes if they are to continue to play a vital role in the academic environment.

Robles, Kimberley and Neal Wyatt. *Reference Training in Academic Libraries* (CLIP Note #24). Chicago: American Library Association, 1996.

Contains materials from a study conducted in 1995 to assess training efforts being done in small and medium-sized academic libraries throughout the country. Includes the survey questionnaire used for this study as well as an analysis of the survey results. Contains sample guidelines, policies, and other documentation from many of the academic library institutions that provide ideas for training new academic reference librarians. The brief introduction succinctly describes the importance of training for reference librarians. A selected bibliography on academic reference librarian training is also provided.

Stuart, Lynne M. and Dena Holiman Hutto, eds. *The Changing Face of Reference*. Greenwich, CN: JAI Press, Inc., 1996.

Examines how reference services have been affected in recent years by technological and other societal changes. Focuses on reference in academic libraries. Each chapter is written by a different author, each of whom (according to the editors) "see[s] these changes as opportunities to create new ways of providing assistance and instruction, to reach out to new groups of library users, and to embrace new technologies, exercising skills and technological expertise traditionally considered to be outside the boundaries of the library profession." The editors believe that librarians are moving away from a collection-based model to a more service-based model of reference services.

Watson-Boone, Rebecca. *Constancy and Change in the Worklife of Research University Librarians* (ACRL Publications in Librarianship, no. 51). Chicago: American Library Association, 1998.

Provides perspectives on working in a research university library in the mid-1990s. Based on interviews and observations of 29 librarians at the Midwest Research I University (MIRI-U). Interviewees discuss their worklife and how they view their work. The four types of work covered are collection, cataloging, reference and “learning-teaching-training.” Includes an extensive bibliography.

Book Chapters

Badke, William B. *From Custodian to Navigator: The Amazing Heroic Journey of the New Information Specialist*. In *Musings, Meanderings, and Monsters Too: Essays on Academic Librarianship* (Martin H. Raish, ed.). Lanham, MD: The Scarecrow Press, Inc., 2003.

Considers whether academic librarians are still needed today. Discusses how the academic librarian’s role has changed considerably since the 1980s as a result of new technologies and student preferences. The author believes that librarians need to take on the role of a navigator rather than a broker, so that the student is more in charge of finding information. Describes this role of navigating in the context of cataloging and reference and emphasizes the importance of increasing the information literacy of students so they can be empowered. Concludes that academic librarians are well suited for the job of navigator but that they need to promote themselves to their patrons in order to be successful.

Graves, Rebecca S. *Giving Away the Keys to the Kingdom*. In *Musings, Meanderings, and Monsters Too: Essays on Academic Librarianship* (Martin H. Raish, ed.). Lanham, MD: The Scarecrow Press, Inc., 2003.

Describes the role that academic librarians need to play to make students competent, self-sufficient researchers. The author believes librarians can help to instill in students a feeling of comfort in using the library. She concludes that librarians need to both market their services (i.e., ascertain and serve the needs and interests of their users) as well as promote themselves (i.e., advertise their services and persuade that they are the best suited to assist their users in meeting those needs).

Lewis, David W. *Change and Transition in Public Services*. In *Restructuring Academic*

Libraries: Organizational Development in the Wake of Technological Change (ACRL Publications in Librarianship, no 49) (Charles A. Schwartz, ed.). Chicago: American Library Association, 1997.

Considers the changing roles and skills of academic librarians as a result of technological and other fundamental changes facing academic libraries in recent years. While the author focuses on public services, he notes that the traditional line between public services and technical services is likely to vanish.

Articles

Abrahams, Sharon M. *Librarians Training Lawyers*. 90 Law Library Journal 71 (1998).

Although geared towards the law firm setting, this article sets out a framework for training lawyers. Key to this article is the section on adult learning and steps the trainer can take towards reducing anxiety and facilitating a good learning experience.

Arundale, Justin. *How Much Law Should Librarians Know?* 103 New Library World 376 (2002).

Describes a small research project that studied senior library and information service managers and their knowledge of various legal topics. The purpose of the study was to assess if it is worthwhile to include elements of law in the LIS curricula. The author concludes that while issues pertaining to copyright and data protection are common to librarians, other topics are more situational. The author concludes that a more extensive study needs to be done to confirm these conclusions.

Byrne, David. *What Law Librarians Need to Know to Survive in an Age of Technology*. 29 Law Librarian 18 (1998).

Discusses some of the challenges faced by both U.S. and U.K. law libraries in this age of technology. Also identifies and describes the professional and personal competencies of special librarians, as identified in 1996 by the Special Libraries Association (SLA). The author believes that professional organizations have an important role to play in promoting law library competencies to employers. (The 2003 revised version of the SLA's list of competencies for information professionals can be found at their Web site <<http://www.sla.org/content/SLA/professional/meaning/comp2003.cfm>> (last accessed 1/9/03).)

Campbell, Daniel R. *Law Librarians Must Redefine Their Roles in the Era of Information Technology*. 6 AALL Spectrum 5 (November 2001)

Discusses the importance of library professionals taking over many technology oriented tasks related to the information needs of their users. Examples of tasks the author believes are well suited for law librarians include making legal information available on the Web, helping with technical problems related to online research systems, and helping to navigate databases. Advocates that librarians need to work closely with technology staff to meet their users' needs.

Competencies of Law Librarianship. 5 AALL Spectrum 14 (June 2001).

Describes and lists the competencies of law librarianship as identified by the American Association of Law Libraries (AALL). Competencies are defined as the "knowledge, skills, abilities and personal characteristics that help distinguish superior performance" (Kenneth H. Pritchard, CCP. Society for Human Resource Management White Paper, August 1997, reviewed April 1999). Included in the list are "core competencies" that apply to all law librarians as well as specialized competencies that apply to specific areas of law librarianship. (The list of competencies is also available on the AALL Web site <<http://www.aallnet.org/prodev/competencies.asp>> (last accessed 1/9/03).)

Cooper, Eric A. *Credentialing Challenges and the MLS: Securing the Law Librarian's Credibility within the Legal Profession.* 9 Trends in Law Library Management and Technology 5 (February 1998).

Discusses the challenges faced in establishing a credentialing system for law librarians. The author argues that law librarians possess unique skills, making certification and licensing legitimate goals. He questions however whether such processes are worth pursuing in light of the challenges and difficulties that credentialing poses for the profession.

Cooper, Eric A. *The Indispensability of Law Librarians in Tomorrow's Electronic Environment.* 8 Trends in Law Library Management and Technology 1 (March/April 1997).

Discusses the role of the law librarian in a "virtual law library" environment, in which print sources have been replaced solely by electronic and online databases. The author argues that law librarians are essential, even in an exclusively electronic environment, given that the skills needed to access print sources are also required to access electronic materials and given that librarians are still needed for acquiring, indexing, organizing, as well as teaching the use of electronic materials.

Danner, Richard A. *Redefining a Profession.* 90 Law Library Journal 315 (1998).

Examines the challenges that the law library profession faces as information becomes more accessible to library users and as other information professionals (e.g., information technologists) compete with librarians in the provision of library services. Compares the knowledge base, set of skills, and competencies required of librarians with those required of information technologists. The author stresses the importance of providing “context to the client’s process of information seeking.” He argues that librarians need to develop greater technological proficiency and play a larger role in the development of new finding tools (which he contends has largely been taken over by information technologists). He concludes that librarians must make an effort to adapt to the changes that have taken place in the information field.

Duguid, Paul. *The Social Life of Legal Information: First Impressions*. 7(9) First Monday (September 2002) (available at <www.firstmonday.org/issues/issue7_9/duguid/index.html> (last accessed 1/28/04)).

In the past, law schools have been slow to use technology to encourage distance learning, preferring to maintain the interactive and social experience inherent to legal education. Conversely, law libraries, through budget and space constraints, have used technology to maintain collections and increase access to sources. However, the communal, social and personal aspects have diminished. The author predicts that as law schools gradually incorporate technological education models and become less interactive, it will be libraries and librarians that will fill the social and communal gap.

Ellenberger, Jack. *Skill or Profession?* 5 AALL Spectrum 6 (June 2001).

A summary of past certification efforts by the American Association of Law Libraries (AALL). Discusses pros and cons of certification and other methods of validating law librarian competence. The author’s conclusion is that the AALL scholarship program is the most efficient way to help new members gain the best education for the positions sought.

Gee, David. *A Comparison of Four Premier Academic Law Libraries in the United States and the United Kingdom: The Findings of a Valuable International Placement*. 31 International Journal of Legal Information 520 (2003).

Describes the reader services provided by the law libraries at Columbia University Law School, New York University Law School, and Yale University Law School and compares and contrasts services offered at the University of London, Institute of Advanced Legal Studies Library. Although there were processes and programs specific to each library, the author found that all institutions had developed similar strategies to meet the changing needs of the different user groups.

Gontrum, Barbara. *Redefining Reference: Is the Reference Desk a Thing of the Past?* 3 AALL Spectrum 12 (November 1998).

Highlights and describes a number of important functions that academic reference librarians provide, including evaluating and filtering information for faculty, recommending research strategies, and teaching students how to use library resources. The author believes that these functions can better be served in an office setting and advocates that academic libraries move away from the “reference desk” model.

Grealy, Deborah S. *Leveraging the Wave: The Role of Today’s Academic Reference Librarian.* 59 The Reference Librarian 93 (1997) (also published in *Philosophies of Reference Service*, Celia Hales Mabry, ed. (The Haworth Press, 1997)).

Examines some of the challenges and opportunities facing academic reference librarians in our technological age. Emphasizes the need for librarians to provide the proper balance between traditional and electronic reference resources, develop expertise in a broader range of disciplines, and make the best use of limited resources. Also stresses the importance of flexibility, long-term planning, and creativity on the part of today’s academic reference librarians.

Hu, Robert H. *PR Statement Declares Value of Law Librarians.* 7 AALL Spectrum 8 (July 2003).

Briefly describes and sets forth the text of the “Statement on the Value Added to Organizations by Law Librarians,” drafted by the American Association of Law Libraries (AALL) Committee on Public Relations and adopted by the AALL Executive Board in April 2003. (The Statement is also available on the AALL Web site <www.aallnet.org/committee/pr_statement.asp> (last accessed 1/27/04).)

Hu, Robert H. *ROIs Can Validate your Library’s Value.* 7 AALL Spectrum 20 (October 2002).

Does the library help the institution’s bottom line? Using ROI – Return on Investment, a cost-and-benefit analysis tool, libraries can demonstrate that library services do contribute to profitability, and this is even applicable to institutions in a not-for-profit setting. The article contains references to ROI resources.

Jensen, Mary Brandt. *The Debate Over Degrees and Professionalism in the United States.* 29 The Law Librarian 14 (1998).

Discusses the need for law librarians to have a formal legal education. The author believes that such education is important for reference librarians, selectors of library materials, original subject catalogers, classifiers, and top level administration and policy-makers. Also discusses the importance of a library science degree for librarians, focusing primarily on reference and computer services librarians.

Kane, Mary Kay. *Technology and the Law School Librarian of the Twenty-First Century*. 95 *Law Library Journal* 427 (2003).

Outlines seven areas involving technology where librarians can play a significant role in the law school environment. These areas are: Collection Planning, Budget and Cost Containment, Space and Library Configuration, Management of E-scholarship, Student Training in Technology, Faculty Training in Technology, and Technology Supervision Outside the Library. The author concludes that librarians do not have to be trained differently to meet these technology challenges and that the current educational path of law librarians (i.e., an M.L.S. coupled with a J.D.) offers the most useful training.

Lavagnino, Merri Beth. *Networking and the Role of the Academic Systems Librarian: An Evolutionary Perspective*. 58 *College and Research Libraries* 217 (1997).

Examines the evolutionary role of the academic systems librarian, defined as one “in charge of managing automation in the library.” Discusses the activities, knowledge, and skills required of a systems librarian at the various evolutionary stages, with particular emphasis on the current stage, in which the duties of the systems librarian have greatly expanded as a result of the development of networking technologies. Describes current trends in higher education that may affect the role of the systems librarian in the future.

Leary, Margaret A. *Library Support for Faculty Research*. 53 *Journal of Legal Education* 192 (2003).

A retrospective look at the research and document delivery services provided to law school faculty at the University of Michigan. Discusses the roles and responsibilities of librarians in providing these services and how such services benefit the law school.

Lewis, Sheri H. *A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment*. 94 *Law Library Journal* 89 (2002)

Law librarians play a large role in assisting law faculty with their scholarship and with their teaching. The author asserts that a one-tiered approach to offering library services will not deliver adequate services to law school faculty. Rather, the author advocates a three-tiered approach that includes obtaining and maintaining current information about faculty interests, providing various methods of contacting the library, and proactively providing both research and administrative support for the faculty's research and teaching interests. The author believes this approach can greatly increase the value of the library in the eyes of the faculty.

Makdisi, John. *Improving Education-Delivery in the Twenty-First Century: The Vital Role of the Law Librarian*. 95 *Law Library Journal* 431 (2003).

Law schools are becoming more global and are developing more practice-oriented curricula. Consequently, the author asserts that it is the library, and in particular, the library director that will lead the school into the new technological era. The author provides standards and skills directors need to accomplish this important task.

Pedzich, Joan. *Paraprofessionals at the Reference Desk: Training and Documentation*. 18(2) *Legal Reference Services Quarterly* 91 (2000)

Discusses the trend toward using more paraprofessionals for reference services. The author lists the skills and traits needed by paraprofessionals who provide reference service and identifies the components of both an effective training program and a policy/procedures manual for such paraprofessionals.

Rader, Hannelore B. *Information Literacy in the Reference Environment: Preparing for the Future*. 71 *The Reference Librarian* 25 (2000) (also published in *New Technologies and Reference Services*, Bill Katz, ed. (The Haworth Information Press, 2000)).

Discusses how present day library users have different expectations and needs regarding information access as a result of the electronic information environment. The author argues that users today want information quickly and place a premium on convenience; reference librarians must take this into account in providing reference services, and it is necessary for librarians to be trained and stay current in order to meet the needs of today's users. Advocates the integration of user instruction and reference services so that both tasks are provided by librarians.

Rudge, Sarah and Catherine Andrews. *The Electronic Saga: The Changing Role of the Law Librarian*. 31 *The Law Librarian* 239 (2000).

Reports the initial findings of a British study in which law librarians at six universities were interviewed to assess how the electronic revolution has had an impact on law librarians and what types of training and skills are needed in light of the electronic developments. Among the skills identified by the researchers as important include an understanding of HTML, the ability to use “Web editor packages,” written communication skills, and the ability to evaluate electronic resources. The interviewees also stressed the importance of training students and faculty on the use of electronic resources and that there was not sufficient formal training to assist law librarians in their roles as teachers. The authors stress that their study is a qualitative one “based on individual perspectives and experiences.”

Siebers, Susan P. *Law Librarians – Positioning for Our Future Impact on the Legal Community*. 1 AALL Spectrum 8 (May 1997).

Examines the changing environment facing law librarians and how the job of librarians has become more complex and demanding in the information age. The author believes that the demand for more skilled library staff will be even greater in the future to assist with different methods of research and critically evaluating resources. She observes that the dividing line between public services and technical services librarians is not as sharp as it used to be and that librarians are no longer just “information providers” but are also “information facilitators,” “knowledge management consultants,” “knowledge brokers,” and “knowledge navigators.”

Smith, Robert H. *The Librarian’s Risk of Irrelevance (in the Eyes of the Law School Dean)*. 95 Law Library Journal 421 (2003).

Describes ways to prevent the library and its services from being dismissed as irrelevant to the mission of the law school. The author recommends that the director strengthen his relationship with the dean of the school by helping the dean accomplish his goals. Additionally, he describes some strategies for directors to develop a broader role for the law librarian.

Stanley, Deborah and Natasha Lyandres. *The Electronic Revolution and the Evolving Role of the Academic Reference Librarian*. 56 North Carolina Libraries 100 (Fall 1998).

Discusses the important role of the academic reference librarian in the electronic age. Examines the areas of reference instruction, cooperative teaching, electronic teaching, virtual and e-mail reference services, network technologies, and organizing electronic information. Concludes that librarians should be proactive in partnering with faculty and other colleagues on campus and that they should take a “life-long learning approach” in order to continue to develop their skills and knowledge in a dynamic virtual environment.

Whisner, Mary. *Finding What They Want to Know*. 93 *Law Library Journal* 727 (2001).

Discusses the reference interview in the law school setting. The author recalls good and bad reference interviews with a variety of library users and describes methods for using the reference interview to get to the patron's underlying information need.
(Published in a regular feature of *Law Library Journal* entitled "Practicing Reference.")

Whisner, Mary. *Learning from Library Science*. 95 *Law Library Journal* 295 (2003).

Examines a book published in 2002 entitled *Understanding Reference Transactions: Transforming an Art into a Science*, by Matthew L. Saxton and John V. Richardson, Jr. This book takes a scientific approach to critique studies that have found that reference librarians are right only 55% of the time. Saxton and Richardson do not determine accuracy with a binary scale and they consider many factors and variables involved with reference services. The author of this article (who acknowledges that the study of the reference interview can be both an art and a science) highlights Saxton and Richardson's conclusion that library education should focus more on the reference interview.
(Published in a regular feature of *Law Library Journal* entitled "Practicing Reference.")

Whisner, Mary. *What Do You Do All Day?* 94 *Law Library Journal* 661 (2002).

Articulates specific duties of reference librarians that are accomplished while away from the reference desk. Many of these tasks directly support reference and research work for faculty or are administrative functions common to managers.
(Published in a regular feature of *Law Library Journal* entitled "Practicing Reference.")

Young, Stephen. *The Future of the Law Librarian*. 30 *The Law Librarian* 242 (1999).

Discusses how the role of the law librarian needs to change in this technological age. Divides the role of the law librarian into three categories: collecting and preserving; cataloging and organizing; and accessing and disseminating. Briefly discusses how these functions have changed and need to change in the age of the Web and online databases. The author sees an important role for law librarians in the future but believes that librarians must recognize and respect the desires of the end-user to be more self-sufficient and have direct access to the new sources of information that exist.

Audiotapes

Mack, Marie, et al. *Law Librarianship Education for New Realities, New Roles* (American Association of Law Libraries (AALL), 94th Annual Meeting, Minneapolis, MN, 2001). Valencia, CA: Mobiltape, 2001.

This AALL program focused on the collaboration between the University of Kansas School of Law and Emporia State University School of Library and Information Management in designing a new program that provides students with a Master of Legal Information Management degree. This degree program is designed to prepare students to work in law library settings. The participants stressed the importance of trained law librarians and discussed how their new program and others like it can help to remedy the expected shortage of trained information professionals in the library field. The speakers for this program were Robert Grover (from Emporia State University School of Library and Information Management), Joyce A. McCray Pearson (from the University of Kansas, School of Law Library), and Nancy P. Johnson (from Georgia State University College of Law Library).

Slyhoff, Merle J., et al. *Future Libraries: Reality and Law Librarians* (American Association of Law Libraries (AALL), 89th Annual Meeting, Indianapolis, IN, 1996). Valencia, CA: Mobiltape, 1996.

This AALL program examined the viability of the concept of the virtual library. The first speaker, Michael Gorman (from California State University, Fresno), discussed some of the theories in his book *Future Libraries: Dreams, Madness and Reality*, which examines this topic. The two subsequent speakers, Richard Danner (from Duke University School of Law) and Kay Moller Todd (from Paul, Hastings, Janofsky, and Walker), addressed the issues raised by Professor Gorman as they relate to law libraries. Much of the discussion focused on the value and special role played by law librarians.