

PREPARING LAWYERS FOR PRACTICE IN THE NEW MILLENNIUM

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"[T]he library is the proper workshop of professors and students alike."

Christopher Langdell, 1887¹

I. INTRODUCTION

Throughout the twentieth century the Rutgers Law Library has provided the resources and training necessary to support the research needs of the law faculty and the future members of the profession. As the law library prepares to move into a new building, it faces new challenges in providing appropriate resources for legal research and practice. In the first half of the twentieth century, the library fulfilled its mission by collecting case reporters and digests, scholarly periodicals, and treatises in print. At the approach of the millennium, the library's mission remains unchanged, but its methods and tools have evolved: when users enter the new library, they will find virtual tools, such as computers and digital scanners, side-by-side with printed resources.

This essay traces the evolution in the library's legal research tools and training through the transformations of the Rutgers Law Library, from the first library in 1908, to the millennium building to be completed in 1999.² Next, drawing on the history of the Rutgers Law Library in particular, and of law practice in general, the essay discusses the impact of technology on the role of the library in preparing lawyers for practice in the twenty-first century.

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1. Christopher Columbus Langdell, *Harvard Celebration Speeches*, 3 LAW Q. REV. 118, 124 (1887).

2. The New Jersey Law School opened in 1908, but students used Prudential's library until the school had its own facility. See *infra* text accompanying notes 9-18.

II. BACKGROUND

Because Anglo-American common law depends on principles of *res judicata* and *stare decisis*, books have been the essential records of precedent for generations. At first, law libraries collected case reports from their local courts. As the number of law books increased, however, the libraries became central legal institutions—as important as the courthouse—and the law library became the heart of the modern law school.³ Christopher Langdell, a librarian and the founder of the case method of legal education, recognized that “law is a science, and that all the available materials of that science are contained in printed books . . . [Thus] law can only be learned and taught in a university by means of printed books . . . the ultimate sources of all legal knowledge.”⁴

In the United States, the early law library collections consisted primarily of case reporters. As the number of reporters increased, libraries added more and more of them. In the 1810 library, there were eighteen volumes of case reporters.⁵ In 1836 there were 473, and by 1885 there were 3,800.⁶ As the number of cases proliferated, it became difficult for researchers to find relevant precedent, so libraries added new case-finding tools, such as the West Publishing Company National Reporter System with the Key Number classifications.⁷ Through the use of West’s key numbers, it became possible for lawyers to find cases on the same points of law for all state intermediate appellate courts and federal courts in one series of reporters, the West reporters.⁸ As a result of this classification system, West publications became popular tools for research. By the beginning of the twentieth century, many academic law libraries included some or all of the components of the West reporter system.

3. See M. Nathan Katsh, *Communications Revolutions and Legal Revolutions: The New Media and the Future of Law*, 8 NOVA L.J. 631, 645 (1984).

4. Langdell, *supra* note 1, at 124.

5. See Thomas J. Young, *A Look at American Law Reporting in the 19th Century*, 68 L. LIBR. J. 294, 300 (1975).

6. See *id.*

7. See J. MYRON JACOBSTEIN & ROY M. MERSKY, *FUNDAMENTALS OF LEGAL RESEARCH* 65 (5th ed. 1990). West became so successful that the company began to publish the official reports for some states in addition to their own commercial versions which appeared in the National Reporter System.

8. See *id.* at 66.

III. THE NEW JERSEY LAW SCHOOL

On October 5, 1908, The New Jersey Law School, the predecessor of Rutgers Law School, opened its doors.⁹ Richard D. Currier held the first session of classes with thirty students assembled in a single room on the fourth floor of the Prudential Insurance Building in Newark.¹⁰ Initially there was no library, but the school founders recognized the need for a law library and made arrangements for students to use Prudential's library of more than 9,000 volumes.¹¹ The State also recognized the importance of the library and included a reference to the library and to book publication in the school's charter.¹² The corporate purpose clause stated that the New Jersey School of Law would "maintain and operate a law school, [and] establish and maintain a law library and . . . publish books."¹³

Details about the library during the early years are sketchy, but the law school yearbooks provide some information about its importance and its development. The 1927 yearbook editors noted that the library was housed in a building adjoining the Gothic structure of the law school on East Park Street.¹⁴ That same year, the yearbook referred to a collection of 6,500 volumes supervised by a librarian named Violet G. Cox.¹⁵ In 1930, the school moved into the renovated Ballantine Brewery Building at 40 Rector Street and the yearbook staff described the building as including "a two-story library capable of seating 500 students and of accommodating the collection of books which ha[d] . . . grown to over 10,000 volumes."¹⁶ The number of students had also grown substantially and peaked at 2,335 in 1927, when the school was reported to be the second largest law school in the country.¹⁷ With the onset of the Depression, the circumstances of the library and the law school took a downward turn, and by 1935,

9. See Carl Siracusa, *Rutgers University School of Law, Newark: A Brief History*, in DEDICATION, S.I. NEWHOUSE CENTER FOR LAW AND JUSTICE 32, 32 (1979). In another publication the author says it opened on October 4. See RUTGERS SCHOOL OF LAW, ALUMNAE/I DIRECTORY vii (1992) [hereinafter ALUMNAE/I DIRECTORY]; see also Seymour Isaacman, *History of the New Jersey School*, in THE LEGACY 12, 13 (1936) (citing October 5th as the day the Law School opened).

10. See ALUMNAE/I DIRECTORY, *supra* note 9, at vii; Isaacman, *supra* note 9, at 13.

11. See ALUMNAE/I DIRECTORY, *supra* note 9, at viii.

12. See Adrien B. Hommell, *The Story of NJ Law School*, in THE LEGACY 40, 40 (1927).

13. ALUMNAE/I DIRECTORY, *supra* note 9, at vii.

14. See Hommell, *supra* note 12, at 40.

15. See *id.* at 33, 40.

16. Maurice A. Rubinstein, *The Story of New Jersey Law School*, in THE LEGACY 33, 36 (1931).

17. See Isaacman, *supra* note 9, at 12.

the number of students declined to 442.¹⁸

IV. THE UNIVERSITY OF NEWARK

As law school enrollment and tuition revenues continued to languish, the president looked for a merger. In 1936, the school merged with the Mercer Beasley School to form the University of Newark. The importance of the library seemed to be a factor in the merger.¹⁹ Mercer Beasley was a small, thriving institution, but had a limited library and facilities.²⁰ After the merger, the collection was administered by "a graduate librarian and competent staff" and totaled 14,000 volumes.²¹

V. THE AMERICAN BAR ASSOCIATION AND LAW LIBRARIES

By the 1920s, the American Bar Association started making recommendations for legal education due to its concerns for the professional education of lawyers.²² In 1921, the ABA developed minimum standards for law schools and law libraries.²³ The early library "standards" said that law schools should provide an adequate library for the use of the students.²⁴ By 1928, however, the ABA required a minimum collection of 7,500 "well selected, usable volumes, not counting obsolete material or broken sets of reports, kept up to date and owned or controlled by the law school."²⁵ By 1955, the requirements had jumped to 20,000 volumes and schools with more than

18. See ALUMNAE/I DIRECTORY, *supra* note 9, at ix.

19. See *id.*

20. See Siracusa, *supra* note 9, at 34.

21. *History of the New Jersey School*, in THE LEGACY 23, 28 (1934). *Legacy*, the school yearbook, reports that the collection totaled 14,000 volumes. One of the early histories, however, noted that there were only 8,020 volumes at the time, and only 387 volumes were the property of the law school. See Vincent Fiordalisi, *The Rutgers Law Library*, J. OF THE RUTGERS U. LIBR., 13, 13 (1951). The balance, 7,633 volumes, were reported to be owned by Mr. Currier. See *id.*

22. See Laura N. Gasaway, *Academic Law Library Statistics, 1876-1992*, 84 L. LIBR. J., 573, 574 (1992). The American Bar Association was formed in 1878, and one of its goals was the improvement of legal education. In 1881, the ABA recommended education in law schools instead of reading for the law. See *id.* at 574-75.

23. See *id.* at 576.

24. See *id.* In 1927, the ABA set minimum budgets for collections at \$1,000. It also appointed its first full-time adviser on legal education who also served as secretary of the Association of American Law Schools. See *id.*

25. *Id.* (quoting CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING, REVIEW OF EDUCATION IN THE UNITED STATES AND CANADA FOR THE YEARS 1926 AND 1927 10 (1928)).

100 students had additional requirements.²⁶

Historically, legal training did not include formal training in legal research. As the size of library collections expanded, however, libraries took on new roles as bibliographic classrooms. Law librarians began to offer instruction in using case digests and other law-finding tools and invited publishers into the library to help teach.²⁷ At Columbia University Law School in 1912, for example, librarian J. David Thompson offered three lectures in legal research.²⁸ In 1915, Frederick C. Hicks gave a series of six voluntary, no-credit lectures that he subsequently turned into weekly seminars on legal research.²⁹ By 1917, at least twenty-nine law schools offered courses in legal research.³⁰ It is unclear whether Rutgers offered official legal bibliography instruction in those early years, but it did add a program in legal method sometime in the late 1940s, with legal bibliography as one component of the course.

VI. THE RUTGERS LAW LIBRARY

The shadow of war in Europe reduced law school enrollment significantly during the late 1930s and early 1940s. The number of students plummeted to around 200 at the brink of World War II and to thirty-seven in 1943.³¹ By 1946, the founders proposed another merger because shrinking enrollment and precarious finances again threatened the existence of the library and the school. That same year, the University of Newark was incorporated into the State University of New Jersey.³² Shortly after the merger, the school moved to 37 Washington Street, a three-story Victorian mansion that was previously owned by the Ballantine family.

At the time of incorporation, the library reported owning about 20,000 volumes, consisting of all the important state and federal

26. *See id.*

27. *See Joyce Manna Janto & Lucinda D. Harrison-Cox, Teaching Legal Research: Past and Present*, 84 L. LIBR. J. 281, 282 (1992). As early as 1820, Harvard Law School began creating a system of student-organized law clubs to provide instruction in legal research with the library staff's participation. Courses did not begin to flourish, however, until between 1902 and 1916 when publishers decided to promote their products. *See id.* Two of the early leaders in this area were West and Lawyers Co-operative, who sent representatives to lecture on legal research at law schools. *See id.*

28. *See id.* at 283.

29. *See id.*

30. *See id.* at 282.

31. *See Siracusa, supra* note 9, at 34-35.

32. *See id.*

reports, statutes, and digests.³³ By July 1951, the collection had grown to more than 35,000 bound volumes, and, for the first time, the role of the library was clearly spelled out in the *Journal of the Law Library* as supporting the needs of students, faculty, and the profession.³⁴

Library director, Vincent Fiordalisi,³⁵ stated that

for the five years that have elapsed since it became the Law Library of the State University, [the library] could point to its well-rounded acquisitions as evidence of the development of a collection to serve all types of patrons. It provides the essential cultural and research materials of the student body, the faculty and the expanding curriculum. It provides the essential tools for the practitioner, and it contains one of the best representative collections of law materials within the State.³⁶

Fiordalisi described the collection as including legislative, judicial, administrative, and New Jersey materials, in addition to 150 current legal periodical subscriptions.³⁷ Other histories of the school also note that the library was developing an impressive periodical collection at this time.³⁸

During these post-war years, we learn some interesting facts about the day-to-day operations of the library. For example, when the library ran out of expansion room, Fiordalisi lined the halls of the school with book cases containing parts of the library collection.³⁹ He also punched holes in the advance sheets and tied them together with string⁴⁰ and made use of an ozalid machine, an architect's tool for making copies. He may have used this device to help staff and other users make copies.

It was not long before the library and the school again outgrew their quarters. The next move, in 1965, was into a new building designed and built specifically for the law school. After extensive planning and financing through state and private contributions, the school moved into Ackerson Hall, named after State Supreme Court Justice Henry E. Ackerson, located at 180 University Avenue.⁴¹ The

33. See ALUMNAE/I DIRECTORY, *supra* note 9, at xii.

34. See Fiordalisi, *supra* note 21, at 14. More information about the library is available in occasional reports from the director of the library.

35. Vincent Fiordalisi was library director from 1946-1965.

36. Fiordalisi, *supra* note 21, at 16.

37. See *id.* at 15.

38. See ALUMNAE/I DIRECTORY, *supra* note 9, at xii.

39. See Interview with Professor Morris Cohen, Yale Law School (Jan. 9, 1999).

40. See *id.*

41. See ALUMNAE/I DIRECTORY, *supra* note 9, at xi.

library occupied the second and third floors and contained a collection of 107,138 volumes.⁴² Although the library was attractive, the building's design made it difficult to use. There were no internal stairs connecting the floors, and users had to exit the library, travel to another floor, and reenter to access different parts of the collection.⁴³ Cameron Allen⁴⁴ was the director at the time and argued without success for the addition of an internal stairway.⁴⁵ The library also lacked room to grow. Soon after moving into the new building, the school was forced to convert areas in the basement into library space to house the expanding collection and to convert study space on the second floor into closed stack areas to house part of the treatise collection.⁴⁶ By 1968, the library owned 143,315 volumes and provided service to 2,023 outside users.⁴⁷ By the mid-1970s, the library had no room for expansion, and the school also needed more space for classrooms and staff. Therefore, the school moved to its current home in 1978, the newly refurbished Fireman's Fund Building at 15 Washington Street.

For the next two decades, the library occupied the fourth, fifth, and sixth floors of its new home. By the early 1990s, as the collection of print and nonprint materials continued to grow, the library was also adding numerous computers, computer research laboratories, and computer teaching classrooms. With the changes in the services offered by both the library and the school, students and faculty agreed that a new building, or a major addition, was needed. In 1993, the American Bar Association reinforced this conclusion when, in the school's sabbatical reinspection report, it noted that the school needed a better facility.⁴⁸

VII. TECHNOLOGY AND RESEARCH

Throughout the first half of the twentieth century, law libraries did business as usual: providing patrons with books, including reporters, digests, treatises, law reviews, and loose-leaf sets. During the second half of the century, however, a series of technological innovations, including microforms, photocopiers, and computers

42. Rutgers-The State University School of Law, Newark, Library Annual Report and Budget Requests 1 (1965-66) [hereinafter Budget Requests].

43. *See id.*

44. Cameron Allen was library director from 1965-1981.

45. *See* Budget Requests, *supra* note 42, at 1-2.

46. *See* Rutgers-The State University School of Law, Newark, Library Annual Report 8-9 (1968-69).

47. *See id.* at 3.

48. *See* ABA SITE INSPECTION TEAM, REPORT, 47 (July 27, 1992). (Report available in the office of the author).

changed the way the users researched. Information was no longer confined to books, and researchers could access information, in nonbook format, from locations outside the library.

The first important innovation to affect researchers was microform technology, including microfilm, microcard, and microfiche. Microphotography, the technique used to reproduce text in a reduced size, was introduced in the 1940s.⁴⁹ Using this technique, publishers could reproduce from sixty to eighty pages of a book on a small opaque card or transparency that users could view with the help of an enlarger.⁵⁰

In the early 1960s, the Rutgers Law Library began to add selected holdings to the collection in these formats. Such purchases were limited, however, because researchers found microforms difficult to use. The move to this medium slowed throughout the country as well, and current statistics on law school library collections indicate that, on average, only one-third of the collections are composed of microforms.⁵¹ Today, about thirty percent of the Rutgers collection consists of microform holdings.

The second innovation, the photocopier, made information portable. Invented by Chester F. Carlson in 1937, the photocopier allowed users to mechanically reproduce material they had previously copied by hand.⁵² Photocopying saved time and allowed researchers to take information out of the library. It is unclear when the Rutgers library added this new technology, but it was probably in the early 1960s.⁵³

The arrival of the computer, the third innovation, made information instantly accessible from remote locations. This signaled the most dramatic change for law libraries and legal research. During

49. See ENCYCLOPEDIA BRITANNICA MICROPHOTOGRAPHY 872 (15th ed. 1984).

50. See *id.* The first generation of microphotography products to appear was the microcard, conceived by Fremont Rider, a United States publisher and editor, in 1940. See *id.*

51. See Betty W. Taylor, *Books vs. Non-Book Information*, 70 ST. JOHN'S L. REV. 129, 130 (1996).

52. See William T. Braithwaite, *How Is Technology Affecting the Practice and Profession of Law?*, 22 TEX. TECH L. REV. 1113, 1120-211 (1991). This process was ultimately bought by Xerox who introduced its first office copiers in 1958. See *id.*

53. See *supra* note 21. Fiordalisi was still using the ozalid machine in 1956, but by 1965 the library already had two photocopy machines. See *id.* The early copiers in Ackerson Hall were a mixed blessing. See *id.* They frequently stopped working, and, when functioning, were very slow. See *id.* Some users refused to use the machines because they disliked the language used by patrons when the equipment malfunctioned. See *id.* Others complained that by using the copiers they ended up with "too much information." See *id.* They claimed that it was easier to "write" the key passages and eliminate the unneeded information. Most, however, rejoiced at the flexibility that the copiers added to their research. See *id.*

the 1960s, libraries began to computerize. At first, the use of computers was limited to repetitive technical functions such as cataloging books, making acquisitions, and monitoring circulation.⁵⁴ By the 1970s, however, libraries began to use computers for information retrieval.

VIII. BOOKS VERSUS INFORMATION RETRIEVAL

Beginning in the 1970s, computerized database collections were introduced into legal research. Two of the earliest and most relevant databases for law libraries were Lexis and Westlaw. In April 1973, Lexis introduced its legal database.⁵⁵ In April of 1975, West Publishing Company put the first subscriber online when it introduced Westlaw.⁵⁶ The databases initially included only court decisions, but gradually expanded in scope to include administrative materials, legal periodicals, and law-related data, including wire services.

Some researchers gravitated to computer assisted legal research (CALR) immediately, but many did not. On-line charges, complex search techniques, and lack of access to full text databases initially were significant deterrents to many.⁵⁷ In time, however, vendors (particularly Lexis and West) improved search techniques and introduced flat-rate contracts for law schools to encourage widespread use of their databases by students. Law school graduates now routinely employ both books and computer databases when doing research.

During the mid-1980s and early 1990s, another retrieval medium—the Internet—became popular.⁵⁸ Information was posted on this medium by schools, universities, government agencies, and vendors, and libraries began providing access. As the Internet continued to expand in popularity, legal publishers moved many of their products to this medium on a subscription basis. In 1985, the ABA first noted the use of technology in legal research in the Standards for the

54. See *ENCYCLOPEDIA BRITANNICA MICROPHOTOGRAPHY*, *supra* note 49, at 873. Libraries introduced data processing into daily operations around 1935. At that time, the University of Texas Library introduced a circulation system based on punch cards, and the Montclair Public Library introduced one in 1941.

55. See William G. Harrington, *A Brief History of Computer-Assisted Legal Research*, 77 L. LIBR. J. 543, 553 (1984-85). "Lexis was introduced to the world at a news conference held at the Overseas Press Club in New York The first WESTLAW subscriber went on-line in April 1975." *Id.*

56. *See id.*

57. Early users of Lexis thought they needed to learn Boolean Logic in order to use the search connectors. Some databases, particularly the early versions of Westlaw, limited searches to the synopsis and head notes of court opinions.

58. See Robert Hobbes Zakon, *Hobbes's Internet Time Line v4.1* (last modified Apr. 10, 1999) <<http://www.isoc.org/guest/zakon/Internet/History/HIT.html>>.

Approval of Law Schools.⁵⁹ By the 1990s, computers and databases had become as much a part of the resources of the library as books.

IX. COMPUTER-ASSISTED INSTRUCTION

Just as publishers and librarians began to get involved in bibliographic instruction for books in the early 1900s, vendors and librarians began to offer computer-assisted instruction in the 1980s. Schools differ in their approaches to this form of instruction. In some schools, librarians provide all the training, in others, vendor representatives offer instruction. At Rutgers, librarians offer one-on-one instruction but allow selected vendors' representatives, Lexis and Westlaw, to hold classes for large groups of students. In 1999, recognizing the need for this type of instruction, the librarians began to offer classes in the use of law-related Internet databases, selected online resources, and CD-Rom products.

X. COMPUTERS IN THE RUTGERS LAW LIBRARY

The Rutgers Law Library responded to the needs of its users in the 1970s by supplying computers for word processing, and adding additional terminals for legal research.⁶⁰ The library added Lexis in 1979 and Westlaw in 1983.⁶¹ As demand for training and access grew, the library dedicated additional space for both functions. In 1997, the library converted a conference room on the fourth floor into a computer training classroom and, in the following year, added two public access terminals and a CD-ROM tower in the main reading room next to the reference desk.

By 1999, the library had fifty-nine computers for general research needs plus six terminals for access to the automated public catalog. In addition, through grant funding, the library placed seventeen terminals in student areas, including clinics and organizations. In

59. See James P. White, *ABA Standards for the Approval of Law Schools Proposed Amendments Pertaining to the Law School Library Adopted by the Council of the Section on Legal Education*, Dec. 14, 1985 (memorandum to deans of ABA approved law schools), available in WESTLAW, AMBAR-LE Database (reporting law Libraries Committee's recommendation that any proposed revisions in the library standards should reflect the current and prospective use of technology in legal research).

60. Actually, the first computer was added in the early 1970s. It was a dumb terminal connected to a computer in another school. It was housed in a small storage area adjacent to the main reading room on the third floor. Few students knew of its existence, and even fewer used it.

61. See Rutgers-The State University School of Law, Newark, Library Annual Report 1 (1978-79); Rutgers-The State University School of Law, Newark, Library Annual Report 2 (1983-84).

the early 1970s, there were no computers in the library; today, researchers have access to eighty-two computer terminals!

XI. TECHNOLOGY AND PRACTICE

As technology affected libraries, it also affected the practice of law. To remain competitive, law firms incorporated technology on many levels from simple fax transactions and basic word processing, to more complex procedures, such as work product databases, back office applications, and computerized legal research. In a recent survey, eighty-seven per cent of the attorneys questioned stated that law firms that use technology have a competitive advantage over those that do not.⁶² In another survey, ninety-six percent of the firms polled reported that technology had a positive impact on the firm's efficiency, and seventy-eight percent reported that it had an impact on the firm's bottom line.⁶³

XII. MILLENNIUM LIBRARIES

Law libraries have tracked the changes in technology and in law practices in order to find the appropriate mix of research tools and training to prepare members of the profession to practice in this rapidly changing period. Finding the best mix is challenging, as libraries seek to balance hard copy and digital information.

Some libraries have embarked on digitization projects aimed at converting their library's books into digital text. Columbia Law School Library started Project Janus to convert its books and microfiche titles into digital text. Chicago-Kent College of Law Library converted the school's International Relations Library into electronic databases accessible to patrons using off-site computers. The Library of Congress has a Digital Library Project⁶⁴ in progress, and New York University provides users with digital access to international human rights documents through Project Diana.⁶⁵ Other libraries have posted information on web pages to make it more accessible to users. The Rutgers Camden Law Library now provides users with

62. See M. Laska, *Electronic Research Now Dominant*, 27 MASS. LAW. WKLY. No. 3, Sept. 21, 1998, at B1.

63. See Chicago-Kent College of Law, *Chicago-Kent 1994 Large Firm Survey and Statistical Analysis* (visited Apr. 20, 1999) <http://www.kentlaw.edu/clc/survey/94_Large_Firm_Survey.html>.

64. See Library of Congress (visited Apr. 20, 1999) <<http://www.loc.gov>>; see also Larry Schankman, *Digital Library Resources* (last modified May 20, 1999) <<http://www.clark.net/pub/lshank/web/digital.html>>.

65. See *Project Diana, Online Human Rights Archive* (visited Apr. 30, 1999) <<http://diana.law.yale.edu>>.

access to primary New Jersey legal materials, including the opinions of the United States District Court for the District of New Jersey, the New Jersey Supreme Court, and the New Jersey Administrative Courts.⁶⁶

While determining the correct mix of resources remains difficult, providing the proper training is an even bigger challenge. Not only do libraries need to teach future lawyers how to use an increasing number of databases and products, they must also teach them how to evaluate the data they find. The Internet alone encompasses hundreds of thousands of potential sources of information from which to choose. A law professor recently compared three versions of the United States Constitution posted on the Internet and found variations in each.⁶⁷ As the number of resources available online multiplies, the problem of evaluating and authenticating what is found will also grow. One author reported that a search for the term "virtual library" using the Alta Vista search engine⁶⁸ yielded more than 100,000 hits.⁶⁹ When researchers use traditional tools, they are usually familiar with the value and the authenticity of the sources they cite. This is not always true of online sources.

The challenge for the law library in the twentieth century is to train users to sort through a myriad of databases, to access the information, and to evaluate its authenticity. Many practitioners are still uncomfortable with computer-based searching and do not take full advantage of it.⁷⁰ In a recent survey, fifty-two percent of lawyers polled agreed that librarians perform electronic legal research more effectively than they do.⁷¹ A few libraries offer training, and some even include classrooms equipped with computer teaching equipment. More libraries need to provide this type of instruction.

XIII. THE MILLENNIUM LIBRARY AT RUTGERS

The Rutgers Law Library has responded to the changes in technology and the needs of the profession by providing a variety of resources. The extensive book collection is supplemented with various online

66. See Rutgers, The State University of New Jersey: Law Library-Camden, *New Jersey Government & Legal Resources* (last modified May 13, 1999) <http://lawlibrary.rutgers.edu/links/new_jersey/index.htm>.

67. See Interview with Professor Johnny Burris, Nova Southeastern University School of Law (Jan. 8, 1999).

68. See (search performed Apr. 20, 1999) <[http://altavista.digital.com/cgi-bin/guery?pg=q&kl=xx&q=virtual library](http://altavista.digital.com/cgi-bin/guery?pg=q&kl=xx&q=virtual%20library)>.

69. See Sabrina I. Pacifici, *Virtual Libraries: Myth and Reality* (last modified Jan. 3, 1997) <<http://www.llrx.com/features/virtual.htm>>.

70. See *id.*

71. See *id.*

tools, CD-Rom products, and software programs. Using passwords, students can access legal and general databases either from the library, from their homes, or from other remote locations. The Library has two computer labs where students can use a variety of software packages, including word-processing, and can access the Internet. There is also a teaching classroom where faculty and students receive instruction in the use of legal databases and Internet resources. A distance learning classroom with teleconferencing capability is available as well. Currently, the library is exploring the possibility of adding scanning equipment to place selected materials—including landmark clinic litigation files, faculty research, and practice examinations—in digital computer files for access by researchers.

Whatever direction the needs of the profession take in the future, the new Rutgers library is well positioned to support and train users. The library occupies more than forty percent of the law school space in the new building and contains the tools necessary to help users find information in every medium—hard copy, CD-ROM, and database—as well as from multiple locations—both virtual and actual. Every seat in the library is wired for power and data. In addition, workstations throughout the building are wired; these include student spaces in the clinics, student and faculty offices, study rooms, seating areas in the great hall, and other open spaces. All classrooms are wired and six are equipped for variations of computer teaching and learning (including distance education).

The new building also houses a special classroom equipped with teaching hardware and software. Instructors will be able to project a computer image on a large screen so that all the participants can see the contents and manipulate individual screens to make certain that students can find the appropriate data. They will also be able to make use of “smart” white boards that have special writing surfaces connected to computers. This allows the trainer to capture any data written on the white board to the computer for future reference or distribution. The computer will also project information onto the smart board and the instructor can either use marker pens and highlight data, capture the data on a disk, or touch the Internet address to instantly link to the site.

The library also includes growth space for traditional hard copy resources in 58,197 linear feet of shelving. In addition to the standard fixed shelving, the library will include compact shelving, which doubles the number of volumes that can occupy a given amount of floor space. One floor of the library has been reinforced to accommodate additional compact shelving as the collection grows.

XIV. CONCLUSION

Since it was founded, the Rutgers Law Library has provided the support that professors, students, and members of the profession need to practice law. The library continues to evolve in response to technological development and user demand. Once a static warehouse for books and print material, today the library is a dynamic interactive institution that delivers information in multiple formats. Roger Abrams, former dean of the Rutgers Law School, said, "the law school is the library and the library is the law school."⁷² Regardless of the format, the Rutgers Law Library will continue to play a vital role in providing for the research needs of the profession in the new century.

72. Interview with Roger Abrams, former Dean, Rutgers School of Law-Newark (Sept. 1995).