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THE ACADEMIC LAW LIBRARY'S ROLE IN CULTIVATING THE RURAL LAWYER

THOMAS SNEED[†]

The shortage of lawyers in rural areas continues to grow. The need to cultivate and adequately prepare students interested in rural practice is also well known. So what can academic law libraries do to assist students for practicing in our less populated areas? This paper highlights the issues surrounding the practice of law in rural locations, with a focus on the skills which libraries are uniquely qualified to foster. This includes offering more state-specific legal research training, presenting insight into critical leadership and business skills, and providing "small benefits" such as library privileges, access to resources, and librarian assistance for alumni and members of the local bar with the appropriate marketing to build the library brand.

I was a rural lawyer. The law firm had three attorneys and was in small town in western Kentucky. During eight years in the local legal community, there were opportunities to be the county law librarian, the local CLE coordinator, and the treasurer for the county bar association. Every law firm library collection contained the same print resources with access to possibly one legal research database. On the career spectrum, local attorneys became judges and members of the state legislature. For networking purposes, lawyers in the same law firms would chose different civic organizations to join to ensure the law firm had a member in as many groups as possible. It was typical that every lawyer in town was active within both the legal community and the local populace.

Today, many of the lawyers from this part of western Kentucky are nearing retirement age. However, the number of younger lawyers in the area is low and not growing. From all appearances, the older attorneys will start to retire in the next few years with few replacement options in place. For rural areas, this is becoming the norm.

Numerous states have started programs to encourage attorneys to practice in less populated areas.¹ South Dakota has created the Rural Attorney Recruitment

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1. Beyond the states mentioned in the following sentences, other states including Iowa and Wisconsin have programs regarding rural practice. AMERICAN BAR ASS'N, *Rural Support Programs* (June 2018),

Program in conjunction with the State Bar of South Dakota,² while a joint venture between the Vermont Bar Association and the Vermont Department of Libraries has established the Rural Legal Education Project to expand education on legal issues to Vermont adults.³ Law schools have also stepped in to help. Examples include the Rural Law Opportunities Program involving the University of Nebraska College of Law and undergraduate institutions in Nebraska,⁴ the Rural Externship Program funded by the Dane G. Hansen Foundation at the Washburn University School of Law,⁵ and the Rural Practice Fellowships at the University of Maine School of Law.⁶

Academic law libraries can also play a role in preparing future attorneys for careers in the rural areas of our country. The library may not always be first on the mind of law school administrators when thinking of innovators in the areas of curriculum or alumni relations. However, the law library is well positioned to use the expertise and experience of the librarians to prepare students for rural practice issues. This paper will explore three ways for academic law libraries to assist in this vital mission.⁷ Libraries must be willing to teach state-specific legal research courses, present insight into critical leadership and business skills, and provide “small benefits” such as library privileges, access to resources and librarians assistance for alumni and members of the local bar supplemented with the appropriate marketing to build the library brand. These minor additions to the library’s mission will not only benefit the future rural lawyer, but are beneficial to all students and can place the library in a positive light for preparing practice ready attorneys for any locale.

I. WHAT IS RURAL?

The picture of a rural area may be different for everyone. Even government agencies come up with different ways to describe rural areas.⁸ There are also the

https://www.americanbar.org/groups/delivery_legal_services/legal_access_jobs_corps/lajc_resource_center/rural_support_programs.html. (last visited Sept. 27, 2018).

2. SOUTH DAKOTA UNIFIED JUDICIAL SYS., *Rural Attorney Recruitment Program*, <http://www.ujs.sd.gov/Information/rarprogram.aspx> (last visited Sept. 1, 2018).

3. VERMONT LIBRARY ASS’N, *Rural Legal Education Project — Free Law Programs at Vermont Public Libraries*, <http://www.vermontlibraries.org/rural-legal-education-project-free-law-programs-at-vermont-public-libraries/> (last visited Sept. 1, 2018).

4. NEBRASKA COLLEGE OF LAW, *Rural Law Opportunities Program*, <https://law.unl.edu/RLOP/> (last visited Sept. 1, 2018).

5. WASHBURN UNIV. SCHOOL OF LAW, *Rural Externship Program*, <http://washburnlaw.edu/students/externship/hansen.html> (last visited Sept. 1, 2018).

6. UNIV. OF MAINE SCHOOL OF LAW, *Fellowships for Current Students — Rural Practice Fellowship*, <https://mainelaw.maine.edu/career-services/fellowships/> (last visited Sept. 1, 2018).

7. *See infra* “Where is the State-Specific Research Instruction?” (discussing state specific legal research). *See infra* “The Library Can Help with Leadership and Business Skills” (discussing leadership and business skills). *See infra* “The ‘Small Things’ are Important” (discussing small benefits).

8. This paper examines the descriptions of rural areas from three government agencies: U.S. CENSUS BUREAU, *Geographic Terms and Concepts — Urban and Rural*, https://www.census.gov/geo/reference/gtc/gtc_urbanrural.html (last modified Dec. 6, 2012) [hereinafter U.S. CENSUS BUREAU, *Geographic Terms*]; EXEC. OFFICE OF THE PRESIDENT: OFFICE OF MGMT. & BUDGET, *OMB BULL. NO. 17-01*, Revised Delineations of Metropolitan Statistical Areas, Micropolitan

effects of being in a rural area, such as a lack of job opportunities, lower wages, and a weaker infrastructure in areas such as high speed internet, all of which help lead to a consistent decline in population.⁹ The larger concept of access to justice also is a part of our rural landscape. These issues have been covered widely and are beyond the scope of this discussion.¹⁰ However, a general overview of the concept of rural can be helpful.

According to the Oxford English Dictionary, rural (in the adjective form and as it relates to an occupation, employment or work) signifies something carried out in or involving the country as opposed to a town or city.¹¹ This basic definition for rural provides a guideline which can be better developed through other sources.¹² Ken Deavers describes three characteristics of rural areas: small scale, low-density settlements; distance from urban centers; and specialization of rural economies.¹³ Of particular note are Mr. Deavers' comments on distance from urban centers.¹⁴ Mr. Deavers points out that distance can lead to social and cultural isolation,¹⁵ which is certainly a factor for rural attorneys who may be one of only a few legal professionals within a large geographic area.

Government agencies provide more detailed statistical analysis to the definition of rural.¹⁶ According to the United States Census Bureau, a rural area consists of all territory, population and housing units located outside an urbanized area and an urban cluster.¹⁷ The Census Bureau goes on to note that out of the 3,143 counties in the United States, there are 704 completely rural counties with

Statistical Areas, and Combined Statistical Areas, and Guidance on Uses of the Delineations of These Areas (Aug. 15, 2017), <https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/bulletins/2017/b-17-01.pdf> [hereinafter EXEC. OFFICE OF THE PRESIDENT]; U.S. DEP'T. OF AGRIC. ECON. RESEARCH SERV., *Rural Classifications*, <https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/> (last updated June 7, 2018) [hereinafter U.S. DEP'T. OF AGRIC., *Rural Classifications*].

9. U.S. DEP'T. OF AGRIC., *Rural America at a Glance* (Nov. 2017), <https://www.ers.usda.gov/webdocs/publications/85740/eib-182.pdf> (last visited Sept. 1, 2018).

10. There are several recent articles touching on the issues of access to justice in rural areas. These include: Susan Drisko Zago, *Riding Circuit: Bringing the Law to Those Who Need It*, 12 FLA. A & M U. L. REV. 1 (2016) and Lisa R. Pruitt, Amanda L. Kool, Lauren Sudeall Lucas, Michele Statz, Danielle M. Conway, and Hannah Haksgaard, *Legal Deserts: A Multi-State Perspective on Rural Access to Justice*, 13 HARV. L. & POL'Y REV. 15 (2018) (UC Davis Legal Studies Research Paper Series). Available at SSRN: <https://ssrn.com/abstract=3198411>.

11. *Rural*, OXFORD ENGLISH DICTIONARY (2d ed. 1989).

12. Ken Deavers, *What is Rural?* 20 POL'Y STUD. J. 184 (1992).

13. *Id.* at 186.

14. *Id.* at 185.

15. *Id.*

16. This paper examines the descriptions of rural areas from three government agencies: the United States Census Bureau, the Office of Management and Budget, and the United States Department of Agriculture. See generally U.S. CENSUS BUREAU, *Geographic Terms*, *supra* note 8 (providing the terms and concepts of a rural area); EXEC. OFFICE OF THE PRESIDENT, *supra* note 8 (providing a detailed analysis on the definition of "rural"); U.S. DEP'T. OF AGRIC., *Rural Classifications*, *supra* note 8 (providing analysis on rural areas).

17. See U.S. CENSUS BUREAU, *Geographic Terms*, *supra* note 8 (providing the terms and concepts of a rural area). "An urbanized area consists of densely developed territory that contains 50,000 or more people An urban cluster consists of densely developed territory that has at least 2,500 people but fewer than 50,000 people." *Id.* Therefore, a rural area would be a location with fewer than 2,500 people. *Id.* Areas outside the parameters for urban areas and urban clusters are rural areas. *Id.*

populations accounting for 5.4 million people.¹⁸ This definition from the United States Census Bureau can be contrasted with that of the Office of Management and Budget.¹⁹ This office regularly revises metropolitan statistical areas, with the most recent update defining a metropolitan statistical area as having at least one urbanized area of 50,000 or more population.²⁰ Finally, the United States Department of Agriculture Economic (USDA) Research Service builds on the definitions from the Office of Management and Budget and differentiates between metropolitan and nonmetropolitan areas, with nonmetropolitan areas including areas with “open countryside, rural towns (places with fewer than 2,500 people), and urban areas with populations ranging from 2,500 to 49,999 that are not part of larger labor market areas (metropolitan areas)”.²¹ Using data extrapolated from the USDA Economic Research Service, there are 20 states with a rural population over 25% with the rural population for the entire United States coming in at 14%.²² These data points from the various agencies come up with differing interpretations and percentages for defining rural areas but still point back to two main points. Rural areas can be characterized by low population density and distance from urban areas.

II. WHAT DOES A RURAL ATTORNEY LOOK LIKE?

The story of the rural attorney has been covered in both popular media and legal news sources.²³ Titles such as “In Rural America, there are job opportunities and a need for lawyers”²⁴ and “8,500 residents. 12 attorneys: America’s rural lawyer shortage”²⁵ illustrate the issues from just the byline. These articles tell the stories of the veteran lawyer who can’t retire from his town of 94 so as not to leave the town without a legal professional²⁶ and the married couple who are recent law school graduates moving to a town of 1,002 in rural North Dakota to open separate law firms.²⁷ The Daily Report, a legal newspaper covering metro Atlanta and the

18. U.S. CENSUS BUREAU, *Rural America—Did You Know These Rural Facts?*, <https://gis-portal.data.census.gov/arcgis/apps/MapSeries/index.html?appid=7a41374f6b03456e9d138cb014711e01> (last visited Oct. 10, 2018).

19. See EXEC. OFFICE OF THE PRESIDENT, *supra* note 8 (providing a contrasting definition of rural areas).

20. *Id.*

21. See U.S. DEP’T. OF AGRIC., *Rural Classifications*, *supra* note 8 (providing more in depth definitions of metropolitan and nonmetropolitan areas).

22. See, *infra*, Appendix 1 (including each state’s total population, rural population, and percentage of rural population).

23. See, e.g., Lorelei Laird, *In rural America, there are job opportunities and a need for lawyers*, A.B.A. J. (Oct. 2014), http://www.abajournal.com/magazine/article/too_many_lawyers_not_here_in_rural_america_lawyers_a_re_few_and_far_between (describing the dearth of rural practitioners and efforts to counteract this trend).

24. *Id.*

25. Danielle Paquette, *8,500 residents. 12 attorneys: America’s rural lawyer shortage*, WASH. POST (Aug. 25, 2014), <https://www.washingtonpost.com/news/storyline/wp/2014/08/25/how-do-you-keep-them-down-on-the-farm-once-theyve-passed-the-bar/> (last visited Sept. 1, 2018).

26. *Id.*

27. Laird, *supra* note 23.

state of Georgia, devoted an issue to the rural lawyer gap and the issues surrounding the dichotomy of a state with a major metropolitan area yet large rural areas blanketing the majority of the rest of the state.²⁸ One of the most telling stories described an attorney, with a primary practice 75 miles from his home, who maintained a second office only open on Friday in his hometown to attempt to serve the local population.²⁹ There are even attorneys who have found a cottage industry in discussing the activities of a rural attorney.³⁰

Another major characteristic regarding the rural practice of law is the reality that many rural lawyers have a lower income than their urban counterparts.³¹ Charts A and B describe the annual mean wage for the top five rural and top five urban states.³² The five rural states all rank in the bottom 15 for annual mean wage of attorneys.³³ On the other hand, the five urban states all rank in the top 20 for annual mean wage.³⁴ This variance is no doubt a factor for attorneys contemplating rural practice and will have an effect on resource decisions for a small or solo law firm.

Chart A: Annual Mean Wage for Attorneys from the Top Five Rural States³⁵

| | %Rural | Annual Mean Wage | Annual Mean Wage Rank |
|--------------|--------|------------------|-----------------------|
| Wyoming | 69% | \$98,090 | 45 |
| Vermont | 65% | \$105,900 | 36 |
| Montana | 65% | \$83,150 | 49 |
| Mississippi | 54% | \$106,360 | 35 |
| South Dakota | 52% | \$100,000 | 41 |

28. See generally DAILY REP., January 9, 2015, at 1-7 (confronting economic challenges of rural attorney recruitment).

29. Kathryn Hayes Tucker, *If It's Friday, Fort Gaines Has a Lawyer*, DAILY REP., Jan. 9, 2015, at 1, 5.

30. See, e.g., BRUCE M. CAMERON, BECOMING A RURAL LAWYER (2013) (providing a comprehensive account of expectations for rural practice). Cameron is a prolific author on the topic of rural practice and maintains a blog on the topic. Bruce M. Cameron, RURAL LAWYER (Sept. 1, 2018), <https://rurallawyer.com/> (last visited Sept. 1, 2018).

31. U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets*, <https://www.ers.usda.gov/data-products/state-fact-sheets/> (last updated Oct. 26, 2018).

32. See *infra* Charts A-B (depicting wage disparity among urban and rural attorneys).

33. See *infra* Chart A (providing wage data for attorneys from the top five rural states).

34. See *infra* Chart B (providing wage data for attorneys from the top five urban states).

35. See *infra* Appendices 1-2 (providing comprehensive data on population distribution and attorney wages).

Chart B: Annual Mean Wage for Attorneys from the Top Five Urban States³⁶

| | % Rural | Annual Mean Wage | Annual Mean Wage Rank |
|---------------|---------|------------------|-----------------------|
| New Jersey | 0% | \$140,340 | 8 |
| Rhode Island | 0% | \$129,410 | 16 |
| Massachusetts | 1% | \$157,450 | 3 |
| Maryland | 2% | \$126,480 | 19 |
| California | 2% | \$168,200 | 1 |

III. WHAT IS BEING DONE TO HELP THE RURAL ATTORNEY?

South Dakota has been one of the most active states in addressing the decline in rural attorneys. The state has a total population of 867,666 with 52% of the population located in a rural area.³⁷ However, there are only around 1,800 active in-state lawyers.³⁸ In 2013, the South Dakota Legislature passed “[a]n Act to provide for the transfer and appropriation of funds upon the occurrence of certain events and to assist rural counties in the recruitment of attorneys.”³⁹ This law granted the South Dakota Unified Judicial System the authority to create a program to help in recruiting attorneys to rural areas⁴⁰, which became known as the Rural Attorney Recruitment Program.⁴¹ The State Bar of South Dakota has also joined with Project Rural Practice, a task force created to help further examine the lack of attorneys in rural South Dakota,⁴² and the South Dakota Law Review, the flagship journal for the University of South Dakota School of Law, held a symposium in 2014 to build on the conversation.⁴³

The key aspects of South Dakota’s Rural Attorney Recruitment Program are threefold: location eligibility, attorney eligibility, and loan repayment.⁴⁴ Interested counties or municipalities must apply to participate and an evaluation

36. See *infra* Appendices 1-2 (providing comprehensive data on population distribution and attorney wages).

37. U. S. DEP’T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets: South Dakota*, <https://data.ers.usda.gov/reports.aspx?StateFIPS=46&StateName=South%20Dakota&ID=17854> (last visited Sept. 1, 2018). See also Appendix 1 (providing state-specific population data).

38. STATE BAR OF SOUTH DAKOTA, *About Us*, <http://www.statebarofsouthdakota.com/p/cm/ld/fid=34> (last visited Sept. 1, 2018).

39. 2013 S.D. Sess. Laws ch. 102 §§ 1-14 (codified at S.D.C.L. §§ 16-23-1 to -11 (Supp. 2018)) (S.D.C.L. ch. 16-23 amended by 2017 S.D. Sess. Laws ch. 93 §§ 1-10).

40. S.D.C.L. § 16-23-1 (Supp. 2018).

41. SOUTH DAKOTA UNIFIED JUDICIAL SYSTEM, *Rural Attorney Recruitment Program*, <http://ujls.sd.gov/Information/rarprogram.aspx> (last visited Sept. 1, 2018).

42. STATE BAR OF SOUTH DAKOTA, *Project Rural Practice’s Mission*, <http://www.statebarofsouthdakota.com/page/mission-189> (last visited Sept. 1, 2018).

43. See 59 S.D. L. REV. Issue 3 (2014) (containing a summary of the rural practice symposium with comments from the Chief Justice David Gilbertson of the South Dakota Supreme Court and past-presidents of the State Bar of South Dakota regarding the Rural Attorney Recruitment Program).

44. S.D.C.L. §§ 16-23-2 to -5 (Supp. 2018).

will occur to determine both the need for and the sustainability of an attorney.⁴⁵ Counties can be eligible with a population less than 10,000,⁴⁶ while municipalities must be smaller than 3,500 persons,⁴⁷ with other criteria such as demographics, judicial recommendations, and location to other counties or municipalities involved in the program also considered.⁴⁸ For attorney eligibility, the lawyer must agree to practice in the area for at least five years⁴⁹ and will receive an incentive payment equal to 90% of the University of South Dakota School of Law resident tuition.⁵⁰

Law schools have also started to become involved in rural practice initiatives, with examples coming from Nebraska⁵¹, Kansas,⁵² Maine,⁵³ and Arkansas.⁵⁴ The University of Nebraska has created the Rural Law Opportunities Program,⁵⁵ which is a partnership between three undergraduate institutions and the University of Nebraska College of Law.⁵⁶ Students who are accepted into the program receive scholarships for their undergraduate education and participate in programs during their undergraduate education to help prepare them for rural law practice.⁵⁷ This program started in 2016 and “is modeled after a similar program created by the University of Nebraska Medical Center.”⁵⁸

45. S.D.C.L. § 16-23-2 (Supp. 2018).

46. S.D.C.L. § 16-23-2.1 (Supp. 2018).

47. S.D.C.L. § 16-23-2.2 (Supp. 2018).

48. S.D.C.L. § 16-23-3 (Supp. 2018).

49. S.D.C.L. § 16-23-4 (Supp. 2018).

50. S.D.C.L. § 16-23-5 (Supp. 2018). The value of payment is based on resident tuition and fees at the University of South Dakota School of Law as determined on July 1, 2013. *Id.*

51. See U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets: Nebraska*, <https://data.ers.usda.gov/reports.aspx?StateFIPS=31&StateName=Nebraska&ID=17854> (last updated Jan. 25, 2018) (totaling 666,846 rural residents who comprise 34.7% of the total population of the state). See also Appendix 1 (providing state-specific population data).

52. U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets: Kansas*, <https://data.ers.usda.gov/reports.aspx?StateFIPS=20&StateName=Kansas&ID=17854> (last updated Jan. 25, 2018) (totaling 926,998 rural residents who comprise 31.8% of the total population of the state). See also Appendix 1 (providing state-specific population data).

53. U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets: Maine*, <https://data.ers.usda.gov/reports.aspx?StateFIPS=23&StateName=Maine&ID=17854> (last updated Jan. 25, 2018) (totaling 544,216 rural residents who comprise 41% of the total population of the state). See also Appendix 1 (providing state-specific population data).

54. U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets: Arkansas*, <https://data.ers.usda.gov/reports.aspx?StateFIPS=05&StateName=Arkansas&ID=17854> (last visited Sept. 1, 2018) (totaling 1,134,214 rural residents who comprise 37.8% of the total population of the state). See also Appendix 1 (providing state-specific population data).

55. NEBRASKA COLLEGE OF LAW, *Rural Law Opportunities Program*, <https://law.unl.edu/RLOP/> (last visited Sept. 1, 2018).

56. The schools involved with this project are Chadron State College, University of Nebraska at Kearney, and Wayne State College. CHADRON STATE COLLEGE, *RLOP*, <http://www.csc.edu/rlop/> (last visited Sept. 1, 2018); UNIV. OF NEBRASKA KEARNEY, *Kearney Law Opportunities Program*, <http://www.unk.edu/admissions/kearney-law-opportunities-program/index.php> (last visited Sept. 1, 2018); WAYNE STATE COLLEGE, *Rural Law Opportunities Program*, <https://www.wsc.edu/rlop> (last visited Sept. 1, 2018).

57. See *supra* note 4 (explaining the program objectives and the participation criteria).

58. Leslie Reed, *Nebraska Law tackles state's rural legal needs*, NEBRASKA TODAY (Oct. 26, 2016), <https://news.unl.edu/newsrooms/today/article/nebraska-law-tackles-states-rural-legal-needs/> (last visited Sept. 1, 2018).

Washburn University School of Law has two programs aimed toward rural practice.⁵⁹ The first is the Rural Legal Practice Initiative with Kansas State University.⁶⁰ This collaboration is intended to provide mentorship with Washburn Law alumni, the opportunity to attend sessions on a variety of legal topics, and assistance transitioning to law school.⁶¹ The second opportunity is the Rural Externship Program supported by a grant from the Dane G. Hansen Foundation.⁶² These externships take place during the summer and place students with attorneys in northwest Kansas.⁶³ In addition to the practical experience, the students receive law school credit, a tuition waiver and a living stipend.⁶⁴ A similar program can be found at the Maine University School of Law.⁶⁵ Under the Rural Practice Fellowship, which started during the summer of 2017, fellows work for 10 weeks during the summer with rural practitioners, are paid a stipend of \$6,000, and are encouraged to perform volunteer work with legal aid providers in the area of the fellowship.⁶⁶

Finally, the University of Arkansas Little Rock William H. Bowen School of Law plans to start the first cycle of the Rural Practice Incubator in September 2018.⁶⁷ This incubator will support alumni in starting law firms in rural Arkansas communities and will provide a stipend to cover starting a law practice, business development training, mentoring, and free access to case management and legal research tools.⁶⁸ UALR's plan includes the library's alumni privileges, such as the ability to borrow materials and subscriptions to legal research resources.⁶⁹

With this background in mind, the discussion will now turn back to the three areas where academic law libraries can help: teaching state-specific legal research,

59. WASHBURN UNIV. SCHOOL OF LAW, *Rural Externship Program*, <http://washburnlaw.edu/students/externship/hansen.html> (last visited Sept. 1, 2018).

60. KANSAS STATE UNIV. OFFICE OF PRE-LAW ADVISING, *Rural Legal Practice Initiative*, <https://www.k-state.edu/prelaw/rural-legal/index.html> (last visited Sept. 1, 2018).

61. WASHBURN UNIV. SCHOOL OF LAW, *Rural Legal Practice Initiative Launched with K-State*, (Oct. 2016), <http://washburnlaw.edu/news/2016/10/RuralInitiative.html> (last visited Sept. 1, 2018).

62. WASHBURN UNIV. SCHOOL OF LAW, *Rural Externship Program*, <http://washburnlaw.edu/students/externship/hansen.html> (last visited Sept. 1, 2018).

63. *Id.*

64. *Id.*

65. UNIV. OF MAINE SCHOOL OF LAW, *Fellowships for Current Students — Rural Practice Fellowship*, <https://mainelaw.maine.edu/career-services/fellowships/> (last visited Sept. 1, 2018).

66. *Id.*

67. UNIV. OF ARKANSAS LITTLE ROCK WILLIAM H. BOWEN SCHOOL OF LAW, *What is the Rural Practice Incubator?* <https://ualr.edu/law/clinical-programs/rural-practice-incubator-project/what-is-the-rural-practice-incubator/> (last visited Sept. 1, 2018). *See also, e.g.*, Lisa R. Pruitt, J. Cliff McKinney, II & Bart Calhoun, *Justice in the Hinterlands: Arkansas as a Case Study of the Rural Lawyer Shortage and Evidence-based Solutions to Alleviate It*, 37 U. ARK. LITTLE ROCK L. REV. 573, 657, 663-65 (2015) (providing a detailed review of South Dakota's Rural Attorney Recruitment Program and advocating for Arkansas to follow the South Dakota model regarding student loan repayment).

68. UNIV. OF ARKANSAS LITTLE ROCK WILLIAM H. BOWEN SCHOOL OF LAW, *What is the Rural Practice Incubator?* <https://ualr.edu/law/clinical-programs/rural-practice-incubator-project/what-is-the-rural-practice-incubator/> (last visited Sept. 1, 2018).

69. UNIV. OF ARKANSAS LITTLE ROCK WILLIAM H. BOWEN SCHOOL OF LAW, *Rural Practice Incubator Program Benefits*, <http://ualr.edu/law/clinical-programs/rural-practice-incubator-project/rural-practice-incubator-program-benefits/> (last visited Sept. 1, 2018).

presenting insight into critical leadership and business skills, and providing “small benefits” to alumni and members of the local bar.

IV. WHERE IS THE STATE-SPECIFIC RESEARCH INSTRUCTION?

In his book *Becoming a Rural Lawyer*, Bruce M. Cameron discusses the types of duties the rural lawyer can expect to encounter.⁷⁰ He describes these tasks as “small letter” areas of the law, including “all those messy, nitty-gritty bits of law that families need (wills, divorces, buying and selling property, etc.), and those seemingly inconsequential matters that small businesses/business owners need (contracts and contract review, mediation, succession planning, etc.).”⁷¹ These are all areas that would generally be covered by state law. This indicates that a rural attorney would benefit from being well versed in researching state law and knowing the best options for conducting this research from an efficiency and cost perspective. But how many law schools, particularly those in states with rural areas, offer courses in state-specific legal research?

The majority of law schools offer some type of advanced legal research class.⁷² But how much of the time in these courses is devoted to state-specific research? Course descriptions don’t provide complete insight, but a review of some of the leading texts on legal research would indicate the majority of classroom time is spent using federal resources as the guide.⁷³ This coverage is easier from a pedagogical standpoint as there is only one federal jurisdiction to cover, while there are 50 different states with potentially unique terminology for processes, resources and government offices. While an introduction to legal research may not be the best time to deep dive into the nuances of state research concepts, there should be a time in the law school years to focus on the state models for legal research.

The topic of state-specific legal research instruction was the subject of a 2009 article by Victoria K. Trotta and Beth DiFelice.⁷⁴ The authors surveyed academic

70. CAMERON, *supra* note 30, at 55.

71. *Id.*

72. Cassie DuBay, *Specialized Legal Research Courses: The Next Generation of Advanced Legal Research*, 33 LEGAL REFERENCES SERV. Q. 203, 212 (2014). There were 106 law schools, or 53.5% of the ABA-approved law schools, which offered a traditional advanced legal research class. *Id.*

73. See, e.g., STEVEN M. BARKAN, ET AL., FUNDAMENTALS OF LEGAL RESEARCH (10th ed. 2015) (covering all areas of legal research, with several chapters devoted to state research concepts such as State Court Reports along with State and Municipal Legislation, but with the primary focus remaining on federal research concepts); AMY E. SLOAN, BASIC LEGAL RESEARCH (17th ed. 2018) (providing a definite federal focus with minimal discussion of state-specific research). While major legal research publications tend to focus on the federal system for legal research discussion, there are other publication options for state-specific legal research. Trotta and DiFelice discuss the number of state-specific legal research texts available in Appendix B of their article. Victoria K. Trotta & Beth DeFelice, *State-Specific Legal Research Instruction: Curricular Stepchild or Core Competency?* 28 LEGAL REFERENCES SERV. Q. 151, 170 (2009). Their discussion includes the Carolina Academic Press Legal Research Series, which currently includes state-specific treatises for 31 states. *Id.* See also CAROLINA ACADEMIC PRESS, LEGAL RESEARCH SERIES TITLES, <https://cap-press.com/books/ms/148> (last visited Sept. 1, 2018) (providing additional information on the Carolina Academic Press Legal Research Series).

74. Trotta & DiFelice, *supra* note 73.

law libraries and found that 32.7% of Advanced Legal Research classes included state-specific content,⁷⁵ while only nine law schools were teaching a stand-alone state-specific legal research class.⁷⁶ As of the fall of 2018, there are now 35 schools teaching a stand-alone state-specific legal research class.⁷⁷ This indicates an increase over the last ten years, but is still less than 18% of ABA-approved law schools.⁷⁸ This creates a gap in the curriculum of many of the remaining law schools for three reasons: graduates tend to remain in the state of their law school to begin their legal career; the large number of states with a sizeable rural population with law schools not offering state-specific legal research course options; and a need for students to learn more about the resources available on the state level due to a lack of knowledge.

For the law schools which listed a state-specific legal research class, the data indicates a significant number of their graduates are remaining in state to practice law.⁷⁹ Appendixes 4 and 5 include employment data for the 2016 and 2017 graduates from each of the 35 schools teaching state-specific classes.⁸⁰ In particular, these charts focus on the largest and second largest states of employment for the graduates.⁸¹ These numbers highlight that the large majority of graduates are employed in the states where they attended law school.⁸² The five schools teaching state-specific legal research classes with the largest number of graduates staying in the home state of the school are Brooklyn, Fordham, Loyola (CA), Texas, and Suffolk (for both 2016 and 2017 graduates).⁸³ All of these schools have over 200 graduates remaining in the home state of the school after graduation.⁸⁴ Out of these five schools, Texas has the highest number of graduates going to another jurisdiction, with twenty-six graduates placing in New York in 2016 and twenty-two in New York in 2017.⁸⁵

Even for the schools with a more diverse range of employment locations, there are still large numbers of students practicing in certain locales.⁸⁶ Trotta and DiFelice point out that national law schools may focus less on state-specific

75. *Id.* at 154.

76. *Id.* at 159. In 2009, the law schools teaching a state-specific legal research class included Akron, Fordham, Golden Gate, Marquette, University of Miami, University of San Francisco, University of Texas, Texas Wesleyan, and Western State. *Id.* at 159-63.

77. *See infra* Appendix 3 (listing the schools offering state-specific legal research classes).

78. *See infra* Appendix 3 (providing the numerator of 35 law schools that teach a state-specific legal research course). *See also* AMERICAN BAR ASSOCIATION, ABA-APPROVED LAW SCHOOLS https://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools.html (last visited Sept. 26, 2018) (providing the denominator of 204 accredited law schools).

79. *See infra* Appendixes 4-5 (listing graduate placement for schools teaching state specific legal research in 2016 and 2017). The data found in Appendixes 4 and 5 was taken from the American Bar Association Section of Legal Education and Admissions to the Bar Employment Summary for 2016 and 2017 Graduates, using the documents found on the law school web sites.

80. *Id.*

81. *Id.*

82. *Id.*

83. *Id.*

84. *Id.*

85. *Id.*

86. *Id.*

options due to the belief that they are preparing students to practice anywhere.⁸⁷ While this author agrees that law schools should be training students to practice anywhere, the numbers indicate that even some national law schools still place the majority of their graduates in certain states.⁸⁸ Looking at the three highest USNWR ranked schools in Appendix 3, the numbers indicate that Texas (ranked 14 in 2018 and 15 in 2019) and Emory (ranked 22 in both 2018 and 2019) place the majority of their graduates in the home state for the law school.⁸⁹ For 2016, Texas placed 247 graduates in Texas with New York second with twenty-six graduates.⁹⁰ In 2017, Texas placed 214 graduates in Texas with twenty-two in New York.⁹¹ Emory placed 136 graduates in Georgia in 2016, with New York second with thirty-five.⁹² In 2017, Emory placed 121 graduates in Georgia and thirty in New York.⁹³ Notre Dame (ranked twenty in 2018 and twenty-four in 2019) places graduates in larger numbers over a wider range of locales.⁹⁴ In 2016, the top three locales for Notre Dame graduates were Illinois with thirty-three, New York with fifteen, and California with fourteen.⁹⁵ The top three locales in 2017 for Notre Dame graduates were Illinois with thirty-two, California with twenty-one, and Indiana with sixteen.⁹⁶ The legal research class offered at Notre Dame reflects this difference as it focuses on the more general topic of State, County and Municipal legal research.⁹⁷

Interestingly, the numbers indicate that there are more schools from states with larger urban populations offering a state-specific legal research class than schools from states with more rural populations.⁹⁸ The chart below breaks down the states with a law school (or multiple law schools) offering a state-specific legal research class.⁹⁹

87. See *supra* note 73 at 155 (stating that national law schools prioritize preparing students to practice in any state).

88. See *infra* Appendices 4-5 (listing graduate placement for schools teaching state specific legal research in 2016 and 2017).

89. See *infra* Appendices 3-5 (providing USNWR rankings and graduate placement by state).

90. See *infra* Appendix 4 (listing graduate placements by school in 2016).

91. See *infra* Appendix 5 (listing graduate placements by school in 2017).

92. See *infra* Appendix 4 (listing graduate placements by school in 2016).

93. See *infra* Appendix 5 (listing graduate placements by school in 2017).

94. See *infra* Appendices 3-5 (providing USNWR rankings and graduate placement by state).

95. See *infra* Appendix 4 (listing graduate placements by school in 2016).

96. See *infra* Appendix 5 (listing graduate placements by school in 2017).

97. UNIV. OF NOTRE DAME SCHOOL OF LAW, *Course Catalog, Advanced Legal Research: State, County, Municipal*, <https://law.nd.edu/academics/course-catalog/> (showing Notre Dame School of Law offers a course on State, County and Municipal Legal Research) (last visited Nov. 5, 2018).

98. See *infra* Chart C (providing the number of schools offering a state-specific legal research course and percentage of state rural populations).

99. *Id.*

Chart C: States with law schools offering state-specific legal research and their rural population percentage.¹⁰⁰

| State | Number of Schools Offering a State-Specific Legal Research Course | % of Rural Population |
|----------------|---|-----------------------|
| California | 4 | 2% |
| Colorado | 2 | 13% |
| Florida | 3 | 3% |
| Georgia | 2 | 17% |
| Hawaii | 1 | 19% |
| Illinois | 2 | 11% |
| Indiana | 1 | 22% |
| Iowa | 1 | 40% |
| Kansas | 1 | 32% |
| Kentucky | 1 | 41% |
| Massachusetts | 2 | 1% |
| Michigan | 1 | 18% |
| Minnesota | 1 | 22% |
| Mississippi | 1 | 54% |
| New York | 5 | 7% |
| North Carolina | 1 | 22% |
| Ohio | 1 | 20% |
| Oklahoma | 1 | 34% |
| Pennsylvania | 2 | 11% |
| Texas | 3 | 11% |

Fourteen out of the thirty-five law schools teaching state-specific legal research are from states with a rural population under 10%.¹⁰¹ However, looking at the twenty states with the largest rural populations, there are only five schools located in those states offering a state-specific legal research option.¹⁰²

100. See *infra* Appendices 1, 3 (utilizing data found in Appendix 1 and Appendix 3 for Chart C).

101. See *infra* Appendices 1, 3 (utilizing data found in Appendix 1 and Appendix 3).

102. See *infra* Chart D (providing schools offering a state specific legal research course and percentage of state rural populations).

Chart D: Top 20 Rural States & State-Specific Research Courses¹⁰³

| State | School Offering a State-Specific Legal Research Course | % of Rural Population |
|---------------|--|-----------------------|
| Wyoming | | 69% |
| Vermont | | 65% |
| Montana | | 65% |
| Mississippi | Mississippi College | 54% |
| South Dakota | | 52% |
| North Dakota | | 50% |
| Maine | | 41% |
| Kentucky | University of Kentucky | 41% |
| Iowa | Drake | 40% |
| West Virginia | | 38% |
| Arkansas | | 38% |
| New Hampshire | | 37% |
| Nebraska | | 35% |
| Oklahoma | Oklahoma City University | 34% |
| Idaho | | 33% |
| New Mexico | | 33% |
| Kansas | Washburn | 32% |
| Alaska | | 32% |
| Wisconsin | | 26% |
| Missouri | | 25% |

Another reason for the need for state-specific legal research instruction arises from a lack of knowledge from law students. If students will be practicing law in the state of their law school, a basic knowledge of the institutions and resources available for the state will be important. Using the author's law school as a test, a survey was administered to thirty-nine law students during the Fall 2018 semester at Washburn University School of Law to determine a base level for the student's understanding of basic Kansas research issues.¹⁰⁴ This survey featured nine short questions and the results indicated that the students were slightly below average in their knowledge of Kansas research, with an average score of 3.83 and a median score of 4.¹⁰⁵ The highest scores were seen when asked civics type questions regarding Kansas state and federal courts or the Kansas Legislature, while the students struggled with questions in areas that are traditionally a part of the legal

103. See *infra* Appendices 1, 3 (utilizing data found in Appendix 1 and Appendix 3 for Chart D).

104. See *infra* Appendix 6 (listing the nine questions for the survey). This survey and study were approved by the Washburn University Institutional Review Board (IRB 18-49).

105. *Id.*; Student Quiz Scores, Washburn University School of Law (2018) (on file with author).

research lexicon, such as names of reporters and databases.¹⁰⁶ When coupling this knowledge deficit with the data that students remain in the state of their law school to practice law, providing additional state-specific legal research instruction become apparent. But what should this instruction look like?

There are two options for incorporating state-specific legal research into the curriculum: focusing on one state or taking a comparative approach. The majority of schools currently teaching state-specific legal research focus on the one state approach.¹⁰⁷ This method takes a deep dive into the institutions, resources and best practices for a particular state. A course could spend several weeks on each topic, such as case law research, statutory and regulatory research, and secondary sources specific to the given state. To supplement the classroom experience, guest speakers from the local bar and government entities could be brought in to add context to the discussion.

The author created a course on Kansas Legal Research, which was offered for the first time during the Spring 2018 semester. This is a two-credit course, meeting once a week for two hours, allowing for substantial analysis of the research resources available for the state of Kansas, with the opportunity to spend significant in-class time on examples. Guest speakers from state government, including staff from the Kansas Supreme Court and the Kansas Office of the Revisor of Statutes, were invited to provide information on their offices and a background for the legal framework of the state. The following was the schedule for the class:

| | |
|---------------------------|--------------------------------|
| Week 1: Introduction | Week 9: Guest speaker |
| Week 2: Secondary Sources | Week 10: Regulations |
| Week 3: Case Law | Week 11: Regulations |
| Week 4: Case Law | Week 12: In Class Work |
| Week 5: Guest speaker | Week 13: Other State Resources |
| Week 6: In Class Work | Week 14: Local Resources |
| Week 7: Statutes | Week 15: Legislative History |
| Week 8: Statutes | Week 16: Wrap Up |

The second option, a comparative examination of different states, is currently only being offered by a few schools but should merit examination by others.¹⁰⁸

106. See *infra* Appendix 7 (providing the response totals for the survey). Questions 4, 5, 8 and 9 asked civics type questions regarding Kansas, with at least 51% correctly naming either the state or federal level courts in Kansas and 69% correctly identified the branches of the Kansas Legislature. *Id.* However, only 18 % of the students could name the reporter in the West National Reporter Series for Kansas appellate court cases, and only one student could identify Casemaker as the legal research database provided with a membership to the Kansas Bar Association. *Id.*

107. See *infra* Appendix 3.

108. See EMORY UNIV. SCHOOL OF LAW, *Course Description Archive, 657F. State Law Legal Research* (Mar. 31, 2017), http://law.emory.edu/_includes/documents/sections/academics/registrar/Fall2016-Spring2017-course-descriptions.pdf (showing Emory University School of Law's course entitled State Law Legal Research, which was originally created and taught by the author); UNIV. OF NOTRE DAME SCHOOL OF LAW, *Course*

This option focuses on several states and compares how each state deals with the various legal research options.¹⁰⁹ As an example, a course could examine the state in which the school is located, along with bordering states and other states in which graduates practice after graduation.¹¹⁰ While the class may not include the deep dive of a state-specific course, there would be a solid overview of the different methods from more than one state and an understanding that states deal with the same issues in different ways.¹¹¹ A sample course topic coverage for a State Law Legal Research course, based on an accelerated seven-week schedule, and using the setting of Emory University School of Law as an example, can be seen below.¹¹²

Week 1: Introduction

Week 2: Georgia

Week 3: Florida

Week 4: New York

Week 5: California

Week 6: Washington, DC

Week 7: Presentations

V. THE LIBRARY CAN HELP WITH LEADERSHIP AND BUSINESS SKILLS

Lawyers become leaders in many ways. They are the partners in their law firms, involved with service organizations, and are some of the most visible professionals in their communities. Lawyers have also traditionally taken on leadership roles in the political world. Twenty-six of our presidents have been attorneys¹¹³ and close to 40% of the members of the 114th Congress were lawyers.¹¹⁴ However, there are signs that lawyers may be moving away from

Catalog, Advanced Legal Research: State, County, Municipal, <https://law.nd.edu/academics/course-catalog/> (showing Notre Dame School of Law offers a course on State, County and Municipal Legal Research) (last visited Nov. 5, 2018).

109. *Id.*

110. *Id.*

111. *Id.*

112. EMORY UNIV. SCHOOL OF LAW, *Course Description Archive, 657F. State Law Legal Research* (Mar. 31, 2017), http://law.emory.edu/_includes/documents/sections/academics/registrar/Fall2016-Spring2017-course-descriptions.pdf (showing Emory University School of Law's course entitled State Law Legal Research). State Law Legal Research was offered at Emory during the Spring 2016 and Spring 2017 semesters. The states covered in the class were based on employment data from the ABA. As seen in Appendices 4 and 5, Georgia and New York were the top states for graduates, with Florida and California also being locales for a number of graduates. *See infra* Appendices 4-5 (listing graduate placement for schools teaching state specific legal research in 2016 and 2017). The District of Columbia was also of frequent interest because of the inclusion of the municipality-like jurisdiction. *Id.*

113. Norman Gross, *Presidential bar leaders: Fascinating facts about America's lawyer-presidents*, AMERICAN BAR ASS'N. (June 15, 2017), https://www.americanbar.org/groups/bar_services/publications/bar_leader/2009_10/january_february/presidential.html.

114. Nick Robinson, *The Decline of the Lawyer-Politician*, 65 BUFF. L. REV. 657, 659 (2017).

some of these leadership roles.¹¹⁵ In his article, *The Decline of the Lawyer-Politician*, Nick Robinson points out a steady decline in lawyers in Congress over the years.¹¹⁶ Some states do not require a judge working with misdemeanor cases to be an attorney¹¹⁷ and the state of Kansas currently does not have any licensed Kansas attorneys in the state senate, requiring some changes regarding committee service.¹¹⁸

It would be difficult to argue leadership is not an important aspect of an attorney's skill set and there are law schools which have created programs to help train future attorneys about the concepts surrounding leadership.¹¹⁹ Over the last few years, Tennessee,¹²⁰ Santa Clara,¹²¹ and Stanford¹²² have all had symposiums on the topic of leadership, while other schools such as Ohio State¹²³ and Elon¹²⁴ have leadership programs with multiple events to provide education on leadership theories and allow students to practice their leadership skills.

But how can academic law libraries help? Librarians are actually an untapped resource as leaders. Academic law libraries have a hierarchical

115. *Id.*

116. *Id.* at 659, 660. Mr. Robinson indicates the number of lawyers in Congress has declined from almost 80% in the mid-nineteenth century to a current number close to 40%. *Id.* at 659. He hypothesizes this decline has been due to specialization, both in the work required for attorneys and a political class with more flexibility. *Id.*

117. Matt Ford, *When Your Judge Isn't A Lawyer*, THE ATLANTIC (Feb. 5, 2017), <https://www.theatlantic.com/politics/archive/2017/02/when-your-judge-isnt-a-lawyer/515568/>. Seven states allow non-lawyer judges to give jail sentences for misdemeanors without the right to appeal before a lawyer-judge.

118. Hunter Woodall, *Kansas Senate—plenty of lawmakers, but no lawyers*, KANSAS CITY STAR (Jan. 14, 2017), <http://www.kansascity.com/news/politics-government/article126527264.html>.

119. An indication of the heightened importance of leadership training in law schools can be seen in the recent creation of the Section on Leadership within the Association of American Law Schools, with a purpose of “promoting scholarship, teaching, and related activities that will help prepare lawyers and law students to serve in leadership roles.” ASSOCIATION OF AMERICAN LAW SCHOOLS, *Section on Leadership*, <https://www.aals.org/sections/list/leadership/> (last visited Nov. 28, 2018).

120. See generally THE UNIV. OF TENNESSEE KNOXVILLE COLLEGE OF LAW, *Institute for Professional Leadership*, <https://law.utk.edu/centers/leadership/> (last visited Sept. 1, 2018) (providing information regarding Tennessee Law Review's Symposium on the topic of leadership). The Institute and the Tennessee Law Review hosted a Symposium on Professional Leadership Education in April 2016. *Id.* Volume 83 Issue 3 of the Tennessee Law Review includes articles from the symposium. Symposium, *Leading the Future: Symposium on Professional Leadership Education*, 83 TENN. L. REV. 709 (2016).

121. SANTA CLARA UNIV. SCHOOL OF LAW, *Advancing Leadership in the Legal Profession*, (Mar. 23, 2018), <http://law.scu.edu/leadership/advancing-leadership-in-the-legal-profession/>. Santa Clara Law, home to the Institute for Lawyer Leadership Education, hosted the Advancing Leadership in the Legal Profession Symposium in March 2018 in conjunction with the Santa Clara Law Review and the Association of American Law Schools. *Id.*

122. STANFORD LAW REVIEW, *Lawyers and Leadership: Raising the bar*, (Feb. 10-11, 2017), <https://www.stanfordlawreview.org/symposium/raising-the-bar/>. The Stanford Law Review hosted the Lawyers and Leadership: Raising the Bar Symposium in February 2017. *Id.*

123. THE OHIO STATE UNIV. MORITZ COLLEGE OF LAW, *This is Leadership*, <http://moritzlaw.osu.edu/pll/> (last visited Sept. 1, 2018). The Program on Law and Leadership at the Moritz College of Law focuses on seven initiatives for leadership education, including workshops, speakers and partnerships with other groups at Ohio State that also have leadership in their curriculum to allow for learning from other disciplines. *Id.*

124. ELON LAW, *The Leadership Program*, <https://www.elon.edu/e/law/leadership/index.html> (last visited Sept. 1, 2018). Elon Law has The Leadership Program, which allows its Leadership Fellows to meet with national leaders and work with a public service organization for externship credit. *Id.*

organization structure, as there are entry-level librarians, mid-level managers, and directors. At the middle management level, you will find librarians managing a small team of librarians with input into organizational strategy. Library directors will have moved up the library ranks and will be supervising numerous librarians, creating and overseeing the strategic plan for the library, dealing with human resources issues, and being the final say on budget matters. In many ways, an academic law library is much like any other business with leaders interspersed throughout the building.

Librarians, particularly directors, should be considered whenever a law school is implementing leadership initiatives. If the law school is not offering leadership programs, then why can't library directors start the process? Library directors write about leadership in the library setting¹²⁵ and have been at the forefront of advocating for important legislation.¹²⁶ Why not bring this experience and wisdom into new areas of the law school curriculum? For the Spring semester of 2019, this author will be teaching a class on leadership for lawyers. The course will look much like that from the other law schools teaching in this area and will certainly draw from experiences as an attorney and the leadership skills cultivated as a librarian.

Libraries are also well positioned to provide students with a solid understanding of the "seemingly inconsequential matters of small businesses/business owners" so described by Mr. Cameron.¹²⁷ As a part of the Kansas Legal Research class mentioned earlier, the author included a discussion of the Kansas Secretary of State as a resource for forms for business creation documents, the keeper for the filings related to these documents, and the database to find information on service of process for business parties to a lawsuit.¹²⁸ This is basic information for any lawyer, but particularly for an attorney who may be the only lawyer for a rural area needing to be a one-stop shop for their clients. The course also provided information on local government offices related to the practice of real estate law. This included an examination of the local appraiser's office for tax information, along with the recorder of deeds as the repository for documents related to real property transactions. All states (and counties) are

125. See MICHELLE M. WU ed., *ACADEMIC LAW LIBRARY DIRECTOR PERSPECTIVES: CASE STUDIES AND INSIGHTS* (William S. Hein & Co., Inc. 2015) (providing chapters authored by over 30 law library directors on topics including financial basics, when and how to say no, and the director in their role as negotiator, mentor, fundraiser and change agent).

126. See, e.g., UNIF. ELEC. LEGAL MATERIAL ACT (NAT'L CONFERENCE OF COMM'RS ON UNIF. STATE LAWS 2011) (describing how library directors have advocated for legislation). Numerous law library directors and law library organizational leaders have testified in support of the Uniform Electronic Legal Material Act (UELMA). AMERICAN ASSOCIATION OF LAW LIBRARIES, *UELMA Resources*, <https://www.aallnet.org/advocacy/government-relations/state-issues/uelfma-resources/> (last visited Sept. 1, 2018).

127. See CAMERON, *supra* note 30, at 55 (describing the breadth of legal issues encountered by rural practitioners),

128. See STATE OF KANSAS OFFICE OF THE SECRETARY OF STATE, *Business Filing Center*, <https://www.kssos.org/business/business.html> (last visited Sept. 1, 2018) (providing convenient online access to business filings and records maintained by the Secretary of State). See also STATE OF KANSAS, *Kansas Business Center*, <https://portal.kansas.gov/business/> (last visited Sept. 1, 2018) (including forms for a multitude of business-related filings).

different in how they manage their local offices but a basic understanding of the options for all types of business filings is important. Librarians are well suited for relaying a basic understanding of these business-related legal resources.

VI. THE “SMALL THINGS” ARE IMPORTANT

The small things do matter and two stories help illustrate how a library can help rural attorneys. During a summer internship during law school, the author was asked to do research for an upcoming case and needed access to a resource not available in the law firm’s office, any of the other law firms in town, or in the county law library. Travel of over an hour to the nearest university was required to take advantage of their legal collection. This trip took most of the day and, while not a huge burden on a summer law clerk, it would not have been the most productive use of the attorney’s time. The second story happened recently at the Washburn Law Library. An alumnus who lived over an hour away had checked out several books. When it came time to renew the books, he came back to the library to recheck them out for another time period. The librarian certainly let him know he could call next time but everyone in the library was also fascinated that he had driven the distance just to renew the books. However, to this alumnus, the distance was not the issue. He was happy to have the materials needed and would do what was necessary for the resource.

These stories should be reminders to academic law libraries that they are repositories of legal resources and certain access should be a given to our alumni and other attorneys, particularly those with fewer resources at their disposal. It should be the norm for alumni and members of the bar to have check out privileges, the ability to access research databases on campus, and the option to speak to librarians for basic research assistance. Many law schools, including those in our most rural areas, provide these types of services.¹²⁹ Academic law libraries should also look into options from vendors to provide certain database access to our alumni.¹³⁰

It is one thing to offer to provide these services but it is another matter to actually see attorneys take advantage of the opportunity. Therefore, marketing the library to students, alumni, and the local bar is crucial. Librarians should be willing to attend every law school event possible, advocate for space in alumni newsletters, and be visible with local bar associations.

129. See, e.g., UNIVERSITY OF WYOMING COLLEGE OF LAW, *Alumni Services*, <http://www.uwyo.edu/lib/alumniservices/> (last visited Sept. 1, 2018) (communicating to alumni available print and digital resources); UNIVERSITY OF SOUTH DAKOTA SCHOOL OF LAW, *Attorney, Alumni and Public Services User Guide*, <http://libguides.law.usd.edu/c.php?g=744235&p=5329164> (last visited Sept. 1, 2018) (describing reference services and online access to legal resources for alumni); VERMONT LAW SCHOOL, *Community Legal Information Center (CLIC)*, <https://www.vermontlaw.edu/academics/library/CLIC> (last visited Sept. 1, 2018) (promoting the library’s free legal reference services for the general public).

130. See, e.g., HEINONLINE, *Alumni Access Program*, <http://heinonline.org/HeinDocs/AlumniAccess.pdf> (last visited Sept. 1, 2018) (advertising the option to set up access for alumni of each subscribing law school).

Finally, academic law libraries should be willing to try things for our non-student patrons that we have traditionally thought of for our students. Researchers in Australia have advocated for synchronous continuing professional education for rural attorneys as a way to provide high quality, updated professional information.¹³¹ Libraries should be looking for ways to provide similar information to our own rural attorneys. One example could involve creating online tutorials for low cost and state-specific research alternatives. These tutorials could mimic the information being provided in state-specific legal research classes and, using the Kansas Legal Research class discussed earlier, could include basic how-to information on government resources such as the Kansas Revisor of Statutes, the Kansas Secretary of State, and the Kansas Judicial Council. As always, marketing these resources would be key to help drive both usage and awareness.

Rural attorneys may be becoming scarce, but the need for legal assistance in our less populated areas will continue. Academic law libraries can and should be a part of the training process for future attorneys wanting to work in these areas. Law students and alumni may not consider the law library as an option for professional skill development or long-term assistance. The opportunities may be there, but there may be a lack of connection or a geographic distance preventing the relationship. This discussion should be a reminder to our students and our alumni that the library is there to help. It should also be a call to our academic law libraries to be as present as possible in the minds of our students and alumni, be it through curriculum offerings or postgraduate assistance. Preparing students for practice in any locale, and particularly those looking at rural areas and the limitations they may face, should be a component of the mission for all law libraries.

131. Amanda Kennedy & Stephen Winn, *Using Technology to Increase Support for Rural and Regional Legal Professionals*, 16 DEAKIN L. REV. 209, 209 (2011).

VII. APPENDICES

APPENDIX 1: RURAL POPULATION OF THE UNITED STATES¹³²

| | Rural Population | Total Population | % Rural |
|---------------|-----------------------------|-----------------------------|----------------|
| US | 46,082,739 | 325,719,178 | 14% |
| Alabama | 1,143,256 | 4,874,747 | 23% |
| Alaska | 239,204 | 739,795 | 32% |
| Arizona | 347,797 | 7,016,270 | 5% |
| Arkansas | 1,134,214 | 3,004,279 | 38% |
| California | 837,879 | 39,536,653 | 2% |
| Colorado | 705,835 | 5,607,154 | 13% |
| Connecticut | 182,177 | 3,588,184 | 5% |
| Delaware | 0 | 961,939 | 0% |
| Florida | 713,665 | 20,984,400 | 3% |
| Georgia | 1,786,539 | 10,429,379 | 17% |
| Hawaii | 272,540 | 1,427,538 | 19% |
| Idaho | 564,600 | 1,716,943 | 33% |
| Illinois | 1,468,572 | 12,802,023 | 11% |
| Indiana | 1,461,706 | 6,666,818 | 22% |
| Iowa | 1,270,833 | 3,145,711 | 40% |
| Kansas | 926,998 | 2,913,123 | 32% |
| Kentucky | 1,830,084 | 4,454,189 | 41% |
| Louisiana | 757,126 | 4,684,333 | 16% |
| Maine | 544,216 | 1,335,907 | 41% |
| Maryland | 151,075 | 6,052,177 | 2% |
| Massachusetts | 99,256 | 6,859,819 | 1% |
| Michigan | 1,797,856 | 9,962,311 | 18% |
| Minnesota | 1,240,268 | 5,576,606 | 22% |
| Mississippi | 1,601,129 | 2,984,100 | 54% |
| Missouri | 1,543,701 | 6,113,532 | 25% |
| Montana | 680,900 | 1,050,493 | 65% |
| Nebraska | 666,846 | 1,920,076 | 35% |
| Nevada | 274,622 | 2,998,039 | 9% |
| New Hampshire | 498,122 | 1,342,795 | 37% |

132. U.S. DEP'T OF AGRIC. ECON. RESEARCH SERV., *State Fact Sheets*, <https://www.ers.usda.gov/data-products/state-fact-sheets/> (last updated Oct. 26, 2018).

| | | | |
|----------------|-----------|------------|-----|
| New Jersey | 0 | 9,005,644 | 0% |
| New Mexico | 686,089 | 2,088,070 | 33% |
| New York | 1,376,268 | 19,849,399 | 7% |
| North Carolina | 2,210,611 | 10,273,419 | 22% |
| North Dakota | 374,669 | 755,393 | 50% |
| Ohio | 2,356,269 | 11,658,609 | 20% |
| Oklahoma | 1,338,089 | 3,930,864 | 34% |
| Oregon | 669,654 | 4,142,776 | 16% |
| Pennsylvania | 1,461,418 | 12,805,537 | 11% |
| Rhode Island | 0 | 1,059,639 | 0% |
| South Carolina | 745,781 | 5,024,369 | 15% |
| South Dakota | 448,693 | 869,666 | 52% |
| Tennessee | 1,507,213 | 6,715,984 | 22% |
| Texas | 3,061,090 | 28,304,596 | 11% |
| Utah | 325,595 | 3,101,833 | 10% |
| Vermont | 405,262 | 623,657 | 65% |
| Virginia | 1,040,889 | 8,470,020 | 12% |
| Washington | 740,930 | 7,405,743 | 10% |
| West Virginia | 693,506 | 1,815,857 | 38% |
| Wisconsin | 1,498,256 | 5,795,483 | 26% |
| Wyoming | 401,441 | 579,315 | 69% |

APPENDIX 2: ANNUAL MEAN WAGE FOR ATTORNEYS, BY STATE¹³³

| | Annual Mean Wage |
|---------------|-------------------------|
| Alabama | \$117,640 |
| Alaska | \$122,870 |
| Arizona | \$138,680 |
| Arkansas | \$99,100 |
| California | \$168,200 |
| Colorado | \$141,200 |
| Connecticut | \$152,540 |
| Delaware | - |
| Florida | \$127,730 |
| Georgia | \$136,190 |
| Hawaii | \$113,190 |
| Idaho | \$98,390 |
| Illinois | \$140,920 |
| Indiana | \$113,850 |
| Iowa | \$113,470 |
| Kansas | \$104,730 |
| Kentucky | \$95,890 |
| Louisiana | \$101,170 |
| Maine | \$102,040 |
| Maryland | \$126,480 |
| Massachusetts | \$157,450 |
| Michigan | \$112,740 |
| Minnesota | \$124,230 |
| Mississippi | \$106,360 |
| Missouri | \$115,520 |
| Montana | \$83,150 |
| Nebraska | \$110,950 |
| Nevada | \$138,850 |
| New Hampshire | \$119,650 |

133. U.S. DEP'T OF LABOR BUREAU OF LABOR STATISTICS, *Occupational Employment Statistical Query System: Occupational Employment Statistics*, <https://data.bls.gov/oes/#/home> (last visited Nov. 6, 2018). Select "One occupation for multiple geographic areas" option; then select "Lawyers" from the occupations list; then select "State" from geographic type; then select "All states in this list;" then select "Next;" then select "Annual Mean Wage;" then select "Next;" then select "Submit" to output the data.

| | |
|----------------|-----------|
| New Jersey | \$140,340 |
| New Mexico | \$99,510 |
| New York | \$165,260 |
| North Carolina | \$137,200 |
| North Dakota | \$97,680 |
| Ohio | \$113,610 |
| Oklahoma | \$115,260 |
| Oregon | \$117,810 |
| Pennsylvania | \$139,050 |
| Rhode Island | \$129,410 |
| South Carolina | \$104,300 |
| South Dakota | \$100,000 |
| Tennessee | \$129,830 |
| Texas | \$145,800 |
| Utah | \$109,280 |
| Vermont | \$105,900 |
| Virginia | \$136,790 |
| Washington | \$129,220 |
| West Virginia | \$95,220 |
| Wisconsin | \$123,600 |
| Wyoming | \$98,090 |

APPENDIX 3: STATE-SPECIFIC LEGAL RESEARCH CLASSES¹³⁴

| School | Class | Credits | USNWR 19 | USNWR 18 |
|------------------|------------------------------|---------|-------------|-------------|
| Golden Gate | CA Legal Research | 2 | RNP | RNP |
| Loyola | CA Legal Research | 1 | 65 | 65 |
| San Francisco | CA Legal Research | 2 | RNP | RNP |
| Thomas Jefferson | CA Legal Research | Unknown | Unranked | RNP |
| UColorado | CO Legal Research | 1 | 46 | 36 |
| Denver | CO Legal Research | 1 | 63 | 76 |
| Miami | FL Legal Research Techniques | 1 | 65 | 77 |
| St. Thomas (FL) | LR Boot Camp: State Law | 1 | RNP | RNP |
| Emory | SLLR | 1 | 22 | 22 |
| UGA | GA Legal Research | 1 | 32 | 30 |
| Hawaii | ALR: HA Legal Research | 2 | 101 | 100 |
| Loyola (IL) | ALR Special Topics: IL Law | 1 | 74 | 82 |
| NIU | ALR: IL Law | Unknown | 144 | 148 |
| Notre Dame | ALR: State, County, | 2 | 24 | 20 |

134. GOLDEN GATE UNIV. SCHOOL OF LAW, *Course Offerings: Course Catalog*, <http://law.ggu.edu/academics/course-offerings/course-catalog/> (last visited Nov. 7, 2018); LOYOLA MARYMOUNT UNIV. LAW SCHOOL, *Courses*, <https://webdb.lms.edu/courses/> (last visited Nov. 7, 2018); UNIV. OF SAN FRANCISCO, *California Legal Research*, <https://www.usfca.edu/catalog/course/669-california-legal-research> (last visited Nov. 7, 2018); THOMAS JEFFERSON SCHOOL OF LAW, *Elective Courses*, <https://www.tjssl.edu/academics/curriculum-requirements/elective-courses> (last visited Nov. 7, 2018); UNIV. OF COLORADO BOULDER, *Course Descriptions*, <https://lawweb.colorado.edu/courses/courses.jsp> (last visited Nov. 7, 2018); UNIV. OF DENVER STURM COLLEGE OF LAW, *Registrar*, <https://www.law.du.edu/forms/registrar/course-list.cfm> (last visited Nov. 7, 2018); UNIV. OF MIAMI SCHOOL OF LAW, *LAW150 A Florida Legal Research Techniques*, https://lawapps2.law.miami.edu/clink/course.aspx?cof_id=16 (last visited Nov. 7, 2018); SAINT THOMAS UNIV. SCHOOL OF LAW, *2017-2018 Catalog*, (Oct. 13, 2017), <https://www.stu.edu/portals/law/docs/students/stulawcatalog2017.pdf>; EMORY LAW, *Course Description Archive*, (Mar. 31, 2017), http://law.emory.edu/_includes/documents/sections/academics/registrar/Fall2016-Spring2017-course-descriptions.pdf; UNIV. OF GEORGIA SCHOOL OF LAW, *Georgia Legal Research*, <http://www.law.uga.edu/georgia-legal-research> (last visited Nov. 7, 2018). Course Descriptions from the remaining law schools available from the author upon request. US NEWS AND WORLD REPORT, *Law School Rankings for 2019*, <https://www.usnews.com/best-graduate-schools/top-law-schools> (last visited Nov. 28, 2018); ABOVE THE LAW, *It's Official—There's A New T14 In Town! (2018 USNWR Rankings Are Here)*, <https://abovethelaw.com/2017/03/its-official-theres-a-new-t-14-in-town-2018-usnwr-rankings-are-here/> (last visited Nov. 28, 2019). This information was compiled from a review of course catalogs for all ABA accredited law schools. This appendix also includes the name of the course, the number of credits assigned to the class, and the 2018 and 2019 US News and World Report ranking for the schools. Of note, WMU-Cooley is offering classes on both Michigan and Florida Legal Research.

| | | | | |
|------------------|--------------------------------|---------|-----|-----|
| | Municipal | | | |
| Drake | ALR: IA Law | 1 | 133 | 106 |
| Washburn | Kansas Legal Research | 2 | 119 | 127 |
| UK | KY Legal Research | 1 | 65 | 57 |
| New England | MA Legal Research | 1 | RNP | RNP |
| Suffolk | MA Legal Research | 2 | 144 | 140 |
| WMU-Cooley | ARL: FL Legal Research | 1 | RNP | RNP |
| WMU-Cooley | ARL: MI Legal Research | 1 | RNP | RNP |
| Mitchell Hamline | MN Legal Research | 1 | RNP | RNP |
| MS College | MS Legal Research | 1 | RNP | RNP |
| Brooklyn | ALR: NY Civil Litigation | 1 | 83 | 88 |
| Fordham | ALR: NY Legal Materials | 1 | 37 | 36 |
| Pace | AR Skills: NY Practice | 2 | 125 | 120 |
| St. John's | NY Legal Research | 1 | 83 | 72 |
| Touro | NY Legal Research | 1 | RNP | RNP |
| Elon | ALR: NC Legal Materials | 1 | RNP | RNP |
| OSU | Ohio Legal Research | Unknown | 32 | 30 |
| OK City | OK Legal Research for Practice | 1 | RNP | RNP |
| Drexel | PA Legal Research | 1 | 101 | 112 |
| Temple | PA Legal Research | 1 | 47 | 53 |
| Texas | ALR: TX Law | 1 | 15 | 14 |
| TX Tech | TX Legal Research | 1 | 113 | 118 |
| TX A&M | TX Legal Research Practicum | 2 | 80 | 92 |

APPENDIX 4: 2016 GRADUATE PLACEMENT FOR SCHOOLS TEACHING STATE-SPECIFIC LEGAL RESEARCH¹³⁵

| School | Largest 2016 | Second 2016 |
|------------------|---------------------|--------------------|
| Golden Gate | CA (77) | DC (2) |
| Loyola | CA (277) | DC (3) |
| San Francisco | CA (88) | IL (1); NV (1) |
| Thomas Jefferson | CA (86) | NV (7) |
| UColorado | CO (133) | CA (7) |
| Denver | CO (227) | NM (3); NY (3) |
| Miami | FL (227) | CA (9) |
| St. Thomas (FL) | FL (122) | NY (3); CA (3) |
| Emory | GA (136) | NY (35) |
| UGA | GA (142) | FL (11) |
| Hawaii | HI (63) | DC (3) |
| Loyola (IL) | IL (149) | CA (6); DC (6) |
| NIU | IL (66) | WI (2) |
| Notre Dame | IL (33) | NY (15); CA (14) |
| Drake | IA (81) | MN (2); CO (2) |
| Washburn | KS (60) | MO (18) |
| UK | KY (92) | OH (13) |
| New England | MA (114) | NY (10) |
| Suffolk | MA (265) | RI (18) |
| WMU-Cooley | MI (181) | FL (71) |
| Mitchell Hamline | MN (198) | WI (9) |
| MS College | MS (78) | LA (13) |
| Brooklyn | NY (295) | NJ (7) |
| Fordham | NY (298) | NJ (10) |
| Pace | NY (128) | NJ (15) |
| St. John's | NY (211) | NJ (5) |
| Touro | NY (109) | NJ (4) |
| Elon | NC (46) | VA (9) |
| OSU | OH (141) | CA (7) |
| OK City | OK (93) | TX (13) |
| Drexel | PA (83) | NJ (34) |
| Temple | PA (133) | NJ (17) |

135. AMERICAN BAR ASS'N, *Section of Legal Education and Admissions to the Bar Employment Summary for 2016 Graduates* (individual URLs on file with author).

| | | |
|---------|----------|----------------|
| Texas | TX (247) | NY (26) |
| TX Tech | TX (145) | DC (2) |
| TX A&M | TX (171) | IN (1); MO (1) |

APPENDIX 5: 2017 GRADUATE PLACEMENT FOR SCHOOLS TEACHING STATE-SPECIFIC LEGAL RESEARCH¹³⁶

| School | Largest 2017 | Second 2017 |
|------------------|---------------------|--------------------|
| Golden Gate | CA (54) | MD (1); NE (1) |
| Loyola | CA (248) | DC (3) |
| San Francisco | CA (103) | MA (2); NV (2) |
| Thomas Jefferson | CA (67) | TX (4) |
| UColorado | CO (119) | CA (4); DC (4) |
| Denver | CO (191) | TX (4) |
| Miami | FL (199) | DC (6) |
| St. Thomas (FL) | FL (123) | VA (2) |
| Emory | GA (121) | NY (30) |
| UGA | GA (123) | NC (6); SC (6) |
| Hawaii | HI (86) | AZ (1) |
| Loyola (IL) | IL (155) | CA (6) |
| NIU | IL (50) | WI (3) |
| Notre Dame | IL (32) | CA (21); IN (16) |
| Drake | IA (67) | MN (2); NE (2) |
| Washburn | KS (48) | MO (13) |
| UK | KY (82) | GA (5) |
| New England | MA (99) | NY (11) |
| Suffolk | MA (212) | NY (18) |
| WMU-Cooley | MI (136) | FL (68) |
| Mitchell Hamline | MN (178) | WI (11) |
| MS College | MS (70) | LA (6) |
| Brooklyn | NY (291) | NJ (12) |
| Fordham | NY (271) | NJ (11) |
| Pace | NY (114) | NJ (20) |
| St. John's | NY (178) | NJ (3) |
| Touro | NY (13) | NJ (7) |
| Elon | NC (33) | FL (4) |
| OSU | OH (125) | DC (4) |
| OK City | OK (85) | TX (16) |
| Drexel | PA (81) | NJ (18) |
| Temple | PA (136) | NJ (25) |

136. AMERICAN BAR ASS'N, *Section of Legal Education and Admissions to the Bar Employment Summary for 2017 Graduates* (individual URLs on file with author).

| | | |
|---------|----------|---------|
| Texas | TX (214) | NY (22) |
| TX Tech | TX (142) | NM (7) |
| TX A&M | TX (140) | CO (3) |

APPENDIX 6: KANSAS LEGAL RESEARCH PROJECT SURVEY QUESTIONS

1. What is the name of the office that publishes the Kansas Statutes Annotated?
2. Kansas appellate court opinions can be found in the _____ Reporter of West's National Reporter System.
3. List two (2) duties of the Kansas Secretary of State.
4. The Kansas court which handles all justiciable matters unless otherwise provided by law (and is blank in the chart below) is the _____.

Kansas Supreme Court → Kansas Court of Appeals → _____ →
Municipal Courts.

5. How many "branches" are there in the Kansas Legislature and what are their names?
6. Which legal research database is offered free to members of the Kansas Bar Association?
7. A client has purchased property in Shawnee County, KS and needs you to file the deed for her. What is the name of the county official whose office manages property records in Shawnee County?
8. How many federal court districts are there in Kansas?
9. Kansas (federal) district court cases are appealed to the _____ Circuit Court of Appeals.

APPENDIX 7: KANSAS LEGAL RESEARCH PROJECT SURVEY ANSWERS AND RESPONSES

| | Answer | Correct Responses (out of 39) | Percentage |
|------------|--------------------------|--|-------------------|
| Question 1 | KS Revisor of Statutes | 12 | 31% |
| Question 2 | Pacific | 7 | 18% |
| Question 3 | Business/Elections | 12.5 | 32% |
| Question 4 | District Court | 32 | 82% |
| Question 5 | House & Senate | 27 | 69% |
| Question 6 | Casemaker | 1 | 3% |
| Question 7 | Recorder of Deeds | 12 | 31% |
| Question 8 | 1 – DC of KS | 20 | 51% |
| Question 9 | 10 th Circuit | 28 | 67% |