

# Frederick Hicks's Strategic Vision for Law Librarianship\*

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*Professor Butler examines Frederick Hicks's strategic vision for law librarianship, focusing particularly on his approach to collection development and his contributions in the areas of legal research instruction, training of law librarians, and bibliographic scholarship.*

¶1 As the American Association of Law Libraries (AALL) celebrates its 100th anniversary in 2006, it is highly appropriate to recognize the heroes of law librarianship and to explore the evolution of the profession. Frederick C. Hicks is one of the giants of law librarianship in the twentieth century. There is not a single area of the profession that Hicks did not profoundly influence during the course of his career as a law librarian. One of the most important of his legacies is the strategic vision he had for law librarianship.

¶2 That Hicks was a strategic thinker of the first rank is perhaps best exemplified by his management of the Columbia and Yale law libraries for more than thirty years. Under his leadership, these collections became two of the great law libraries in the world. Hicks's strategic vision was equally manifested in his contributions to the profession as a whole, including the teaching of legal research, the training of law librarians, and the publishing of legal bibliographic scholarship. This article will initially explore the evolution of Hicks's approach to collection development at the Columbia and Yale law libraries and will conclude with an assessment of his broader contributions to law librarianship.

## Hicks's Management of Columbia Law Library

¶3 In 1915, Hicks became the law librarian of Columbia Law School, a position he held until resigning to become law librarian at Yale Law School in 1928. When he assumed the position at Columbia, the law library had been somewhat neglected, as indicated by the following description in an article about Hicks by William Roalfe.

Hicks' administration followed a period of maladministration and neglect such as unfortunately seems to be a part of the story of almost every library. A legal scholar who visited the School in 1911 included the following language in a most depressing description of the Library at the time: "The general condition of things suggested that the whole of the

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collection might have been tossed bodily from the [University] Library to Kent Hall, and left almost as it fell.”<sup>1</sup>

¶4 Columbia’s collection, while possessing adequate Anglo-American legal materials, was particularly weak in foreign and international resources. Over the next thirteen years, Hicks literally transformed the collection. When he assumed responsibility in 1915, the law library contained 56,427 volumes. When he left in 1928, it had grown to 142,268 volumes, an average growth rate of more than 6000 volumes annually.<sup>2</sup>

¶5 In his first annual report at Columbia in 1915, Hicks indicated that his most important goal as law librarian was to improve the library’s collection.<sup>3</sup> In an essay that he wrote about this same time,<sup>4</sup> Hicks elaborated on his goal and set forth his vision of the function of the library in a law school. He noted that law schools had shifted to the case system for teaching law and that under this system, “the library is to a law student what a laboratory is to a chemistry student.”<sup>5</sup> In Hicks’s view, the law library’s place in the modern law school was just as important as the classroom:

The modern law school library, then, is a working institution in which law students learn how to use law books. Its function is equally important with that of the class room and, just as instructors teach legal principles in the class room, so the law librarian must teach the mechanics of book-use in the library. This fact has been recognized in the curricula of many law schools where lectures on legal bibliography and the use of law books are given by the librarian with practice work in the library.<sup>6</sup>

¶6 The most significant aspect of Hicks’s vision concerned the scope of the library’s collection. Hicks noted that in 1916 the Association of American Law Schools (AALS) required academic law libraries to have approximately five thousand volumes, including the reports of the state and federal courts, the reports of the English chancery and common law courts, as well as a small collection of secondary resources. This was the minimum requirement, in the view of AALS, for a library to adequately prepare students to practice law. Hicks believed, however, that a “great” law library’s collection should significantly exceed this minimum requirement. Such a collection would include not only the standard Anglo-American materials but also oriental, continental, and medieval legal history; foreign law; and, finally, international law (including foreign relations and international organizations). The geographic reach of the foreign law materials would be

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1. William R. Roalfe, *Frederick C. Hicks: Scholar-Librarian*, 50 LAW LIBR. J. 88, 90 (1957) (quoting JULIUS GOEBEL, *A HISTORY OF THE SCHOOL OF LAW: COLUMBIA UNIVERSITY* 237 (1955)).
  2. GOEBEL, *supra* note 1, at 239.
  3. Frederick C. Hicks, *Annual Report of the Law Librarian*, Columbia Law Library, 1914–15, at 3 (1915) (unpublished manuscript, available at Columbia Law Library).
  4. Frederick C. Hicks, *The Columbia Law Library and its Work* (pts. 1–4), 5 COLUM. ALUMNI NEWS 295, 319, 339, 362 (1914).
  5. *Id.* at 295.
  6. *Id.* at 296.

extensive, including both European and Latin American jurisdictions. Hicks concluded by noting that “[t]he inadequacy of our library, however, is chiefly apparent when it is judged by the standards set up in this article for a University Law school which realizes its true function in education. We have merely laid the foundation for a great law library. . . .”<sup>7</sup> Hicks again stressed his desire to improve the foreign law and legal history collection. “Manifestly, the field in which the great university law library should be preeminent over law libraries intended chiefly for the practising lawyer, is the field of legal history and comparative legal research.”<sup>8</sup>

¶7 Hicks proceeded to implement this vision during the remainder of his tenure at Columbia. In the first five years of his administration, he focused on expanding the library’s Anglo-American materials. However, in his 1919–20 annual report, he proposed a vast expansion of the collection. Over the years the collection had become an adequate “working” library that sufficed to prepare law students to practice law, but now, he proposed, it was time to create a library that would be a “research library” for scholars in all fields of law.<sup>9</sup> To achieve this result, he began collecting materials in international law and foreign law, including Latin American law.

¶8 This new approach to collection development coincided with parallel developments in the curriculum of the Columbia Law School under the leadership of Dean Harlan Fisk Stone (later associate and chief justice of the Supreme Court). In his 1919 report, Stone proposed a significant expansion in the law school’s programs in comparative law, including Roman law and civil law, as well as the law of South America.<sup>10</sup> Stone’s proposal included developing courses in Anglo-American legal history and in the comparative study of American and foreign legislation. In addition, he recommended establishing a journal of comparative law. Stone noted that such a program required a large addition to the library’s appropriation for the purchase of books on foreign law. In his 1920 report, Stone supported Hicks’s proposal to develop a library for scholars as well as a working library for students.<sup>11</sup>

¶9 Hicks proceeded to implement the new collection development policy in the early 1920s. He went to Europe and proceeded to purchase books in Belgium, Germany, and Switzerland, among other countries. The collection grew from 76,742 volumes in 1920, to more than 108,000 volumes in 1924, an increase of almost 35,000 volumes in just four years. In his 1924–25 annual report, Hicks

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7. *Id.* at 362.

8. *Id.*

9. Frederick C. Hicks, Annual Report of the Law Librarian, Columbia Law Library, 1919–20, at 4 (1920) (unpublished manuscript, available at Columbia Law Library).

10. Harlan Fisk Stone, Report of the Dean, Columbia Law School, for the Academic Year Ending June 30, 1919, at 10–11 (1919) (unpublished manuscript, available at Columbia Law Library, bound in Annual Reports of Dean Stone, 1914–1923, Columbia University Law School).

11. Harlan Fisk Stone, Report of the Dean, Columbia Law School, for the Academic Year Ending June 30, 1920, at 8 (1920) (unpublished manuscript, available at Columbia Law Library, bound in Annual Reports of Dean Stone, 1914–1923, Columbia University Law School).

noted that the dramatic growth of the collection reflected, among other things, a systematic expansion of the library's foreign law materials, particularly primary and secondary resources from various European countries.<sup>12</sup> There were also extensive purchases of materials on Roman law and legal history. He indicated that this expansion of the collection was needed to support the law school's interest in the comparative study of civil and common law.<sup>13</sup>

¶10 An additional novel and visionary aspect of Hicks's approach to collection development during his Columbia years involved the expansion of the collection into many nonlegal areas. In a paper delivered at the 1926 AALL Annual Meeting, Hicks explained his belief that law libraries must expand their collections beyond traditional legal materials.

[T]here is a new movement on foot, which involves bodies of knowledge collateral to the law. . . . Some call it sociological jurisprudence; others talk about a "Functional approach" to the law, while others explain that it treats the law as a means of social control. All agree that its essential characteristic is that law is no longer to be looked upon as an isolated body of legal reasoning based upon immutable principles. We see this idea put into practice in the so-called "sociological briefs" submitted in the minimum wage cases; and we find the study and teaching of the law in the schools already affected by it.<sup>14</sup>

Hicks noted that there were many more courses in law schools in nonlegal fields such as public finance, corporation finance, domestic and international banking, accounting, etc. Pursuant to these concerns, Hicks began collecting in such areas as history, philosophy, sociology, economics, and political science.

### Hicks's Management of Yale Law Library

¶11 In 1928, Hicks became law librarian of the Yale Law Library. He remained in this position until his retirement in 1945. As his successor, Samuel Thorne, noted: "Under [Hicks's] direction, the Yale Law Library rose to the first rank among the law libraries of the world, whether that statement be tested by the criterion of size, richness of collection, adequacy of catalogue and classification, or physical facilities for convenient use."<sup>15</sup>

¶12 As with the Columbia Law Library, one of the most visionary aspects of Hicks's legacy at Yale was the scope of the collection that he created. In his 1934 annual report, he described in great detail the scope of the collection that he sought to build. He began by noting that "[Yale] is one of the great law libraries of the world," and then proceeded to list the three classes into which the collection was divided on the shelves: independent subject classes, Anglo-American law, and

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12. Frederick C. Hicks, Annual Report of the Librarian, Columbia Law Library, 1924–25, at 1 (1924) (unpublished manuscript, available at Columbia Law Library).

13. *Id.* at 1–2.

14. Frederick C. Hicks, *The Widening Scope of Law Librarianship*, 19 *LAW LIBR. J.* 61, 63–64 (1926).

15. Samuel E. Thorne, *In Memory of Frederick Charles Hicks*, 49 *LAW LIBR. J.* 277, 278 (1956).

foreign law.<sup>16</sup> The independent classes included ancient law, canon law, Hindu law, Roman law, Mohammedan law, social science, and philosophy, among others. The foreign law classes covered dozens of foreign jurisdictions, including all the countries in Central and South America.<sup>17</sup> The diversity of countries covered by Hicks's acquisitions during these years was impressive. As Hicks noted in his 1935–36 annual report, foreign law reports came from thirty-seven jurisdictions, foreign session laws from forty-four jurisdictions, and foreign legal periodicals from twenty-six countries.<sup>18</sup> Foreign legal periodicals included many specialized periodicals addressing such diverse fields as international law, Roman law, canon law, commercial law, criminal law, administrative law, maritime law, comparative law, and medical jurisprudence.

¶13 He articulated the collection development philosophy underlying the expansion of the collection in his 1937–38 annual report:

Now comes the time for steady pressure not merely to maintain our present status, but gradually to extend our frontiers. We cannot be content to be second to any school for study and research. Provision should be made at all times for those whose primary aim is preparation for law practice; but beyond this, facilities should be made for following through in advanced law study wherever investigation and research may lead. This latter purpose characterizes a university law school library as distinguished from a practitioner's library. . . . Taking in turn each subject taught in the school, its literature should be examined beginning with Anglo-American, and following through in the same cross section to all major foreign countries. To this material should be added . . . the so-called non-legal literature which relates to it.<sup>19</sup>

In his last annual report at Yale, Hicks again reaffirmed his goal to make the library a center for research in the law and articulated the scope of the collection development policy necessary to achieve this goal:

The development of the Law Library during the past seventeen years has been on the assumption that the School is a center of research in law, as well as a School for the training of practicing lawyers. This assumption calls for building up collections of modern law for all foreign language countries as well as for those in which American law is in vogue. It involves also provision of source books for the history of law in all fields, including Roman law, international law, canon law, Mohammedan law, Hebrew law, and Hindu law.<sup>20</sup>

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16. Frederick C. Hicks, *Report of the Librarian of the School of Law, 1933–34*, in REPORTS TO THE PRESIDENT, 1933–34, at 36 (Bulletin of Yale Univ., 1934).

17. *Id.*

18. Frederick C. Hicks, *Report of the Librarian of the School of Law, 1935–36*, in REPORTS OF THE DEAN AND OF THE LIBRARIAN OF THE SCHOOL OF LAW FOR THE ACADEMIC YEAR 1935–36, at 19, 20 (Bulletin of Yale Univ., 1936).

19. Frederick C. Hicks, *Report of the Librarian of the School of Law, 1937–38*, in REPORTS OF THE DEAN AND OF THE LIBRARIAN OF THE SCHOOL OF LAW FOR THE ACADEMIC YEAR 1937–38, at 25, 26 (Bulletin of Yale Univ. supp., 1938).

20. Frederick C. Hicks, *Report of the Librarian of the School of Law, 1944–45*, in REPORTS OF THE DEAN AND OF THE LIBRARIAN OF THE SCHOOL OF LAW FOR THE ACADEMIC YEAR 1944–45, at 55 (Bulletin of Yale Univ., 1945).

¶14 While the expansion of the scope and depth of the Yale collection under Hicks's administration is striking, one of the measures of Hicks's greatness as a law librarian was his unwillingness to rest on his laurels; he was never satisfied with the level that his collection had reached. Eight years after the start of his tenure at Yale, when Hicks had already built a collection of great depth by any standard, he noted in his 1935–36 annual report:

It is proper to say of the Law Library that it is rich in the above . . . classes of source materials, but there is so much more to be added that no degree of self-satisfaction is warranted. First in importance is the completion of sets of which the law school already has part. Second, sets entirely lacking for many of the British colonies should be added and third, our subscription list for foreign continuations should be extended.<sup>21</sup>

¶15 The richness of the collection that Hicks created can also be appreciated by examining its growth over the years that he was at Yale. At the close of 1928, when Hicks began his tenure, the library contained 100,508 volumes; in 1945, the year of his retirement, the collection totaled 294,361 volumes, a growth of an astonishing 200,000 volumes over the seventeen years he led the library.<sup>22</sup> In the two years prior to Hicks's administration, the collection was growing at the rate of approximately four thousand volumes a year.<sup>23</sup> Under his leadership, while the numbers varied, there was at least one year in which the collection increased by more than 27,000 volumes.<sup>24</sup>

¶16 The expansion of the Columbia and Yale collections under Hicks's leadership reflects not only his visionary leadership but also the changing role of academic law libraries during these years. As Hicks often noted in his annual reports, academic law libraries had evolved from being primarily designed to prepare students for the practice of law to being research centers whose purpose was to support the scholarly activities of the faculty and visiting scholars. With this expanding role came a dramatic increase in the scope and depth that these collections were expected to achieve and a widening role for the law librarian in creating such legal collections. As we have seen, collections that had focused primarily on Anglo-American legal materials were expanded to include significant holdings in international law, foreign law, and legal history. Equally significant, law libraries were expected to collect in many nonlegal as well as legal areas.

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21. Hicks, *supra* note 18, at 20.

22. Samuel E. Thorne, *Report of the Librarian of the School of Law, 1945–46*, in *REPORTS OF THE DEAN AND OF THE LIBRARIAN OF THE SCHOOL OF LAW FOR THE ACADEMIC YEAR*, at 62 (Bulletin of Yale Univ., 1946).

23. Frederick C. Hicks, *Report of the Librarian of the School of Law, 1932–33*, in *REPORTS TO THE PRESIDENT, 1932–33*, at 31 (Bulletin of Yale Univ., 1933).

24. *Id.* (indicating that the collection had increased by 27,754 volumes in 1932–33).

## Hicks's Contributions to Law Librarianship As a Whole

¶17 Hicks's strategic vision for law librarianship was reflected in his management of the Columbia and Yale libraries, but it extended far beyond the development of these two libraries. He also made enormous contributions to the development of the profession as a whole. Almost every important aspect of being a law librarian today was profoundly influenced by Hicks's leadership during his career. In particular, his strategic vision for the profession was manifested in his pioneering and seminal contributions to the teaching of legal research, the training of law librarians, and the evolution of legal bibliography as a field of scholarship.

### *The Teaching of Legal Research*

¶18 Hicks passionately believed that the teaching of legal research was central to the profession of law librarianship. It is partly a testament to Hicks's genius that we simply take this fact for granted today. As Morris Cohen has noted:

[B]y virtue of his special relationship to legal literature, the law librarian is the natural teacher of legal bibliography and the methods of legal research. . . . Because of the unique characteristics of legal literature, and the historical development of the profession, we have been more involved with the materials and methods of our bibliography than is true of most other fields of librarianship. We have devoted much time and effort to the scholarship and pedagogy of legal bibliography and have, I think, a duty to continue to do so.<sup>25</sup>

¶19 Legal research was not always a significant part of the law school curriculum or the professional identity of law librarians. In a 1918 article, Hicks indicated that Columbia Law School had historically paid little attention to the teaching of legal research.

[T]he history of the teaching of this subject in law schools is not two decades old. Indeed, the schools as such cannot lay claim to the credit of having recognized the need and acted on it promptly. The initiative came from without, and the idea that the subject is one for which a place should be made in the curriculum is not yet generally accepted. Of the 117 law schools in the United States, less than half have provided such instruction, and the science of teaching the subject is still in its infancy.<sup>26</sup>

Indeed, it was the legal publishing houses, Hicks indicated, that made the first efforts to introduce legal research to the law school curriculum.<sup>27</sup> In 1906, Roger W. Cooley, who worked for the West Publishing Company, visited a number of law schools, including Wisconsin, Minnesota, Michigan, and Chicago, and offered instruction in legal bibliography. These visits continued for a number of years and at an increasingly wide range of schools.<sup>28</sup>

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25. Morris L. Cohen, *Towards a Philosophy of Law Librarianship*, 64 *LAW LIBR. J.* 1, 2 (1971).

26. Frederick C. Hicks, *The Teaching of Legal Bibliography*, 11 *LAW LIBR. J.* 1, 2 (1918).

27. *Id.* at 2.

28. *Id.* at 3.

¶20 Hicks believed that legal research should occupy an important place in the law school curriculum and that law schools should not rely on legal publishing houses for instructors. When Hicks began his tenure as law librarian at Columbia, he was determined to teach the subject himself and he began offering a seminar on legal research every year.<sup>29</sup> He taught this course for many years. He was convinced that this instruction was essential to the preparation of law students for law practice.

Lawyers in active practice, even of long standing, either admit that they do not know easily how to extract information from their books, or bewail the fact that they did not learn it earlier in their careers. Law teachers also have said repeatedly in print and from the platform that a knowledge of legal bibliography is an essential part of the education of a lawyer. It is an obvious corollary of King George the Third's reputed remark that lawyers know not so much more law than other people, but they know better where to find it.<sup>30</sup>

¶21 Not only did Hicks believe that legal research should be part of the law school curriculum, he also believed that law librarians were better qualified to teach the subject than regular faculty.

This leads to the qualifications and status of the instructor. Should the course be given by the law librarian or partly by him and partly by another instructor? Evidently this subject has more direct connection with the work of the librarian than any other in the curriculum. Long before it was a formal subject, [the law librarian] was already teaching it to individual students, and if alive to his opportunities, he will always continue to do so. It is a subject requiring an intimate and extensive knowledge of legal literature, which is the special province of the librarian. Moreover, he must as a matter of course know his books not only in their contemporary development but in their historical origins. He must have this knowledge in order to be an efficient librarian.<sup>31</sup>

¶22 Hicks's efforts to make legal research central to the law school curriculum constitute only a portion of his legacy in this area. Equally important was his vision of how the subject should be taught. This vision was majestic in its breadth and involved much more than simply teaching students how to locate the law.

Legal bibliography proper is not merely a description of books. It is also a study of the record of the jural life of a people. The record shows the evolution of law and the civilization back of it. . . . The modern lawyer cannot rely on modern books alone. In fact, knowledge of the history of the great classes of law books is necessary in order to select the authorities on which to rely. Legal bibliography proper should, therefore, be presented as a historical subject by means of which a background is given to the modern picture. In days when business methods are making it difficult for the law to maintain its position as a profession, no better means of instilling respect for the law into the minds of students can be found than by teaching the history, authority and usefulness of its vast literature.

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29. For additional information about the seminar that Hicks developed at Columbia, see Stacy Etheredge, *Frederick C. Hicks: The Dean of Law Librarians*, 98 LAW LIBR. J. 349, 358-60, 2006 LAW LIBR. J. 18, ¶¶ 26-32.

30. Hicks, *supra* note 10, at 2.

31. *Id.* at 7.

For these reasons it seems advisable to teach this part of the subject in the first year of the law course.<sup>32</sup>

### *The Training of Law Librarians*

¶23 The second area in which the scope of Hicks's strategic vision for the profession is revealed was the training and education of law librarians. Hicks's beliefs concerning the appropriate training of law librarians reflected his extremely demanding vision of law librarianship as a profession. Indeed, his conception of the ideal law librarian is rather breathtaking (and somewhat intimidating) in its scope. First, the law librarian must have a total command of all the techniques of library science, "a knowledge of the fundamentals of library science comparable to that possessed by university, college and public librarians."<sup>33</sup> Second, the law librarian should have a substantial background in the social sciences. "He is not called a social sciences librarian, but he proceeds on the assumption that law is not the least of the social sciences, and he sees its relation not only to politics and government, but to business, to economics, to sociology, to medicine, to anthropology, and to history."<sup>34</sup> Third, the law librarian should possess a sophisticated understanding of the legal system.

The law librarian deals with many classes of readers, especially in University law school libraries; but most of them are legislators, lawyers, judges, law clerks, law professors and law students. . . . They talk in a special language (the jargon of the law) which the librarian must understand. . . . The librarian has to be *en rapport* with them, and be, or give the appearance of being, like them. His eye must light up with intelligence when more or less technical topics are discussed. He must know something of the history of the bench and bar and of important legal developments.<sup>35</sup>

¶24 Finally, the law librarian must be an expert bibliographer. It is in this area, particularly, that Hicks's vision was broad in its scope. Not only must the law librarian be in total command of legal bibliography but also bibliography in general. The law librarian "must be an expert in an extensive special *bibliography*," including "general legal bibliography, national and local bibliography, trade bibliography, author bibliography, subject bibliography (the subdivisions of law), bio-bibliography, and period bibliography. At the same time, since legal literature is part of a larger literature, he must be familiar with bibliography generally."<sup>36</sup>

¶25 Of course, the challenge that has always faced the profession has been to determine the educational background that would endow a law librarian with such a wide and formidable array of characteristics. Hicks pondered this problem throughout his career and frequently addressed the issue in programs at AALL Annual Meetings. He ardently believed that, without appropriate training, law

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32. *Id.* at 6.

33. Frederick C. Hicks, *Educational Requirements for Law Libraries*, 23 LAW LIBR. J. 62, 67 (1930).

34. *Id.* at 64.

35. *Id.* at 65.

36. *Id.* at 66.

librarianship would never reach levels that reflected his enormous aspirations for the profession. He constantly proclaimed the need for the systematic training of law librarians in graduate school. In his 1921 AALL presidential address, Hicks noted that the proper training of law librarians in graduate library programs should be a major concern of the organization.

There is, moreover, a new field in which this Association should exert its influence, viz., training for law librarianship. With law libraries fast growing in number, size and importance; with requirements for efficiency in general management, in service to readers, in classification and cataloguing . . . becoming more necessary; it is evident that some step should be taken to provide systematic training for law librarianship.<sup>37</sup>

Hicks thought such training could be provided most efficiently by library schools and consequently “law librarians must indicate to [library schools] that they wish to recruit their forces from among graduates of library schools, and would like to have courses preparatory for law library work instituted in the schools.”<sup>38</sup> There is no doubt he felt very strongly about this. “Personally I shall not be content until the importance of training for our work is recognized by the best of the schools.”<sup>39</sup>

¶26 He often returned to the subject of training for law librarianship. In an address at the 1926 AALL Annual Meeting, he noted that in the previous five years a number of graduate programs in library science had been developed which required two to three years of study leading to a master’s degree. Since Hicks believed it was critical that law librarians have excellent training in the basic techniques of library science, he viewed this development as necessary and important to law librarianship. He did, however, continue to urge that library schools also offer specialized classes in legal bibliography and law library administration.

¶27 This issue which so deeply concerned Hicks throughout his career is obviously very much with us today. While all law librarians today have undergraduate and library science degrees, we have never fully determined the best method for acquiring the other attributes that Hicks mentions. There is an enormous diversity of opinion over whether a law degree is needed to be a competent law librarian.<sup>40</sup> However, although we continue to struggle with the educational requirements for entry into the profession, we can still be inspired by Hicks’s vision of the ideal law librarian.

### *Contributions to Bibliographic Scholarship*

¶28 A third area of Hicks’s strategic vision for law librarianship involved his contributions to bibliographic scholarship. Morris Cohen has noted that one of the primary professional obligations of law librarians is to assure their readers access to the literature of the law.

37. Frederick C. Hicks, *President’s Address*, 14 LAW LIBR. J. 25, 27 (1921).

38. *Id.*

39. *Id.* at 28.

40. See, e.g., *The Education of a Law Librarian—A Panel*, 50 LAW LIBR. J. 359 (1957).

[L]aw librarians must *assure* their readers access to the materials they collect and administer. . . . [This] concerns the form and effectiveness of the search books and finding tools available in our library. . . . We seem to feel that bibliographic access is the responsibility of the law book publishers who supply the digests, codes, indexes, and citators upon which our users rely. We buy them and service them but feel no professional responsibility for their adequacy. Yet they are no less important to our readers than the rules and procedures of library use that we have established for our library. They may indeed be *more* important. I submit that our obligation in this respect extends to both the bibliographic problem of providing *effective* access to legal literature and to the administrative problem of providing access to shelves and volumes. Without *both* physical access to the books *and* bibliographic access to the information within them, our readers cannot be adequately served.<sup>41</sup>

Hicks epitomized this aspect of law librarianship. Throughout his career he was concerned with the adequacy of the tools available for accessing the literature of the law. In many of his presentations at AALL Annual Meetings he reiterated his belief that one of the primary missions of the organization was to ensure such adequacy.

¶29 In his 1920 presidential address, Hicks emphasized his concern with the effectiveness of bibliographic tools. "A fundamental feature of our work should continue to be the preparation and publication of bibliographies."<sup>42</sup> He particularly stressed the importance of the *Index to Legal Periodicals* as one of the most significant achievements of AALL. He urged that its scope be expanded to include the indexing of more periodicals and the inclusion of foreign legal periodicals.<sup>43</sup> In a paper presented at the 1920 Annual Meeting, he offered a number of detailed suggestions for improving the *Index* and the *Law Library Journal*, such as "the inclusion in the *Index* of papers printed in all legal society publications, such as the reports of the respective Bar Associations . . . ; the inclusion of articles in foreign legal periodicals devoted to law, both public and private . . . ; and the development and improvement of the *Law Library Journal*. . . ." <sup>44</sup> In his 1921 presidential address, Hicks expressed his concern with the lack of sufficient subscribers to the *Index* and warned that it would be a disaster if it were discontinued.<sup>45</sup>

¶30 This preoccupation with the state of legal bibliography continued throughout Hicks's career. In "The Future of Legal Bibliography," a paper presented at the 1927 AALL Annual Meeting in Toronto, Hicks issued a challenge to the whole profession:

As individual librarians and as an organization of law librarians, I think we may well take this latter statement as a friendly challenge that we give attention to the future of legal bibliography. . . . [W]e have the desire, and realize the need, for further work on legal bibliography. Your attention is therefore asked to the questions: What further bibliographical work would we like to have done? And of these tasks, which would be found immediately most useful? The question is not, Can it be done? or what would it cost? If we can agree

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41. Cohen, *supra* note 25, at 2–3.

42. Frederick C. Hicks, *President's Address*, 13 LAW LIBR. J. 21, 26 (1920).

43. *Id.* at 27.

44. Frederick C. Hicks, *The Modern Medusa*, 14 LAW LIBR. J. 7, 14 (1921).

45. Hicks, *supra* note 37, at 29.

on a programme, the persons and means of accomplishing it, step by step, will eventually be found.<sup>46</sup>

After issuing this challenge, Hicks set out a detailed program for the Association, which included the development of lists of foreign legal periodicals, Anglo-American legal treatises, and foreign legal treatises; and indexes of U.S. statutes, American colonial and state statutes and session laws, and the contents of foreign legal periodicals.<sup>47</sup> Hicks particularly focused on the critical need for an index to the contents of foreign periodicals.

A system of indexes for foreign periodicals, such as we have now for Anglo-American legal periodicals . . . would unlock for the entire world a great mass of legal literature of historical as well as present-day value. It would add immeasurably to the usefulness of the great accumulations of periodical legal literature now in our large libraries. Few studies of problems today can profitably be confined to one country.<sup>48</sup>

¶31 One of the unique aspects of this part of Hicks's strategic vision was that it was intimately tied to his vision of AALL as a professional organization. Indeed, he did not primarily view the development of bibliographic tools as a goal for the individual librarian. Rather, he viewed it as a goal that was central to the organizational mission of AALL. Thus, while not intending to discourage efforts by individual librarians to pursue their own inclinations, Hicks was challenging AALL as an organization to take action. "What is definitely proposed . . . is that, as an Association we survey the field of legal bibliography, determine upon a next step, and draw up a plan for its accomplishment by cooperation without duplication of effort."<sup>49</sup>

¶32 Parallel to Hicks's concern with bibliographic tools was his lifelong devotion to the *Law Library Journal*. He viewed the publication of the *Journal* as central to the mission of AALL and devoted his enormous energies to its expansion throughout his career. Perhaps the most notable example of Hicks's efforts to improve the *Journal* relates to Hicks's contribution to the Roalfe Plan in 1934. The Roalfe Plan involved a major effort to expand AALL, including the establishment of a headquarters and a permanent staff for the organization.<sup>50</sup> Hicks's contribution to the plan centered on a proposal to expand *Law Library Journal*. Prior to 1934, the *Journal* had consisted primarily of committee reports and presentations at Annual Meetings. Hicks proposed that, in addition to these materials, it should also publish articles, information, and news concerning law books, law publishing, law libraries, law library skills, and law librarians. At the AALS meeting in December 1934, Hicks urged that organization to throw its support behind the

46. Frederick C. Hicks, *The Future of Legal Bibliography*, 20 LAW LIBR. J. 30, 31 (1927).

47. *Id.* at 33.

48. *Id.* at 34.

49. *Id.* at 37.

50. See generally Helen Newman, *History of the American Association of Law Libraries: The Roalfe Plan and the Middle Years, 1930-1942*, 49 LAW LIBR. J. 105 (1956).

Roalfe Plan. In doing so, he began by noting the central importance of the *Journal* to the profession:

During most of its life, [the *Law Library Journal*] has been used chiefly as the vehicle for publishing the papers and proceedings of the American Association of Law Libraries. This has been its chief function, and only occasionally have the limited funds permitted the publication of other material. Despite this limitation, the *Journal* is the most complete repository in existence of information concerning the history, management and problems of law librarianship. Even under difficulties, it has proved itself a professional journal indispensable to law libraries.

When its function as a professional journal for law librarians is emphasized, I mean also to emphasize its importance for the practicing lawyer and the legal scholar, for bar associations and for law schools. Certainly every increase in professional knowledge and skill induced in law librarians by means of a professional journal shows itself in increased facilities and services available to the users of law libraries.<sup>51</sup>

¶33 In addition to contributions to bibliographic scholarship, the expanded *Journal* would include articles on all areas of importance to law librarianship, including book selection, cataloging, classification, rare book exhibitions, etc.<sup>52</sup> The importance that the *Journal* has assumed for the profession owes a great deal to the vision that Hicks laid out in the context of the Roalfe Plan in 1934.

## Conclusion

¶34 It seems particularly fitting to celebrate the career of Frederick C. Hicks at the time of AALL's 100th anniversary. His contributions span every important area of the profession: collection development, library administration, teaching, bibliographic scholarship, and the development of AALL as a professional organization. While the electronic age has radically changed the practice of law librarianship, the essence of the responsibilities and obligations of law librarians has not changed. The tradition Hicks so brilliantly embodied of the law librarian as collection builder, administrator, teacher, and scholar is still central to our mission. In celebrating the career of Frederick C. Hicks, we are celebrating what we have become as a profession.

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51. *Roalfe Plan Endorsed by the Association of American Law Schools*, 28 LAW LIBR. J. 3, 4 (1935) (remarks of Frederick C. Hicks).

52. *Id.* at 6.