

From the Editors

This issue is the first one produced by the new editorial team which began on January 1, 2009 when the *Journal of Legal Education* moved from Georgetown to Southwestern Law School. We are very pleased to host the Journal. Our editorial team is composed of Bryant Garth and Angela Riley, co-editors, Molly Selvin, associate editor, and Alicia Olivares, editorial assistant. We want to thank Georgetown Law School and in particular the previous co-editors, Carrie Menkel-Meadow and Mark Tushnet (now of Harvard), the associate editor Anna Selden, and the business manager, Stacy Carmichael, for their help in the transition. Professor Menkel-Meadow fortunately was in residence at Southwestern as a Visiting Professor this spring, and she was especially helpful in answering our questions as we sought to learn how best to manage the Journal. Finally, we are grateful to the members of the advisory committee to the Journal, since they have been active in reviewing manuscripts submitted for publication.

As will be seen, we plan no major changes to the Journal. Rather, we expect to continue very much along the same path Georgetown followed. That means, however, that we expect to continue expanding the international material and interdisciplinary studies of the legal profession and legal education. This first issue, for example, contains an article on the reform of legal education in China that is based largely on ethnographic research at the Tsinghua University Law School. We are also pleased that, with the help of the staff of the AALS, we have brightened up the external appearance of the Journal. We hope the readers of this first issue appreciate the new cover and appearance.

The first two articles are about integrating cutting edge research and policy issues into the curriculum. The first, by Anthony C. Infanti, explores ways to integrate sexual orientation and gender identity issues into the tax classroom. The article provides a nice set of ideas for how to bring life and interest to the tax class. Readers will also see from the examples he uses the remarkable ways that the current tax system discriminates actively against LGBT individuals and couples.

The second article, by Martha F. Davis and Bethany Withers, asks how a transnational perspective can enhance the teaching of reproductive rights in a variety of courses taught in law school. The article recognizes the truism, often neglected in practice, that the transnational and the national ought to be treated together for issues of rights and regulation. The article surveys existing courses and casebooks and shows how they can gain by relating the debates and coverage to developments outside the United States and at the transnational level.

Matthew S. Eric's engaging study of the reform of legal education in China brings together an examination of "law and development" issues and close observation of the conduct of legal education in China's prestigious Tsinghua University Law School. Among other fascinating details, he finds that the top-down creation by the Ministry of Justice of a degree designed to be the equivalent of the U.S. J.D. has been relatively unsuccessful, while more bottom-up initiatives that draw on U.S. methods and approaches may in the long term have more impact. With the new emphasis on graduate legal education as the basic degree for lawyers in other countries, represented notably by recent reforms in legal education in Japan and South Korea, these observations raise issues that we hope to explore further in future articles.

We then turn to venerable issues of academic freedom applied to the relatively new setting of law school clinics. Robert R. Kuehn and Peter A. Joy make the case for a relatively expansive vision of academic freedom applied to the choice and conduct of cases by law school clinics. They note that there have been controversies and political pressures around the activities of certain clinics, and they skillfully highlight for readers the guideposts of professional responsibility and academic freedom that are necessary to resolve such controversies.

John Garvey's presidency of the AALS was highlighted by his focus on institutional pluralism, which involved several themes. The one we focus on here is the role of religiously affiliated law schools. First, Dean Garvey thoughtfully introduces the symposium, and makes the case for the importance of the topic and outlines what religion means for legal education. Kent Greenawalt then takes up the tensions between academic freedom and the mission of the religiously-committed law schools. The next three contributions demonstrate that the notion of "religiously affiliated" means very different things at different law schools. Each of the authors, Michael Herz, James D. Gordon III, and Bradley J.B. Toben, respectively from Cardozo, Brigham Young, and Baylor, nicely explores the role of religion in the context of their own law schools.

Finally, we close with a poem by Meredith Lauren Zinnecker, with help from her father, Tim Zinnecker, providing what we might call a "critical" perspective on the U.C.C. We are confident that students will share many of the sentiments expressed in the poem.

We hope that you will find this issue provocative and helpful.

Bryant G. Garth

Angela Riley

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