

From the Editors

This issue of the *Journal of Legal Education* contains a number of highly practical articles designed to solve challenging pedagogical issues. For balance, we have a short but also highly practical guide to the legal scholarly world for new legal academics, a thoughtful analysis of the “crisis of law schools” from the perspective of higher education more generally, and two quite learned but very different book reviews.

The first article is by Jessica Clark and Christy DeSanctis, “Toward a Unified Grading Vocabulary,” which makes an important contribution to first year writing courses by showing how and why “grading rubrics” can both help students learn to write better and—perhaps more significantly—make evaluating that writing more systematic and fair. Janet Weinstein, Linda Morton, Howard Taras and Vivian Reznik next take on the challenge of “Teaching Teamwork to Law Students.” They describe vehicles for developing this increasingly valued skill and how law students react to the unusual—for them in law school, but not in the real world—situation of being evaluated for their team’s output as opposed to individual achievement.

Martha Minow’s pithy guide to the categories of legal scholarship has served many law professors over the years, and we are happy now that she has chosen to publish it and make it generally available. It allows those who wish to join the legal scholarly world to understand what may be very mysterious for new scholars—what the existing categories of legal scholarly work are, and how they relate to each other.

Next is an innovative guide by Adam Rosman on how to use diagrams in a variety of ways to make briefs stronger—seemingly obvious but only after he shows the power of representations that are now relatively easy to construct. Then Art Hinshaw takes up the daunting task of getting students to understand and see the virtue of negotiation ethics all too often neglected in practice.

Robert Ehrenberg adds a thoughtful voice to the often tendentious but quite important debate about the so-called crisis of law schools and legal education. Writing from the perspective of a scholar of higher education generally, not just law schools, Ehrenberg takes his address to the AALS and makes it available more generally as “American Law Schools in a Time of Transition.” Among other topics, he examines why tuitions have gone up, potential implications of more part-time instructors, and the actual contributions of diversity to effective education.

In our last article, part of “At the Lectern” series, Paul Figley explains how he enlivens first year torts classes with an event that introduces students to neglected issues of damages in personal injury claims.

The two book reviews are quite different in topic, but each reviews an interesting book, and also sets the book within rich interdisciplinary scholarly approaches. Peter Huang reviews *Why the Law is So Perverse*, by Leo Katz, which draws heavily on the literature on social choice. Huang analyzes the examples Katz uses to show how general problems raised by “multiple criteria decision-making” relate to the law and then goes on, in an impressive appendix, to give readers a primer on the social choice literature.

Finally, Dean Spade provides a tour de force review of *The Law is a White Dog* by Colin Dayan. Situating the book within a deep literature on race, criminal justice, and national security, as well as examples from his personal experience, he clarifies the way that legal categories—fictions—are used to “justify and rationalize the cruelty that has been an ongoing feature of American law and law enforcement.”

This issue of the journal provides a range of approaches, ambitions, insights, and helpful hints. As always, the editors welcome suggestions and observations about this issue or the JLE generally.

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