

From the Editors

This issue of the *Journal of Legal Education* is notable for the amount of new information it contains. There is no shortage of opinions among legal educators about what is wrong with this or that aspect of legal education and how best to fix it, and the JLE publishes a sample of such articles when they are especially insightful or novel. But this issue brings together considerable information that most of us in the legal academy simply do not know—and, we believe, will help make us more savvy as we navigate this time of great turmoil and change.

The article on “Law Professors’ Perceptions of Tenure,” by Katherine Barnes and Elizabeth Mertz, draws on sophisticated quantitative and qualitative research to take stock of the tenure process and how it is perceived and experienced—in particular, by women and minorities. Some readers will want to find a message of progress, especially for women, but the article also cautions that for minorities—especially minority women—the story is of an increased sense of hardship and difficulty, along with progress. This unique data allows us to see very clearly that while we have come some way, there is still work to do.

Vicenç Feliú and Helen Frazer’s article on “embedded librarians” who participate actively in the life of clinics and seminars provides a model of how advanced legal research can be taught and integrated into the curriculum. The innovative approach is interesting for its own sake, but the article also provides an insightful guide to the challenge, well appreciated by librarians, of teaching legal research in an Internet era when, for example, research based simply on West’s topic and key number system appears to be from another century.

Vicki Wayne and Margaret Faulkner depict the reasons for, and difficulties in, building a component of “e-portfolios” into the curriculum. They and others see e-portfolios as a key means for moving legal education—and education generally—forward, enhancing learning by using the web. The authors make the case for the attractiveness of e-portfolios but, aside from practical difficulties, they also show that the first generation of Australian law students has not initially warmed up to the virtues of this tool.

Robert Illig’s “business lawyer’s bibliography” provides an engaging, easy to read, and learned tour through a vast array of business literature that, he suggests, every potential dealmaker should read to provide the essential context for the business world in which they intend to operate. This contribution is longer than our usual article, but it shares considerable information that will be helpful to law students or others who seek to make sense of the U.S. economy.

We then introduce JLE readers to the relatively new and fascinating topic of “mindfulness,” a set of skills and behaviors that come out of the practice of meditation. Leonard Riskin introduces the individual contributions in more detail, but we note that the symposium is led off by a pioneering public interest lawyer and dean, Charles Halpern, who has played a leading role here as well. Angela Harris then describes a seminar where mindfulness and professional identity connect; David Zlotnick adds the insights and tools of mindfulness to the trial advocacy class; and finally, the personal stories of a student, Katherine Larkin-Wong, and a professor, Richard Reuben, enlighten us.

William Slomanson then offers a thoughtful contribution to our “At the Lectern” series, providing detail on the benefits of turning a doctrinal class—California Civil Procedure—into a kind of moot court where the professor is judge, clerk of the court, and coach.

Our three book reviews each assess not only particular books but also what might be deemed social or intellectual movements in the law. Carole Silver reviews Stacey Steele and Kathryn Taylor’s edited volume, *Legal Education in Asia*, which raises interesting issues on the potential globalization—U.S. style—of legal education abroad. Laura Hodges Taylor similarly uses the edited volume by Erik Posner and Cass Sunstein, *Law and Happiness*, to ask thoughtful questions about what the study of “hedonics” means at this stage for legal education and legal doctrine. Finally, Scott Cummings reviews *Stones of Hope*, another book connected to globalization. The case studies that editors Lucie White and Jeremy Perelman chose explore “how African activists reclaim human rights to challenge global poverty,” the volume’s subtitle. Cummings applauds the book for its depiction of what the law can do and the path it offers for legal idealists. But he also notes, quite appropriately, that the book does raise issues—even if perhaps better addressed elsewhere—about accountability and the relative roles of, for example, lawyers and clients, Harvard activism and African politics and social context.

As always, we encourage thoughts and suggestions for the future.

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