

From the Editors

We are pleased to report that the steady flow of creative and thoughtful manuscripts to the *Journal of Legal Education* suggests that we are in the midst of a remarkable period of reform in legal education. The Carnegie report on *Educating Lawyers*, published in 2007, has played a key role in fueling this dynamic. This issue of the *Journal of Legal Education* opens with four articles focusing on innovative ways to teach skills. They all respond also in one way or another to the calls for reform emanating from *Educating Lawyers*.

Abigail Salisbury's article on the JURIST approach and web site leads off the issue. It details how the University of Pittsburgh Law School cleverly combines the teaching of writing skills with the production of a very informative legal website. The skills of a trained journalist, honed by practice under pressure and peer review, help build the writing skills of the budding lawyer.

The second article, by Nelson Miller and Bradley Charles, takes up the Carnegie Foundation's "first apprenticeship," learning legal analysis, and breaks the skill down into component parts through an elaboration of what goes into the classic IRAC framework. It responds also to the call in the report to teach "intentionally," that is to say, to be conscious of what and why teaching methods are being used to teach specific skills that are important to development as a lawyer.

Robert Illig's article on the Oregon method of teaching transactional skills offers a nice discussion of the difficulties of teaching transactional law, what law schools are doing to overcome those difficulties, and how the University of Oregon has innovated using law firms as providers of a one-credit add-on that transforms a more traditional class into one of instruction and practice in transactional skills. The dean among our editorial team is bound also to note that this plan helps build alumni relationships and ties to coveted employers as well.

The fourth of the articles on legal education is by Kelly Terry on externships as a signature pedagogy for the most elusive of the Carnegie apprenticeships—building a professional identity. The article makes a strong case that the unique features of externships, in particular, placement in practice settings where there is an opportunity to observe and participate with real lawyers in real life situations, juxtaposed with the guided reflections that come from shared readings among externs, open class discussion, and interaction with faculty advisors, allow externs to make better sense of the legal profession and professional values, and above all how best to develop one's own professional identity.

The next two articles take us into issues of fairness and equality in the mostly unexamined world of law review administration. One builds on the importance of the flagship law reviews in the resumes and ultimately careers of those who participate on the law reviews. The other focuses on the impact on the careers of faculty members who submit their articles to law reviews. Jonathan Gingerich calls for blind review of submissions so that gender, nationality, and status will not play a role in the decisions that student editorial boards make about which articles to accept and reject. The article draws on a literature from the sciences showing that blind review produced fairer outcomes and a more legitimate process. Nancy Leong looks at gender equality in the publication of student notes in law reviews, demonstrating troubling inequalities among elite law reviews. Her discussion of the reasons is thoughtful and helps explain this disparity and how it relates to the experience of women generally at these law schools. Both of these articles make a strong case for specific reforms and more generally for increased scrutiny of this and other institutions central to legal education.

We begin a new feature in this issue: "At the Lectern." The idea is to encourage short submissions that provide special insights about teaching or explore particularly creative classroom techniques. We are pleased to begin with Maksymilian Del Mar's fascinating descriptions of exercises designed to shake law students up and make them question the categories and assumptions that they typically accept as a matter of course. We encourage others to draw on their own creativity and experience to offer other ways of connecting with students and leading them to law school epiphanies.

The two book reviews finally provide a nice contrast. John Henry Schlegel takes a look at *The Yale Biographical Dictionary of American Law*, asking questions in his famously provocative fashion about how such reference works relate to the new generation of students. Eli Wald goes almost line by line through Richard Abel's fascinating account of lawyers who go wrong, *Lawyers in the Dock*, to raise challenging questions for teachers of professional responsibility and the legal profession more generally. As bad as the disciplined behavior was, he suggests, lawyer misconduct is inseparable from the organizations and incentives that are built into professional practice.

We hope that you will enjoy this issue.

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