

## From the Editors

This issue of the *Journal of Legal Education* has something for all tastes. It includes learned book reviews, a cutting edge course description, bar-boosting methods, debates about how to teach writing, analyses of an emerging field of practice and scholarship, a look at law schools in the future, and tips on how to become a law professor. It profiles an iconic law professor and provides a close look at debates about legal education in India. From our perspective, this issue represents an illustration of the range of contributions that this Journal can make to the world of legal education.

We begin with conflict. Aïda Alaka introduces us to the “grammar wars” that have revolved around how best to teach writing—and whether good grammar is even an essential skill. She illustrates quite clearly that we should not be surprised that our students write poorly; nor should we expect that a basic legal writing course will by itself effect a cure. The next article is by Michelle Oberman, who turns her reading of a book about the famous forced sterilization case of *Buck v. Bell* into a creative recipe for a thirteen week seminar exploring a wide array of fascinating issues involving reproductive rights, race, gender, class, professional ethics, and other topics.

Bar passage has become a more important issue for law school curriculum committees in the past few years. We are no longer content to dismiss law school attention to bar passage as a sign of an insufficient commitment to scholarly inquiry and legal theory. In tough bar states such as California, Florida, and New York, we are definitely seeing more resources and experimentation in helping those at risk for failing the bar—mainly students ranking relatively low in their law school classes. Donald H. Zeigler, Joanne Ingham, and David Chang describe what New York Law School has been doing to improve bar success. The approach adopted there presents a major undertaking, including keeping high risk day students in law school for an extra semester, but the results are quite promising. We are pleased to include their account of this experience in the Journal.

Nina Kohn and Edward Spurgeon take us up to date on teaching and research in the emerging field of Elder Law. They document a doubling of course offerings in the past fifteen years, which is a clear indicator of success in the field. They note, however, that this burgeoning area of practice remains relatively marginal in some ways. In particular, they recognize that this field still awaits the development of high profile scholars producing high profile scholarship.

Lovely Dasgupta continues the Journal’s inquiry into legal education abroad, this time focusing on India. It should be obvious to U.S. lawyers and legal educators that we all have a stake in transnational legal education, given

programs of exchange that mutually draw on schools from different countries, the spread of large corporate law firms hiring from many countries, the similar proliferation of legal NGOs drawing on lawyers from various schools and institutions, and of course the general interest in the role of law and lawyers associated with globalization. Dasgupta takes us into the major debates confronting India, including the question of the relationship between research and teaching. She suggests among other things that the translation of debates from the U.S. into the Indian context misses some of the key problems, still unresolved in India.

We then come to two offerings of both whimsy and insight. Lucinda Jesson succinctly offers a bit of advice about becoming a law professor. Then, to complete the picture, Paul Boudreaux depicts “Emma’s” legal education in 2025, the presumably golden years for today’s entry level professor. There is much food for thought in this brief picture of the future of legal education.

We next initiate an occasional series that will focus on “legends of the legal academy.” We are in fact doubly fortunate with this first offering. We have one legend, Paul Carrington, offering his insights into one of the giants of the case method, Harvard’s Edward “Bull” Warren, the model for the fictional Professor Kingsfield and a pivotal figure in legal education in the first half of the twentieth century.

The issue concludes with two excellent book reviews. Paul Horwitz examines Gordon Silverstein’s *Law’s Allure: How Law Shapes, Constrains, Saves, and Kills Politics*, and David Tanenhaus reviews the book by Matthew W. Finkin and Robert C. Post, *For the Common Good: Principles of American Academic Freedom*. Both volumes raise issues of general interest to all law professors, and the reviews engage those issues with insight and erudition.

As we stated at the outset, there is something for everybody here—history, how to, futurology, comparison, survey, and criticism. We hope that readers will enjoy this issue and we look forward to hearing your thoughts.

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