

From the Editors

The bulk of this issue is devoted to a symposium on the experiences of disabled people in law schools and the legal profession, as well as related topics in disability law, practice, and identity. We are excited to publish it and extraordinarily grateful to **Karen Tani** and **Lilith Logan Siegel**, who came to the Journal with the original idea. They have worked closely with us to identify authors and flesh out the content. The result, we believe, is a unique compilation that sheds important light on how people with disabilities navigate their way through law school and the profession. This group is increasingly finding its voice within legal academia, and we are pleased to bring this important perspective to our readers.

This symposium is not our *Journal's* first on disability issues. In 1991, shortly after passage of the Americans with Disabilities Act of 1990, the Journal published several disability articles that grew out of an AALS annual meeting program. The current issue reflects the significant developments since that time, including the growing diversity of law students with disabilities and their frank acknowledgment of the obstacles they have had to overcome. **Karen Tani** and **Lilith Logan Siegel's** introduction sets out the inspiration for the symposium and outlines its structure. They stress the importance of hearing from disabled people themselves, thereby giving voice to the disability rights movement's mantra, "Nothing About Us Without Us."

Matthew Cortland's essay launches the series of first-person essays. He notes the skepticism with which administrators, faculty, and fellow students responded to his need for reasonable accommodations. **James Fetter's** essay describes the challenges he encountered in securing post-graduate employment. In their essay, **Shain Neumaier** discusses the difficulties neurodivergent people face in law school. In particular, the process of searching for jobs was problematic. They experienced a lack of sensitivity toward and knowledge of their condition and of the strengths and weaknesses they possessed. Neumaier ends their essay with a helpful list of concrete suggestions for interacting with neurodivergent students and lawyers. **Professor Catherine Pérez**, who identifies as a person with a psychiatric disability, recounts her journey from law student to Ph.D. student to law professor, noting the difficulties she experienced in several law school classes. **Lili Siegel** focuses on her experience as a disabled law student and notes the acceptance she experienced from students, faculty, and clients in her special education and juvenile clinic. Like Ms. Siegel, **Professor Brittany Wilson** stresses the importance of incorporating disability into the law school curriculum, observing that she learned about disability law through practice rather than in law school.

The issue continues with a series of thoughtful articles on disability rights/identity topics that provide important context for understanding the role of disability in education and society more generally. **Professor Ruth Colker** discusses universal design in the context of educating law students with disabilities. **Professor Katie Eyer** describes with sensitivity her experience of claiming a disability identity. Unlike some kinds of identities, including some disabled ones, people who have non-evident disabilities face the choice of whether to disclose their disabilities, and when and to whom to do so. **Professor Jasmine Harris's** article pursues this theme in depth, identifying the nuances of arguments for and against disclosure of non-evident disabilities. Finally, **Professor Jamelia Morgan** picks up the challenge that Lili Siegel and Brittany Wilson presented and discusses how to incorporate disability studies into criminal law and criminal procedure classes.

The issue presents one article outside of the disability symposium. **Professor Melissa Schultz** does a deep dive into the NextGen bar examination, which will take effect in 2026. This revised exam will make significant changes in the subjects and methodology, focusing more on lawyering skills and less on memorization of information. The article is important reading for legal educators and law students alike.

As always, we conclude with our Book Reviews. **Victoria Rodríguez-Roldán**, whose essay is part of the disability symposium, reviews disability rights activist Alice Wong's *Disability Visibility: First-Person Stories From the Twenty-First Century*. **Professor Laura Little** reviews Pierre Schlag's and Amy Griffin's *How to do Things with Legal Doctrine*, noting the ways in which law professors, students, and practitioners would benefit from reading this book. Finally, we include two separate reviews of Nicole Dyszlewski et al.'s *Integrating Doctrine and Diversity: Inclusion and Equity in the Law School Classroom*. In their Review, **Professors Ryan Nelson** and **Michael Ashley Stein** focus on the importance of including ability diversity in our teaching about diversity, equity, and inclusion, and report on some of Professor Nelson's efforts to do so. **Professor Stevie Leahy's** review provides a systematic summary of the entire book, and will be a helpful resource for legal educators looking to be more intentional in their teaching about diversity, equity and inclusion.

We are confident that this issue will challenge some of your assumptions about legal education, its practitioners, and its consumers. As always, we welcome your feedback.

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