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LEGAL EDUCATION II: "WHO ARE WE?"

This issue of *Chicago-Kent Law Review* contains six panel discussions, covering a wide variety of topics in the law, legal theory, and education. In this issue we celebrate the scholarly ambition and intellectual breadth of the Chicago-Kent faculty and provide a forum for their views.

Five of the discussions are somewhat similar. They discuss their topics with great objectivity, with the dispassionate tone of the scholar. They have a neutral veneer and strictly adhere to the convention of discussing competing alternatives, balancing among them, and coming to conclusions.

The following essays appear to be different. They are avowedly advocative. They eschew the voice of objectivity in favor of a more personal point of view. They tell stories. Together they represent varied voices of the faculty and address the question of "Who are we?"

Who are we, the members of Chicago-Kent's faculty? Perhaps this is a panel of the marginal: persons of color, women, and storytellers. Appearances are deceiving. Who are we? We are core members of a faculty in which every scholar has a story to tell with a personal vision.

We are what we write.

Richard A. Matasar

