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EDITOR'S NOTE: STUDENT-WRITTEN NOTES AND COMMENTS—WHAT VALUE?

This is second in a series of editorial notes that discuss the value of law reviews, law review membership, student-written articles and symposiums. Modelled after editorials published by Lowell Noteboom during the 1966-67 academic year, the editorials are one of several special features in the 1993 Centennial Volume.

Regarding my position on law review, an old friend called me "Lou Grant" (head of the fictional newsroom). "Hardly!" I responded, "An average law review article contains over one hundred footnotes. And a good one is cited in other footnotes just as often." Although she looked at me with sympathy, much is to be gained from student research, writing, rewriting and editing experiences. However, despite the outstanding research skills one inevitably obtains during the mere undertaking, putting together those valuable footnotes in a student-written note or comment is the worst part of publishing in a law review. Seeing your article in print is probably the best of it. But it takes hours, days, weeks, months, sometimes years, to get an article to that point. A law student hoping to publish an article in a law review has a lot to learn on the way.

By writing a "note," a student surveys a specific area of the law and often learns more about the legal field of their choice than in any law school classroom. The student also becomes familiar with well-known scholars in the field and may even criticize existing theories or suggest novel ones. In a case "comment," the student analyzes a case of first impression, which may present emerging legal issues and theories. Because case comments often present detailed debates regarding a court's rationale, a student's case analysis may become an appellant's argument or be used by an attorney seeking to overturn an adverse ruling.

We introduce, in each issue of the *Review*, a sampling of student scholarship among that of the prominent judges, attorneys and professors that grace our pages. Thus, the *Review* is a showcase for new voices as well as a vehicle for scholarly discussion and social change.

What else does all this research, writing, rewriting, editing and more editing beget?

Good student writers make good student editors. Good student editors attract better authors. Better authors spawn better student editors. Therefore, the scholarship published in the *Notes and Comments* section of a law review often indicates the quality of the editors, and hence, the quality of the review itself. In short, a law review may be only as good as its law student writers, researchers and editors. In any event, today as in 1967, the *Review* endures as a dynamic and integral part of a law student's legal research and writing education.

