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George Kuney

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INTRODUCTION TO THE SPECIAL REPORT

In May 2008, the Center for Transactional Law and Practice at Emory University School of Law held a conference entitled “Teaching Drafting and Transactional Skills—The Basics and Beyond.” The well-attended conference, directed by Tina L. Stark, included sixty-five presentations. The conference was also an opportunity for Emory to debut Professor Stark, who has long worked in this field of education and training, as its first Professor in the Practice of Law and the Executive Director of Emory’s Center for Transactional Law and Practice.

Tina arranged for each session of the conference to be taped and invited *Transactions: The Tennessee Journal of Business Law* to publish the proceedings so that a wider audience might benefit from the conference. *Transactions* accepted the invitation to publish. To expedite publication, the recordings were transcribed in India. This presented several unique (and amusing) challenges to the Indian translators and the *Transactions* editorial staff. *Transactions* edited each transcribed presentation to improve readability and remove distractions. During the editorial process, the *Transactions* editorial staff sought to preserve the informal tone of the presentations rather than replacing it with the more formal tone of a traditional law review article. The conference speakers were also involved in the editorial process. Ultimately, almost all of the conference sessions were transcribed and edited into articles acceptable to the speakers. These articles comprise this Special Report.

The University of Tennessee College of Law’s Clayton Center for Entrepreneurial Law, which sponsors *Transactions*, has endeavored to blend skills and substance training into the College of Law’s business law curriculum for almost fifteen years. Through its Concentration in Business Transactions, the *Transactions Journal*, and its visiting professor program (which recruits experienced, practicing attorneys to act as full-time visiting professors of law), the Clayton Center seeks to improve the training of business lawyers in both transactional and litigation practice. Publishing this Special Report is another step forward in that direction. We thank Professor Stark for giving us the opportunity to make this contribution to the literature.

We hope that you will find these articles interesting, enjoyable, and useful, and that the ideas expressed by the conference speakers will aid in teaching drafting and transactional skills to law students.

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