

## PROFESSOR DUMBLEDORE'S ADVICE FOR LAW DEANS

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### INTRODUCTION

ALBUS Percival Wulfric Brian Dumbledore.<sup>1</sup> Adorned with a long silver beard, midnight blue robes, and half-moon glasses,<sup>2</sup> Dumbledore

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Not surprisingly, many references in this article are to J.K. Rowling’s seven Harry Potter books. These books, along with the short-form citations used throughout, are, in chronological order: *Harry Potter and the Sorcerer’s Stone* (Scholastic 1997) [hereinafter *Sorcerer’s Stone*]; *Harry Potter and the Chamber of Secrets* (Scholastic 1999) [hereinafter *Chamber of Secrets*]; *Harry Potter and the Prisoner of Azkaban* (Scholastic 1999) [hereinafter *Prisoner of Azkaban*]; *Harry Potter and the Goblet of Fire* (Scholastic 2000) [hereinafter *Goblet of Fire*]; *Harry Potter and the Order of the Phoenix* (Scholastic 2003) [hereinafter *Order of the Phoenix*]; *Harry Potter and the Half-Blood Prince* (Scholastic 2005) [hereinafter *Half-Blood Prince*]; *Harry Potter and the Deathly Hallows* (Scholastic 2007) [hereinafter *Deathly Hallows*]. The first six books are the U.S. paperback versions; the seventh book is the U.S. hardback version. To Harry Potter aficionados, enjoy!

1. *Order of the Phoenix* at 139. As one commentator has observed, “A look at Professor Dumbledore’s name is very revealing.” George Beahm, *Fact, Fiction, and Folklore in Harry Potter’s World* 91 (Hampton Rds. Publishing Co. 2005). Specifically,

**Albus:** *Albion* is an ancient literary name in Britain for “white,” and *albescent* means “becoming white,” .... Both words suggest that Dumbledore is a wizard who practices white (i.e., good) magic.

**Percival:** Known for his virtue, he is, at least in the original telling, the only knight of King Arthur’s Round Table who finds the Holy Grail; he’s also the knight who, in pursuit of the Holy Grail, kills the Dark Knight (known as mortal sin) and the Red Knight (known as death).

**Wulfric:** A Catholic saint born in 1154, Saint Wulfric was known for his miracles and prophecies ....

**Brian:** Of Celtic origin, this word means “strong” ....

**Dumbledore:** Rowling has gone on record saying that she liked this archaic name because it suggested the professor’s easygoing, happy-go-lucky nature; she imagined him walking through Hogwarts’ halls, humming to himself, like a bee. This obscure word, also spelled *dumbledor*, means “bumblebee.”

was the greatest wizard of the modern age,<sup>3</sup> if not all times. And as Headmaster of Hogwarts Academy for Witchcraft and Wizardry,<sup>4</sup> he was a dean.<sup>5</sup>

As headmaster, Dumbledore performed a wide variety of decanal duties. Among other responsibilities, he interviewed and hired faculty,<sup>6</sup> entertained foreign dignitaries,<sup>7</sup> chaired faculty meetings,<sup>8</sup> supervised staff,<sup>9</sup> presided over school ceremonies,<sup>10</sup> dealt with the press,<sup>11</sup> and reported to a Board of Governors.<sup>12</sup> True, differences exist between Dumbledore and most modern law deans. For example, Dumbledore had access to many wizarding resources—including a wand,<sup>13</sup> a phoenix,<sup>14</sup> and a Pensieve<sup>15</sup>—that law deans would envy.<sup>16</sup>

*Id.* at 91-92.

2. *Sorcerer's Stone* at 8; *Order of the Phoenix* at 139.

3. *Sorcerer's Stone* at 102; *Prisoner of Azkaban* at 91. To be gender neutral, I will use the term “wizard” to refer to both males and females with magical ability.

4. Founded in approximately 1000 A.D., Wikipedia.com, *Chronology of the Harry Potter Stories*, [http://en.wikipedia.org/wiki/Dates\\_in\\_Harry\\_Potter#1980](http://en.wikipedia.org/wiki/Dates_in_Harry_Potter#1980) (last modified Jan. 3, 2008) [hereinafter *Chronology*], and located in Scotland, Wikipedia.com, *Hogwarts*, <http://en.wikipedia.org/wiki/Hogwarts> (last modified Jan. 4, 2008) (citing L. Fraser, *An Interview with J.K. Rowling* 20-21 (Mammoth, London 2000)), Hogwarts has between 600 and 1,000 students. *Id.*

5. Although not a law dean as such, Dumbledore, for most of the Harry Potter series, serves as Chief Warlock on the Wizengamot, the Wizard High Court; he is also well-versed in the finer points of advocacy and evidentiary procedure. *Order of the Phoenix* at 93, 139-151.

6. *E.g. Goblet of Fire* at 211 (Moody); *Order of the Phoenix* at 597-598 (Firenze); *Half-Blood Prince* at ch. 4 (Slughorn). The lack of shared governance in faculty hiring likely would mean that Hogwarts could never satisfy ABA Standard 205(b): “The dean and faculty ... shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of the faculty.” Am. B. Assn., *2007-2008 Standards for Approval of Law Schools*, <http://www.abanet.org/legaled/standards/20072008StandardsWebContent/Chapter%202.pdf> (accessed Jan. 6, 2008).

7. *E.g. Goblet of Fire* at ch. 15.

8. *E.g. Goblet of Fire* at 579-580. For an amusing account of what might have occurred in a Hogwarts faculty meeting, see CoSForums.com, *Hogwarts Staff Meeting—Chamber of Secrets*, <http://www.cosforums.com/showthread.php?t=3617> (last edited Aug. 24, 2006).

9. *E.g. Prisoner of Azkaban* at 390-391 (interacting with Madame Promfrey, who runs the infirmary).

10. *E.g. Sorcerer's Stone* at 123; *Goblet of Fire* at 180. Another piece of advice law deans can take from Dumbledore is to keep speeches before dinner short. During Harry's first year, Dumbledore's welcome is concise: “Welcome to a new year at Hogwarts! Before we begin our banquet, I would like to say a few words. And here they are: Nitwit! Blubber! Oddment! Tweak!” *Sorcerer's Stone* at 123. By Year 4, it was downright sparse: “Tuck in!” *Goblet of Fire* at 180.

11. *E.g. Goblet of Fire* at 307.

12. *Chamber of Secrets* at 262-263.

13. *Deathly Hallows* at ch. 32. For most of his adulthood, Dumbledore was master of the Elder Wand, the most powerful wand in the world. *Id.* at 717-720; *see also id.* at 407 (explaining the “Tale of the Three Brothers,” in which the oldest brother “asked [Death] for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death!”).

14. *Chamber of Secrets* at 207.

The phoenix is a magnificent, swan-sized, scarlet bird with a long golden tail, beak, and talons.... The phoenix lives to an immense age as it can regenerate, bursting into flames when its body begins to fail and rising again from the ashes as a chick.... Phoenix song is

But his faculty was one that most would prefer to avoid: a werewolf, a half-giant, a ghost, a possessed wizard, an ex-Auror with a magical eye, and a brilliant potions master who might be the Dark Lord's spy, to name just a few.<sup>17</sup> And, of course, his charges were wand-carrying eleven to eighteen year-olds.<sup>18</sup> As one author stated about corporate America, "At least we don't have dangerous magical creatures lurking about and dark wizards running around threatening us with frightening spells and powerful blasts from their wands."<sup>19</sup> Despite these differences, Albus Dumbledore is an outstanding role model for law deans, and we can learn a great deal from his life and career.<sup>20</sup> Although Dumbledore's

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magical; it is reputed to increase the courage of the pure of heart and to strike fear into the hearts of the impure. Phoenix tears have powerful healing properties.

Newt Scamander, *Fantastic Beasts & Where to Find Them* 32 (Obscurus Bks. 2001) (orig. ed. 1927) (Newt Scamander is a pseudonym for J.K. Rowling.).

15. *Goblet of Fire* at 597. A Pensieve is a basin-shaped apparatus that a wizard can use to review his own or others' memories. For more on the Pensieve, see the fifth piece of advice, *infra*.

16. A few other wizarding tools that law deans could put to good use include a Sneakoscope, Veritaserum, an invisibility cloak, and a school-specific Maurader's Map. See Mugglenet.com, *Magical Items*, <http://www.mugglenet.com/infosection/items/index.shtml> (visited Sept. 29, 2007); Wikipedia.com, *Potions in Harry Potter*, [http://en.wikipedia.org/wiki/Potions\\_in\\_Harry\\_Potter#Veritaserum](http://en.wikipedia.org/wiki/Potions_in_Harry_Potter#Veritaserum) (last modified Sept. 28, 2007). Hermione's time-turner also would be a tremendous tool, especially on days when double- and triple-booked for meetings and events. *Prisoner of Azkaban* at 394-396. As a break from e-mail, it would be nice to receive the occasional letter via owl post. Harry Potter Wiki, *Owl*, <http://harrypotter.wikia.com/wiki/Owl> (last modified Aug. 20, 2007). And every now and then, sending a howler would provide great satisfaction. See Mugglenet.com, *supra*. Finally, it would help the travel budget if deans and faculty could apparate. See Encyclopedia of Speculative Fiction, *Apparition*, <http://encyclopedia.wizards.pro/index.php/Apparate> (last modified Aug. 24, 2007).

17. In order, these faculty are: Remus John Lupin, werewolf, *Prisoner of Azkaban* at 352-353; Rubeus Hagrid, half-giant, *Goblet of Fire* at 439; Cuthbert Binns, ghost, *Sorcerer's Stone* at 133; Quirinus Quirrell, who was possessed by Lord Voldemort, *Sorcerer's Stone* at 292-294; Mad-Eye Moody, ex-Auror with magical eye, *Goblet of Fire* at ch. 13 (who, in *Goblet of Fire*, ch. 35, was imprisoned and replaced by a polyjuice-slurping Death Eater); and Severus Snape, a talented but dubious character, *Order of the Phoenix* at ch. 27; *Deathly Hallows* at ch. 33. Dumbledore also had to deal with Peeves the Poltergeist, a rude, exasperating character. E.g. *Sorcerer's Stone* at 129, 132. For a fairly complete list of Hogwarts faculty, see Wikipedia.com, *Hogwarts Faculty*, [http://en.wikipedia.org/wiki/Hogwarts\\_faculty](http://en.wikipedia.org/wiki/Hogwarts_faculty) (last modified Jan. 5, 2008) (this entry contains links to entries about individual faculty members).

18. In the wizard world, children with magical powers start Hogwarts at age 11, and most graduate in Year 7, when they are 17, or possibly 18. *Prisoner of Azkaban* at 10. Although advanced study in a specialized discipline is possible through apprenticeships—for example, Charlie Weasley spent time studying dragons in Romania, *Sorcerer's Stone* at 107—graduate and professional schools are never mentioned. During an online chat session, J.K. Rowling confirmed that "there's no University for Wizards." Scholastic.com, *Transcript of J.K. Rowling's Live Interview on Scholastic.com*, <http://www.scholastic.com/harrypotter/books/author/interview1.htm> (Feb. 3, 2000).

19. Tom Morris, *If Harry Potter Ran General Electric* xviii (Doubleday 2006).

20. See Morris, *supra* n. 19, at ch. 1 ("Albus Dumbledore, CEO") (urging corporate leaders to consider Professor Dumbledore as a role model).

wisdom seems almost boundless, below are seven pearls extracted from the Halls of Hogwarts.<sup>21</sup>

#### DUMBLEDORE'S CURRICULUM VITAE

For those who might be wary of accepting advice from a slightly eccentric wizard, a review of his training and credentials should allay those doubts.

Albus Dumbledore was born in approximately 1881 to Percival and Kendra, both wizards.<sup>22</sup> He had two younger siblings, Aberforth, the current bartender at the Hog's Head,<sup>23</sup> and Ariana, who died as a child.<sup>24</sup>

At age eleven, Dumbledore matriculated at Hogwarts—the Oxford or Cambridge of the wizard world—and graduated seven years later.<sup>25</sup> While a student, he was appointed Prefect in Gryffindor House and later Head Boy of the school.<sup>26</sup> Dumbledore also won the Barnabus Finkley Prize for Exceptional Spell-Casting, was selected as the British Youth Representative to the Wizengamot, and received the Gold Medal for Ground-Breaking Contribution to the International Alchemical Conference in Cairo.<sup>27</sup> His classmate and long-time friend, Elphias Doge, wrote that by the end of Dumbledore's first year at Hogwarts, he was “nothing more or less than the most brilliant student ever seen

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21. Seven is the most powerfully magic number. *Half-Blood Prince* at 498. The seven-part series is full of references to the number seven. (And remember that Book 7 was released on 07-21-07. Although 21 is a multiple of 7, many fans were hoping for a 07-07-07 debut, Veritaserum.com, *Harry Potter Book 7*, <http://www.veritaserum.com/books/book7/release.shtml> (accessed Aug. 12, 2007).). As just a few examples, Harry was born in July, the seventh month, *Order of the Phoenix* at 841; Harry's wand—which cost seven galleons—is seven inches long, *Sorcerer's Stone* at 85, 84; Arthur and Molly Weasley have seven children (Bill, Charlie, Percy, Fred, George, Ron, and Ginny), *Prisoner of Azkaban* at 9; see also J.K. Rowling Official Site, *F.A.Q.*, [http://www.jkrowling.com/textonly/en/faq\\_view.cfm?id=63](http://www.jkrowling.com/textonly/en/faq_view.cfm?id=63) (accessed Aug. 15, 2007) (providing the birth order and differences in ages for the Weasley children); Mugglenet.com, *MuggleNet and The Leaky Cauldron Interview Joanne Kathleen Rowling*, <http://www.mugglenet.com/jkinterview3.shtml> (July 16, 2005) (explaining that, as the seventh child, Ginny is a gifted witch) [hereinafter *MuggleNet*]; students typically attend Hogwarts for seven years, *Prisoner of Azkaban* at 10; Gryffindor tower is on the seventh floor, *Sorcerer's Stone* at 161; seven secret passages lead from Hogwarts to Hogsmeade, *Prisoner of Azkaban* at 193; a Quidditch team has seven players, *Sorcerer's Stone* at 168-169; Harry's first Quidditch lesson was held at 7:00 p.m., *Sorcerer's Stone* at 164; seven challenges protected the Sorcerer's Stone, *Sorcerer's Stone* at ch. 17; and Voldemort created seven Horcruxes, *Deathly Hallows* at 708. For even more instances of “seven” (and derivations thereof) in the series, see Michele L. Worley, *Harry Potter Lexicon, The Number Seven*, <http://www.hp-lexicon.org/essays/essay-number-seven.html> (last updated May 1, 2006). And, true septaphiles should also read Wikipedia.com, *7 (Number)*, [http://en.wikipedia.org/wiki/7\\_\(number\)](http://en.wikipedia.org/wiki/7_(number)) (last modified Jan. 5, 2008).

22. Scholastic.com, *Transcript of J.K. Rowling's Live Interview on Scholastic.com*, <http://www.scholastic.com/harrypotter/books/author/interview2.htm> (Oct. 16, 2000) (indicating that, as of Book 4, Dumbledore was 150 years old); *Chronology*, *supra* n. 4, at [http://en.wikipedia.org/wiki/Chronology\\_of\\_the\\_Harry\\_Potter\\_stories](http://en.wikipedia.org/wiki/Chronology_of_the_Harry_Potter_stories).

23. *Deathly Hallows* at 559-560.

24. *Deathly Hallows* at 358.

25. *Deathly Hallows* at 353.

26. *Deathly Hallows* at 353.

27. *Deathly Hallows* at 353.

at the school.”<sup>28</sup> This observation was corroborated by Griselda Marchbanks, Head of the Wizarding Examinations Authority; she personally examined Dumbledore for his exams in Charms and Transfiguration, and marveled that he had “d[one] things with his wand I’d never seen before.”<sup>29</sup>

After graduation, Dumbledore continued researching and writing, and his work was published in various academic journals, including *Transfiguration Today*, *Challenges in Charming*, and *The Practical Potioneer*.<sup>30</sup> He also penned the Forewords to Newt Scamander’s *Fantastic Beasts & Where to Find Them*<sup>31</sup> and Kennilworthy Whisp’s *Quidditch Through the Ages*.<sup>32</sup> He was renowned for his “discovery of the twelve uses of dragon blood,” and “his work on alchemy, with his partner, Nicholas Flamel.”<sup>33</sup> He was also an inventor who created magical devices, such as the Deluminator.<sup>34</sup>

In approximately 1938, Dumbledore became a Professor of Transfiguration and Head of Gryffindor House at Hogwarts.<sup>35</sup> Many speculate that Dumbledore also served as Deputy Headmaster, because Hogwarts traditionally had such a position and because Dumbledore was involved in recruiting students, including Tom Riddle, a/k/a Lord Voldemort.<sup>36</sup>

By 1956, Dumbledore had succeeded Armando Dippet as Hogwarts Headmaster.<sup>37</sup> In Spring 1996, the Minister of Magic replaced Dumbledore with Dolores Umbridge as Hogwarts Headmaster because he refused to believe Dumbledore’s warning that Lord Voldemort had returned.<sup>38</sup> But Dumbledore was quickly vindicated and reinstated by the end of that same semester.<sup>39</sup> In June 1997, Dumbledore was killed by Professor Severus Snape.<sup>40</sup>

In addition to serving as Chief Warlock of the Wizengamot, Dumbledore was also selected as Supreme Mugwump of the International Confederation of

28. *Deathly Hallows* at 17.

29. *Order of the Phoenix* at 711.

30. *Deathly Hallows* at 17.

31. Scamander, *supra* n. 14, at vii-viii.

32. (Whizz Hard Bks. 2001) (Kennilworthy Whisp is another pseudonym for J.K. Rowling.).

33. *Sorcerer’s Stone* at 103.

34. *Deathly Hallows* at 125. Earlier, the “Deluminator” was referred to as the “Put-Outer.” *E.g.* *Sorcerer’s Stone* at 9.

35. *Chronology*, *supra* n. 4, at [http://en.wikipedia.org/wiki/Chronology\\_of\\_the\\_Harry\\_Potter\\_stories](http://en.wikipedia.org/wiki/Chronology_of_the_Harry_Potter_stories).

36. Wikipedia.com, *Albus Dumbledore*, [http://en.wikipedia.org/wiki/Albus\\_Dumbledore](http://en.wikipedia.org/wiki/Albus_Dumbledore) (last modified Jan. 6, 2008); *see Half-Blood Prince* at ch. 13 (informing Riddle that he had been accepted at Hogwarts and would be given a scholarship to cover tuition).

37. *Chronology*, *supra* n. 4, at [http://en.wikipedia.org/wiki/Chronology\\_of\\_the\\_Harry\\_Potter\\_stories](http://en.wikipedia.org/wiki/Chronology_of_the_Harry_Potter_stories) (citing *Half-Blood Prince* at ch. 20).

38. *Order of the Phoenix* at 624.

39. *Order of the Phoenix* at 821-822.

40. *Half-Blood Prince* at 595-596 (this calculation is based on the fact that Harry Potter was born on July 31, 1980 and started Hogwarts at age 11, in Fall 1991, *see Chronology*, *supra* n. 4, at [http://en.wikipedia.org/wiki/Chronology\\_of\\_the\\_Harry\\_Potter\\_stories](http://en.wikipedia.org/wiki/Chronology_of_the_Harry_Potter_stories); Dumbledore was killed at the end of Harry’s last year at Hogwarts); *see also Deathly Hallows* at 707 (“‘But you’re dead,’ said Harry. ‘Oh yes,’ said Dumbledore matter-of-factly.”).

Wizards.<sup>41</sup> He founded and served as Secret-Keeper for the Order of the Phoenix, and held the Order of Merlin, First Class, for Grand Sorcery.<sup>42</sup> According to his Famous Witches and Wizards trading card, found in packages of Chocolate Frogs,<sup>43</sup> “Professor Dumbledore enjoys chamber music and tenpin bowling.”<sup>44</sup>

With his bona fides thus established, let’s move to his advice.

#### ONE: FAVOR CHARMS, NOT CURSES

Albus Dumbledore realized that more can be accomplished through charms than curses.<sup>45</sup> Although he battled the two most evil wizards to ever live,<sup>46</sup> he abhorred Dark Magic, including the Unforgivable Curses.<sup>47</sup> He even used jinxes, a lesser form of curse, with regret.<sup>48</sup> Dumbledore’s choice of magic reflects his values and principles, which include respect, acceptance, cooperation, patience, trust, and love.

41. *Sorcerer’s Stone* at 51.

42. *Order of the Phoenix* at 67, 115; *Deathly Hallows* at 271; *Sorcerer’s Stone* at 51.

43. For more information about Chocolate Frogs, see Mugglenet.com, *Chocolate Frog Cards*, <http://www.mugglenet.com/infosection/items/chocolate.shtml> (accessed Jan. 6, 2008), and Harry Potter Lexicon, *Famous Wizard Cards*, [http://www.hp-lexicon.org/wizards/card\\_wizards.html](http://www.hp-lexicon.org/wizards/card_wizards.html) (last updated Oct. 8, 2007). It is possible to purchase non-wizard versions of Chocolate Frogs online and at certain Target stores.

44. *Sorcerer’s Stone* at 103. He also loves knitting patterns, *Half-Blood Prince* at 73, and raspberry jam, *id.* at 62.

45. Charms are, in many ways, the opposite of curses. Charms tend to be positive, while curses tend to be negative. Wikipedia.com, *Hogwarts Subjects*, “Charms,” [http://en.wikipedia.org/wiki/Hogwarts\\_subjects#Charms](http://en.wikipedia.org/wiki/Hogwarts_subjects#Charms) (last modified Jan. 5, 2008). Indeed, one source explains that a curse is “distinguished solely by the quality of adversity that it brings.” Wikipedia.com, *Curse*, <http://en.wikipedia.org/wiki/Curse> (last modified Jan. 4, 2008). Examples of charms are “Accio” (the summoning charm), “Rictusempra” (the tickling charm), and “Wingardium Leviosa” (the flying charm). Mugglenet.com, *Spells*, <http://www.mugglenet.com/info/other/spells.shtml> (accessed Jan. 6, 2008). On the other hand, the “Unforgivable Curses” are among the darkest pieces of magic a wizard can perform, and during most of the series, are illegal and form the basis to send individuals to Azkaban, the wizard prison. The three Unforgivable Curses are “Imperio” (the controlling curse), “Crucio” (the torture curse), and “Avada Kedavra” (the killing curse). *Goblet of Fire* at ch. 14. For lists of charms, curses, and other spells that appear throughout the Potter series, see Mugglenet.com, *Spells*, *supra*; Wikipedia.com, *Spells in Harry Potter*, [http://en.wikipedia.org/wiki/Spells\\_in\\_Harry\\_Potter](http://en.wikipedia.org/wiki/Spells_in_Harry_Potter) (last modified Jan. 6, 2008).

46. The two are dark wizards Lord Voldemort (formerly Tom Marvolo Riddle), *Order of the Phoenix* at ch. 36 (battle in the Ministry of Magic), and Gellert Grindelwald, *Deathly Hallows* at 355-359. Grindelwald, who attended the wizard school Durmstrung before being expelled, befriended Dumbledore for several months when the two were about 18. *Id.* For additional information about Grindelwald, see Wikipedia.com, *Dark Wizards in Harry Potter*, “Gellert Grindelwald,” [http://en.wikipedia.org/wiki/Gellert\\_Grindelwald](http://en.wikipedia.org/wiki/Gellert_Grindelwald) (last modified Jan. 6, 2008).

47. *Goblet of Fire* at ch. 14. Like Harry, Dumbledore tends to fight using other types of magic. *E.g.* *Deathly Hallows* at 70-71 (twice using the “Expelliarmus” disarming curse). However, in *Deathly Hallows*, we learn that Dumbledore, as a teenager, may have used an Unforgivable Curse in an early skirmish with the dark wizard Grindelwald. *Deathly Hallows* at 358-359, 718. The result of that fight haunts him even in death. *Deathly Hallows* at 718-720; *Half-Blood Prince* at 572-573.

48. *Half-Blood Prince* at 358.

As in law schools,<sup>49</sup> the wizard world has its own caste system.<sup>50</sup> Pure-blood wizards<sup>51</sup> sit at the pinnacle, followed by half-blood wizards,<sup>52</sup> Muggle-

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49. Kent D. Syverud, *The Caste System and Best Practices in Legal Education*, 1 J. ALWD 12, 13 (2001) (observing that “[t]here are seven castes in most American law schools, ranging from the elite Brahmins to the dalits, or untouchables,” and that castes “include: tenured and tenure track faculty, deans, clinical faculty, law library directors, legal writing directors and faculty, and adjunct faculty. The untouchables, who are barely mentioned when we talk about what our institutions teach students, are, of course, the professional staff of law schools.”).

50. Author J.K. Rowling has confirmed this caste system:

Oppressed groups are not, generally speaking, people who stand firmly together—no, sadly, they kind of subdivide among themselves and fight like hell. That’s human nature, so that’s what you see here [in the books]. This world of wizards and witches, they’re already ostracized, and then within themselves, they’ve formed a loathsome pecking order.

John Granger, *Unlocking Harry Potter* 143 (Zossima Press 2007) (quoting J.K. Rowling, <http://www.accio-quote.org/articles/2000/00900-ew-jensen.htm>). The caste system is also depicted in the “The Fountain of Magical Ministry” within the Ministry of Magic:

Halfway down the hall was a fountain. A group of golden statues, larger than life-size, stood in the middle of a circular pool. Tallest of them was a noble-looking wizard with his wand pointing straight up in the air. Groups around him were a beautiful witch, a centaur, a goblin, and a house-elf. The last three were all looking adoringly up at the witch and wizard.

*Order of the Phoenix* at 127. For additional information on class status, see generally Dianna Summers, *Secrets of the Classlist*, <http://www.hp-lexicon.org/essays/essay-secrets-of-the-classlist.html#racism> (last updated Aug. 9, 2006).

51. “Pure-bloods” are wizards who have at least four wizard grandparents. Characters who are pure-bloods include Albus Dumbledore, *supra* n. 22, the Weasley family, *Sorcerer’s Stone* at 99; *Order of the Phoenix* at 113 (although they were considered “blood traitors,” *Order of the Phoenix* at 113, because they befriend and marry half-bloods and Muggle-borns), the Malfoys, *Order of the Phoenix* at 113, and the Longbottoms, *Order of the Phoenix* at 842. “The pure-blood families are all interrelated.” *Order of the Phoenix* at 113 (quoting Sirius, when discussing the Black family tree; the Black family’s motto is, with some irony, “*Toujours pur*,” or “Always pure.”). The issue of blood status dates to the four founders of Hogwarts. Salazar Slytherin wanted only pure-blood wizards in his house, and at some point wanted Hogwarts to admit only pure-bloods. When the other three founders objected to the new admissions standards, Slytherin left. *Chamber of Secrets* at 150-151.

52. “Half-bloods” have between one and three non-magical grandparents. Ironically, both Lord Voldemort and Harry Potter are half-bloods. Although Lord Voldemort’s mother was a direct heir of Hogwarts co-founder Salazar Slytherin, *Half-Blood Prince* at 208, his father was a Muggle, *Half-Blood Prince* at 212-214. Harry’s mother was born to two Muggle parents. *Deathly Hallows* at 666. Severus Snape is also a half-blood. *Half-Blood Prince* at 604. One of Voldemort’s goals was to purify the wizarding race by eliminating Muggle-borns and putting pure bloods in charge. *Order of the Phoenix* at 112. In this regard, the author and others have compared Voldemort to Adolph Hitler. *E.g.* Accio Quote!, *J.K. Rowling Interview, CBCNewsWorld: Hot Type, July 13, 2000*, <http://www.accio-quote.org/articles/2000/0700-hotttype-solomon.htm> (J.K. Rowling compares Voldemort to Hitler); Lana A. Whited, *Epilogue* at 369, in *The Ivory Tower and Harry Potter* (Lana A. Whited ed., U. Mo. Press 2002). It was not coincidental, therefore, that Chapter 30 in *Order of the Phoenix* was titled “The Second War Begins,” that Dumbledore defeated Grindelwald in 1945, or that Tom Riddle transformed into Lord Voldemort around 1942. *See* Accio Quote!, Melissa Anelli & Emerson Spartz, *The Leaky Cauldron and Mugglenet Interview: Joanne Kathleen Rowling: Part Three, The Leaky Cauldron*, [http://www.accio-quote.org/articles/2005/0705-tlc\\_mugglenet-anelli-3.htm](http://www.accio-quote.org/articles/2005/0705-tlc_mugglenet-anelli-3.htm) (July 16, 2007). Like Hitler, who sought to advance

born wizards or mudbloods,<sup>53</sup> and squibs,<sup>54</sup> followed in no particular order by citizens<sup>55</sup> of the magical world such as goblins,<sup>56</sup> werewolves,<sup>57</sup> house-elves,<sup>58</sup> veela,<sup>59</sup> giants,<sup>60</sup> merpeople,<sup>61</sup> and centaurs.<sup>62</sup> Although many wizards,<sup>63</sup>

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Ayrans, but was not himself “pure blood” in that sense, Voldemort, formerly Tom Riddle, was born to a Muggle father, whom he later killed. *Half-Blood Prince* at 366.

53. “Mudblood” is the derogatory term for a person who is Muggle-born; the term is used primarily by Death Eaters (followers of Lord Voldemort) and students in Sytherin House (many of whose parents are Death Eaters). *Chamber of Secrets* at 115-116. A wizard is Muggle-born if he or she has two non-wizard parents. Hermione Granger is Muggle-born; both of her parents are dentists. *Sorcerer’s Stone* at 199.

54. “Squibs” are non-magical children born to wizard parents. Argus Filch, the Hogwarts caretaker and self-proclaimed hall monitor, and Arabella Figg, Harry’s neighbor in Little Whinging, are both squibs. *Chamber of Secrets* at 127-128 (Filch); *Order of the Phoenix* at 143 (Figg).

55. For a discussion of Magizoology, including the differences between magical “beings” and “beasts,” and the difficulties in developing this classification system, see Scamander, *supra* n. 14, at ix-xxii.

56. Gringotts, the bank frequented by wizards, is run by goblins. Griphook, a character in Books 1 and 7, is a goblin. *Sorcerer’s Stone* at ch. 5; *Deathly Hallows* at chs. 15, 23, 25, 26. For more about goblins in the Harry Potter series, see Wikipedia.com, *Magical Creatures (Harry Potter)*, “Goblins,” [http://en.wikipedia.org/wiki/Goblin\\_%28Harry\\_Potter%29](http://en.wikipedia.org/wiki/Goblin_%28Harry_Potter%29) (last modified Jan. 6, 2008).

57. “Werewolves spend most of their time as humans (whether wizard or Muggle). Once a month, however, they transform into savage, four-legged beasts of murderous intent and no human conscience.” Scamander, *supra* n. 14, at x. Professor Remus John Lupin is a werewolf, *Prisoner of Azkaban* at 352-353, and is aptly named. “Remus” refers to Romulus and Remus, the legendary founders of Rome who were raised by a wolf, and the Latin word for “wolf” is “lupus.” Wikipedia.com, *Hogwarts Staff*, [http://en.wikipedia.org/wiki/Hogwarts\\_staff#Remus\\_Lupin](http://en.wikipedia.org/wiki/Hogwarts_staff#Remus_Lupin) (last modified Jan. 6, 2008). Fenrir Greyback, also a werewolf, aligned with Voldemort; he was the one who bit Lupin and transmitted his lycanthropy. *Half-Blood Prince* at 334-335. Greyback also maimed Bill Weasley. *Half-Blood Prince* at 613. Greyback’s first name is derived from “Fenriswolf,” the “gigantic wolf of the God Loki in Scandinavian mythology.” Harry Potter Lexicon, *Fenrir Greyback*, <http://www.hp-lexicon.org/wizards/greyback.html> (last updated Oct. 6, 2007).

58. “House-elves” are small creatures used by wizards as slaves. Dobby, Winky, and Kreacher are house-elves. House-elves can be freed only through a gift of clothes. *Chamber of Secrets* at 14, 338; *Goblet of Fire* at 376. Hermione Granger is a staunch defender of house-elf rights, and starts the advocacy group S.P.E.W. (“Society for the Promotion of Elfish Welfare”) after Winky is mistreated by Barty Crouch, Sr. at the World Cup. *Goblet of Fire* at 138, 224-225. The organization’s short-term aims “are to secure house-elves fair wages and working conditions,” and the long-term aims “include changing the law about non-wand use, and trying to get an elf into the Department for the Regulation and Control of Magical Creatures, because they’re shockingly underrepresented.” *Id.* For additional information on house-elves, see Wikipedia.com, *House-Elf (Harry Potter)*, <http://en.wikipedia.org/wiki/House-elves> (last modified Jan. 5, 2008).

59. “Veela” are beautiful, siren-like females with silvery hair who can seduce men with their dancing. *Goblet of Fire* at 103. Fleur Delacour is part-veela. *Goblet of Fire* at 399.

60. Rubeus Hagrid and Madame Olympe Maxime, Headmistress of Beauxbatons Academy in France, are both half-giants, although Madame Maxime denies her lineage. *Goblet of Fire* at 428-429. Hagrid’s half-brother Grawp is a full-blooded giant. *Order of the Phoenix* at ch. 30.

61. “Merpeople” are half-human and half-fish; some live in the Black Lake on the Hogwarts grounds. *Goblet of Fire* at 464; *Half-Blood Prince* at 642. They played a significant role in the second challenge in the Triwizard Tournament. *Goblet of Fire* at 497-502. Interestingly, they have rejected “being” classification in favor of “beast” classification. Scamander, *supra* n. 14, at 29.



including some in the valiant Order of the Phoenix,<sup>64</sup> mistreat or disparage one or more of these “lesser” groups,<sup>65</sup> Dumbledore treated them all with the utmost respect and kindness.<sup>66</sup>

As his childhood friend Elphias Doge wrote in memoriam, Dumbledore “could find something to value in anyone, however apparently insignificant or wretched.”<sup>67</sup> Illustrations of Dumbledore’s kindness and respect are replete within the series. For example, he was unusual among wizards because he took the time and effort to master both Gobbledegook, the language of goblins, and Mermish, the language of merpeople.<sup>68</sup> He sent Hagrid and Madame Maxime as emissaries to the giants, and instructed Hagrid to “show [them] some respect.”<sup>69</sup> Earlier, Dumbledore had argued against killing the last giants in Britain.<sup>70</sup> He showed compassion and provided help to house-elves Dobby and Winky.<sup>71</sup> And he did not hesitate to hire Lupin the werewolf or Firenze the centaur as professors.<sup>72</sup>

Dumbledore realized the true power of respect and acceptance. Not only did he understand that it was morally correct to treat all beings equally, but he knew that only through collaboration and true unity could the dark forces be defeated. Dumbledore also understood it would take the cooperation of all magical beings and beasts to accomplish this important task. In a wizard world ripped apart by

62. “The centaur has a human head, torso, and arms joined to a horse’s body which may be of any of several colours. [They are] intelligent and capable of speech.” Scamander, *supra* n. 14, at 6. Like merpeople, centaurs opted for beast status. *Id.* Firenze, who Dumbledore appoints as a Divination teacher, is a centaur. *Order of the Phoenix* at 597-598.

63. *E.g.* *Chamber of Secrets* at 337; *Goblet of Fire* at 138; *Order of the Phoenix* at 754; *Half-Blood Prince* at 589.

64. The Order is a secret society, founded by Albus Dumbledore, created to fight Voldemort and his followers, the Death Eaters. *Order of the Phoenix* at 67.

65. Sirius Black, for example, mistreated his house-elf Kreacher. *Order of the Phoenix* at 834 (“Sirius did not hate Kreacher .... He regarded him as a servant unworthy of much interest or notice. Indifference and neglect often do much more damage than outright dislike ....”). Ironically, when criticizing how another wizard treated a house-elf, Sirius himself stated, “If you want to know what a man’s like, take a good look at how he treats his inferiors, not his equals.” *Goblet of Fire* at 525.

66. The power of respect is a central theme developed by Rowling. As she stated, “Bigotry is probably the thing I detest the most. All forms of intolerance, the whole idea of ‘that which is different from me is necessarily evil.’” Granger, *supra* n. 50, at 143 (quoting J.K. Rowling, <http://www.accio-quote.org/articles/2000/00900-ew-jensen.htm>).

67. *Deathly Hallows* at 20. Doge met Dumbledore on their first day at Hogwarts. Doge “had contracted dragon pox shortly before arriving at school,” and his “pock-marked visage and greenish hue did not encourage many [people] to approach [him].” *Id.* at 16. But Dumbledore did. *Id.*

68. *Goblet of Fire* at 505 (Mermish); Bloomsbury.com, *Harry Potter, Events, Webchat with J.K. Rowling*, <http://www.bloomsbury.com/harrypotter/default.asp?sec=3> (July 30, 2007) [hereinafter *Webchat*]. He also spoke Parseltongue, the language of serpents. Bloomsbury.com, *supra*.

69. *Order of the Phoenix* at 427. He urged the Ministry to “[e]xtend [the giants] the hand of friendship, now ... or Voldemort will persuade them, as he did before, that he alone among wizards will give them their rights and their freedom.” *Goblet of Fire* at 708.

70. *Order of the Phoenix* at 429.

71. *E.g.* *Goblet of Fire* at 379-380, 711.

72. *Order of the Phoenix* at 597-598.

Voldemort's violence, Dumbledore taught that "[u]nderstanding is the first step to acceptance, and only with acceptance can there be recovery."<sup>73</sup> In this endeavor, Dumbledore knew it was critical to look past physical form, birth rights, language, and culture. As he stated, "Differences of habit and language are nothing at all if our aims are identical and our hearts are open."<sup>74</sup> He also knew that those who are not respected will, in the end, rebel against their oppressors.<sup>75</sup>

Dumbledore also trusted his staff and treated them with the utmost respect. In fact, he trusted some in the face of great skepticism by others. For example, Dumbledore trusted both Severus Snape, the former Death Eater, and Hagrid, the half-giant, with his life.<sup>76</sup> Because of this trust, his staff members reciprocated and were loyal to the end.<sup>77</sup>

In stark contrast to Dumbledore stands Lord Voldemort.<sup>78</sup> Despite Voldemort's vast magical abilities, he ultimately failed because he did not love and respect others. As Dumbledore explained to Harry, "[t]hat which Voldemort does not value, he takes no trouble to comprehend."<sup>79</sup> In large measure, therefore, Voldemort's downfall was attributable to his own arrogance and prejudice. Because he disdained house-elves, he failed to recognize their significant magical powers, which ultimately saved Harry, Ron, and Hermione from certain death in Malfoy Mansion.<sup>80</sup> Because Voldemort did not love, he could not appreciate the power associated with a mother dying to protect her beloved son.<sup>81</sup> Because the Death Eaters followed him out of fear, not respect, they were no match for Dumbledore's Army<sup>82</sup> and a unified Hogwarts.<sup>83</sup>

73. *Goblet of Fire* at 680. After Book 7 was released, J.K. Rowling announced that she "always thought of Dumbledore as gay." Leaky Cauldron.com, *J.K. Rowling at Carnegie Hall Reveals Dumbledore Is Gay; Neville Marries Hannah Abbott, and Much More*, <http://www.the-leaky-cauldron.org/2007/10/20/j-k-rowling-at-carnegie-hall-reveals-dumbledore-is-gay-neville-marries-hannah-abbott-and-scores-more> (posted Oct. 19, 2007). This revelation may help to explain Dumbledore's tolerance for others.

74. *Goblet of Fire* at 723; see also *Goblet of Fire* at 708 (in which Dumbledore told Minister of Magic Cornelius Fudge, "You fail to recognize that it matters not what someone is born, but what they grow to be!"); Morris, *supra* n. 19, at 13.

75. *Half-Blood Prince* at 510.

76. *Deathly Hallows* at 680-687; *Sorcerer's Stone* at 14 ("I would trust Hagrid with my life.").

77. Morris, *supra* n. 19, at 11.

78. Even the characters' names convey this contrast. Whereas Dumbledore's name conveys light and goodness, Beahm, *supra* n. 1, at 139, Voldemort is French for "flight from Death," Harry Potter Lexicon, *Lord Voldemort: Quick Facts*, <http://www.hp-lexicon.org/wizards/voldemort.html> (last updated Oct. 8, 2007).

79. *Deathly Hallows* at 709.

80. *E.g. Deathly Hallows* at 468. Because Voldemort forgot to consider the magical powers of house-elves, he did not take house-elves into consideration when designing the obstacles to protect the necklace Horcrux. Consequently, Regulus Black was able to take Kreacher on the boat to the cave, thus capturing one of the Horcruxes. *Deathly Hallows* at ch. 10.

81. See *e.g. Goblet of Fire* at 653.

82. Dumbledore's Army ("the D.A." for short) was a self-defense group founded by Harry, Ron, and Hermione after Ministry-stooge Dolores Umbridge refused to teach practical defense-against-the-dark-arts skills in class. The D.A. is comprised of about two dozen students from Gryffindor, Hufflepuff, and Ravenclaw, and, as such, represents one of the most successful

Dumbledore was also patient. As one commentator observed,

[E]ach story's ending is the explanation of the incredible surprise that took place in that book. More often than not ... we learn how we were taken in by a good guy who is really a bad guy, or vice versa. This is ... Ms. Rowling's postmodern lesson to us about prejudice, in that we are exposed as having mistaken and misjudged a character entirely in our rush to pigeonhole the white and black hats.<sup>84</sup>

Unlike most readers and other Potter characters, Dumbledore did not rush to judge others. This approach led him to appreciate the true character of individuals, including Snape<sup>85</sup> and Draco Malfoy.<sup>86</sup> Although Dumbledore's power of legilimency<sup>87</sup> certainly helped in this regard, his patience was likely determinative.

Dumbledore also valued cooperation and collaboration. When new Hogwarts students arrive at the castle, they are sorted into one of four houses: Gryffindor, Hufflepuff, Ravenclaw, or Slytherin. As the Sorting Hat sang on Harry's first day at school,

You might belong in Gryffindor,  
Where dwell the brave at heart,  
Their daring, nerve, and chivalry  
Set Gryffindors apart;  
You might belong in Hufflepuff,  
Where they are just and loyal,  
Those patient Hufflepuffs are true  
And unafraid of toil;  
Or yet in wise old Ravenclaw,  
If you've a ready mind,  
Where those of wit and learning,  
Will always find their kind;  
Or perhaps in Slytherin  
You'll make your real friends,  
Those cunning folk use any means<sup>88</sup>  
To achieve their ends.

Once sorted, students live, eat, attend class, and study primarily with those in their own house.<sup>89</sup> In fact, students from one house are restricted from the

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collaborative efforts in the series. See *Order of the Phoenix* at chs. 16, 18. For a list of D.A. members and their activities, see Harry Potter Lexicon, *Dumbledore's Army*, <http://www.hp-lexicon.org/wizards/da.html> (last updated Oct. 8, 2007).

83. See *Deathly Hallows* at chs. 31, 36.

84. Granger, *supra* n. 50, at 126.

85. See e.g. *Half-Blood Prince* at 549.

86. *Half-Blood Prince* at ch. 27; *Deathly Hallows* at 682-683.

87. See generally Harry Potter Lexicon, *Legilimency*, <http://www.hp-lexicon.org/magic/legilimency.html> (last updated July 28, 2007) [hereinafter *Legilimency*].

88. *Sorcerer's Stone* at 118; see also *Goblet of Fire* at 176-177 (another Sorting Hat song).

89. *Sorcerer's Stone* at 114. As Professor McGonagall explained, "The Sorting is a very important ceremony because, while you are here, your house will be something like your family

other houses, which are guarded by portraits that require passwords<sup>90</sup> or, in the case of Ravenclaw, accurate answers to logic questions.<sup>91</sup> The house system is competitive, with all vying for the House Cup<sup>92</sup> and the Quidditch Cup.<sup>93</sup>

But the Sorting Hat also warned of the dangers associated with division:

Though condemned I am to split you  
 Still I worry that it's wrong,  
 Though I must fulfill my duty  
 And must quarter every year  
 Still I wonder whether sorting  
 May not bring the end I fear.  
 Oh, know the perils, read the signs,  
 The warning history shows,  
 For our Hogwarts is in danger  
 From external, deadly foes  
 And we must unite inside her  
 Or we'll crumble from within.<sup>94</sup>

Dumbledore, too, realized these dangers and implored the students and faculty to work together. As he exhorted, “[W]e are only as strong as we are united, as weak as we are divided.”<sup>95</sup> It was not until the very end, however, when all houses united in the Battle of Hogwarts, that Dumbledore’s dream for a unified school became reality, albeit a bloody one.<sup>96</sup> But when the houses did

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within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory, and spend free time in your house common room.” *Id.*

90. *Sorcerer’s Stone* at 129-130 (providing an example of entry to the Gryffindor common room); *Chamber of Secrets* at 221 (providing an example of entry to the Slytherin common room).

91. *Deathly Hallows* at 587. Readers are never invited into the Hufflepuff dormitories or common room. But in a 2007 interview, Rowling described the Hufflepuff common room as follows:

The Hufflepuff common room is accessed through a portrait near the kitchens, as I am sure you have deduced. Sorry—I should say “painting” rather than portrait, because it is a still-life. It is a very cosy [sic] and welcoming place, as dissimilar as possible from Snape’s dungeon. Lots of yellow hangings, and fat armchairs, and little underground tunnels leading to the dormitories, all of which have perfectly round doors, like barrel tops.

*Webchat*, *supra* n. 68, at <http://www.bloomsbury.com/harrypotter/default.asp?sec=3>.

92. See *Sorcerer’s Stone* at 114. The House Cup is presented at the end of the year to the house that has accumulated the most points. According to Professor McGonagall, “[Y]our triumphs will earn your house points, while any rulebreaking will lose house points.” *Id.*

93. See e.g. *Sorcerer’s Stone* at 170. The Quidditch Cup is awarded to the house with the most victories and points earned during a Quidditch season. *Id.* at 170, 211. Quidditch is the favorite sport of wizards, and is a mix of soccer and basketball, played on broomsticks. See *id.* at ch. 10; see generally Whisp, *supra* n. 32 (explaining the ancient wizard sport of Quidditch).

94. *Order of the Phoenix* at 206-207.

95. *Goblet of Fire* at 723; see also *Deathly Hallows* at 680 (“I sometimes think we Sort too soon . . .”).

96. *Deathly Hallows* at ch. 36; but cf. *Deathly Hallows* at epilogue (discussing that, nineteen years later, some inter-house rivalry between Gryffindor and Slytherin still exists).

ultimately unite, together they were able to defeat Voldemort and bring peace to the wizard world.<sup>97</sup>

Law deans can draw many lessons from Dumbledore's choice of magic, and his core values. First, respect can be a key to our ultimate success. By celebrating differences and valuing each person based on talent, not titles, we can conjure our collective strengths to create a strong and vibrant educational environment.

As a step toward this goal, I encourage deans to emulate Professor Dumbledore and lead the effort to abolish the current caste system.<sup>98</sup> We have many gifted educators in our schools who teach the most critical lawyering and life skills. I use the term "educator"<sup>99</sup> because many individuals on our campus teach our students important lessons. In addition to tenured and tenure-track faculty, clinicians, legal writing professors, librarians, student life professionals, career service professionals, admissions staff, and public safety officers, among many others, help transform our students into competent, caring legal professionals. But instead of championing these educators' abilities and dedication, we have too often ignored or downplayed their contributions—to the detriment of our students.<sup>100</sup> In many instances, we have branded them with lesser titles, banished them to segregated offices, and silenced them in our systems of shared governance.

As Dumbledore reminded us, "Differences ... are nothing at all if our aims are identical."<sup>101</sup> With this sage advice in heart and mind, we should not allow bias, budgets, or boggarts stand in the way of change, for improving the lot of some will not worsen the lot of others. Because we really can achieve more united than divided, schools that embrace respect as a core value will excel. They will excel because individuals who are respected will strive to give their best effort, day in, and day out. With a true team of educators giving the best of themselves to our students, excellence can be the only result.

While some deans may see creating a caste-free educational community as an overwhelming challenge in our Muggle world, we should remember that the most difficult problems in the wizard world are rarely solved by magic alone. Instead, the wizards must also use "intelligence, reasoning, planning, courage, determination, persistence, resourcefulness, creativity, fidelity, friendship, and many other qualities traditionally known by the philosophers in our world as virtues."<sup>102</sup> Thus, even without wands and potions, we do have the power to create positive change.

Second, we should avoid the rush to judgment. In the bustle of daily activity, it is easy to jump to conclusions, to choose the path likely to bring short-

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97. *Deathly Hallows* at ch. 36.

98. See generally Syverud, *supra* n. 49.

99. See generally *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience* (Richard Keeling ed., ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA & NIRSA 2006).

100. See Syverud, *supra* n. 49, at 15-16.

101. *Goblet of Fire* at 723.

102. Morris, *supra* n. 19, at xviii.

term gain, and to shun that which we do not fully understand. It is only through patience like that exemplified by Dumbledore that we can carefully evaluate people, circumstances, and options in a way that best serves our institutional interests. So, as we rush through our days and semesters, we should try to remember that first impressions are often not the best, and that second chances can be better than the first.

Finally, and especially in light of the recent tragedy at Virginia Tech, we should strive to enhance collaboration within our schools. Stated differently, we must demolish “information silos,” which impede communication and collaboration.<sup>103</sup> Information silos arise when individuals or departments, either intentionally or unintentionally, fail to share information, when communications falter, and when crucial constituencies are ignored. As deans, we should strive to build campus cultures in which educators proactively share critical information about campus health and safety issues. Unfortunately, too many individuals still view knowledge as power and believe that by being the sole source of information, they can elevate their position within the university hierarchy. Conversely, they worry that sharing information will weaken their own position. For example, a professor who reveals that a star moot court board member or a law-review editor has a problem with alcohol or other drugs may be perceived by some with disdain rather than admiration. This attitude can be dangerous, especially if it results in information about potentially dangerous individuals and conditions being concealed from key officials on campus.<sup>104</sup>

Collaboration, of course, is not limited to campus health and safety, but is also pivotal within the curriculum. We should encourage collaboration among professors and across the disciplines.<sup>105</sup> We should provide incentives, in terms of both time and money, for educators to team teach, and we should experiment with other bridge-building endeavors.<sup>106</sup> Think about how we might improve our students’ learning if our professors regularly shared pedagogical techniques, coordinated courses so that concepts could be reinforced from one subject to another, and discussed students’ performance in a way to ensure that all mastered core competencies. Instead of each individual working in isolation, we could create a more cohesive experience that would better prepare our students for the challenges they are sure to face.

TWO: “TEACH BY EXAMPLE AND GUIDE WITH ENCOURAGEMENT”<sup>107</sup>

At Hogwarts, Harry and his classmates encountered teachers with a range of abilities, philosophies, and methods. The no-nonsense Professor Minerva

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103. Dept. of Educ., Dept. of Just. & Dept. Health & Human Servs., *Report to the President on the Tragedy at Virginia Tech*, <http://www.hhs.gov/vtreport.pdf> (June 13, 2007).

104. Darby Dickerson, *Lessons in Collaboration: Learning from the Post-Virginia Tech Task Force Reports*, NACA Campus Activities Programming 20 (Oct. 2007).

105. *See generally Learning Reconsidered 2*, *supra* n. 99, at ch. 9.

106. *E.g.* Darby Dickerson, *Building Bridges: A Call for Greater Collaboration Between Legal Writing and Clinical Professors*, 8 J. ALWD 45 (forthcoming 2008).

107. Morris, *supra* n. 19, at 5.

McGonagall<sup>108</sup> was stern and reserved, but fair. She focused on the fundamentals and emphasized the need to practice.<sup>109</sup> With every gaze into her crystal ball, the spacey Professor Sybill Trelawney saw doom and disaster.<sup>110</sup> Despite being the great-great-granddaughter of a celebrated seer,<sup>111</sup> her inner eye, except on two occasions,<sup>112</sup> proved rather blind. Lacking actual talent, she relied on techniques such as confusion and ambiguity.<sup>113</sup> Severus Snape was a brilliant but brooding teacher who favored the Slytherins over all others.<sup>114</sup> His teaching repertoire included insults, sarcasm, sneers, and withering glares. Bullied as a child,<sup>115</sup> as a teacher he bullied his students.<sup>116</sup> The rumpled Remus John Lupin genuinely loved children and teaching. He treated his students with respect, and patiently explained the reasoning behind magical spells.<sup>117</sup> He dispensed praise regularly and balanced doctrine with skills.<sup>118</sup> Dolores Umbridge was a rigid bureaucrat who attempted to disguise her black spirit with pink attire.<sup>119</sup> She sought order, shunned creativity, and tried to control Hogwarts through punishment and rules.<sup>120</sup>

Whatever their faults and differences, Harry learned important lessons from each teacher.<sup>121</sup> But Dumbledore was his primary mentor. Although Dumbledore had left his Transfiguration classroom decades earlier, he remained a master teacher.<sup>122</sup> In this regard, Dumbledore's two primary qualities were teaching by example and with encouragement. As one commentator noted,

Dumbledore is Harry's most important teacher by the example he sets, as well as by the many interactions he has outside the classroom with this young wizard in training. Harry's other instructors provide him with many magical

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108. In Roman mythology, Minerva is the goddess of wisdom. Encyclopedia Mythica, *Minerva*, <http://www.pantheon.org/articles/m/minerva.html> (last modified May 26, 1999).

109. *E.g. Sorcerer's Stone* at 114, 133-134, 149-152.

110. *Prisoner of Azkaban* at 103-107, 109 ("Sybill Trelawney has predicted the death of one student a year since she arrived at this school. None of them has died yet. Seeing death omens is her favorite way of greeting a new class."), 228; *Order of the Phoenix* at 315.

111. *Order of the Phoenix* at 840.

112. *Prisoner of Azkaban* at 324; *Order of the Phoenix* at 840-844.

113. *E.g. Goblet of Fire* at 199-203, 371-372.

114. *E.g. Sorcerer's Stone* at 135; *Order of the Phoenix* at 233-234.

115. *Order of the Phoenix* at 641-649; *Deathly Hallows* at ch. 33.

116. *E.g. Sorcerer's Stone* at ch. 8.

117. *Prisoner of Azkaban* at 141, 153-156, 235-243.

118. *Prisoner of Azkaban* at ch. 7.

119. *E.g. Order of the Phoenix* at 212, 238.

120. *E.g. Order of the Phoenix* at chs. 12, 13, 15, 17, 26.

121. For a recent article on teaching at Hogwarts and how it might relate to law-school teaching, see Laura Spitz, *Wands Away (or Preaching to Infidels Who Wear Earplugs)*, 41 L. Teacher \_\_\_\_ (forthcoming 2008) (manuscript available on SSRN at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1014160](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1014160)).

122. *See Half-Blood Prince* at 442 (reflecting that, "to a wizard such as myself, there can be nothing more important than passing on ancient skills, helping hone youthful minds").

tools, but Dumbledore gives him the life instruction, guidance, and ongoing encouragement he needs for a proper use of those tools.<sup>123</sup>

Dumbledore understood that the best teachers do not simply convey information. Instead, they teach by example and model the best qualities of their chosen profession. They value curiosity.<sup>124</sup> They encourage students to explore by providing them with maps, not directions, to find the answers. They do not force conclusions. They teach students how to teach themselves—how to become life-long learners. And they afford students the latitude to experiment, but provide enough guidance to succeed.<sup>125</sup>

A classic example is how Dumbledore helped Harry to understand the intriguing Mirror of Erised, which shows people the “deepest, most desperate desire of [their] hearts.”<sup>126</sup> Dumbledore allowed Harry the opportunity to learn independently about the Mirror’s effect. Later, he guided Harry in a discussion about how the Mirror worked. Before departing, Dumbledore ensured that Harry possessed sufficient knowledge to face the Mirror successfully if he ever ran across it again, which Dumbledore suspected he would, and which Harry did.<sup>127</sup> And, at the same time, he helped Harry to learn a larger life lesson: “It does not do to dwell on dreams and forget to live.”<sup>128</sup>

Dumbledore took a similar tact regarding the Horcruxes. He provided Harry with some information about Horcruxes<sup>129</sup> and took him on a journey to find one.<sup>130</sup> But in the end, he provided Harry with the tools to continue the search and a choice about whether to pursue the Horcruxes—or the Hallows.<sup>131</sup>

While not all deans teach in the classroom, we can all teach by example. We can, with our words and actions, model those principles and values that are most important to our school’s mission and to the legal profession. And as deans, we have the opportunity to mentor constituencies beyond our current student body. As just a few examples, if we value scholarship, we can provide resources for faculty to produce high-quality scholarship, but we can also produce scholarship ourselves. If we value public service, we can ensure that our faculty and staff have sufficient pro-bono opportunities, but we, too, can serve. If we value professionalism, we can set a proper tone. If we want the community to embrace our school, we can embrace the community.

The essence of teaching is not lecturing, or questioning, or grading assignments. The essence of teaching is helping others to reach their potential. And helping others to reach their potential is the quintessential job of a dean.

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123. Morris, *supra* n. 19, at 4.

124. *Goblet of Fire* at 597-598 (“Curiosity is not a sin ....”).

125. *Deathly Hallows* at 684 (“It is essential that I give the boy enough information for him to do what he needs to do.”).

126. *Sorcerer’s Stone* at 213-214.

127. *Sorcerer’s Stone* at ch. 17.

128. *Sorcerer’s Stone* at 214 (“If you ever *do* run across it, you will now be prepared.” (Emphasis in original.)).

129. *Half-Blood Prince* at ch. 23.

130. *Half-Blood Prince* at ch. 26.

131. *Deathly Hallows* at ch. 35.



## THREE: STAND UP TO YOUR FRIENDS

During their first day at Hogwarts, students are sorted into one of four houses. Each house is named for a Hogwarts founder, and each is characterized by a particular virtue.<sup>132</sup> Harry and most of his friends were in Gryffindor House, whose emblem is the lion and whose virtue is courage.<sup>133</sup> As one philosopher explained, "Courage is doing what's right, not what's easy.... It's doing what's best, overall, rather than what's necessarily best for you."<sup>134</sup>

During Harry's first end-of-year feast, Professor Dumbledore expounded on the concept of courage. As he explains to the student body while describing the actions of Neville Longbottom, "There are all kinds of courage .... It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends."<sup>135</sup> Neville won Professor Dumbledore's praise because he attempted to stop Harry, Ron, and Hermione, his fellow Gryffindors, from wandering the castle halls at night.<sup>136</sup> Even after Harry and Ron pleaded and cajoled, Neville stood his ground and was stopped only by Hermione's "Petrificus Totalus" spell.<sup>137</sup>

For law deans, it can be more difficult to say "no" to our friends and allies than to those who are, well—shall we say—more problematic. Given the legion of challenges associated with any deanship, it can be tempting to preserve peace by acceding to our friends' requests. Or, in wizard-speak, when being attacked with curses from three sides, it's desirable to keep that last side curse-free.

132. See text accompanying *supra* n. 88.

133. *Sorcerer's Stone* at 118, 306.

134. Morris, *supra* n. 19, at 30.

135. *Sorcerer's Stone* at 306. J.K. Rowling has acknowledged that her books concern moral courage, "the courage to stand by your choices for the right thing against your enemies and sometimes your friends." Granger, *supra* n. 50, at 172 (citing a July 18, 2005, CBBC Newsround interview with Rowling).

136. *Sorcerer's Stone* at 272-273. Earlier in that semester, Filch had caught Harry, Hermione, and Neville wandering around the castle at night and had taken 50 points from Gryffindor. *Id.* at 240-243. The castle was particularly dangerous because of a secret item being hidden off of the third-floor corridor. See *id.* at ch. 16.

137. *Sorcerer's Stone* at 272-273. The "Petrificus Totalus" spell is a freezing spell that causes the person's body to become rigid. *Id.* at 273. It's also known as "the full Body Bind." *Id.*

"Neville," [Hermione] said, "I'm really sorry about this."

She raised her wand.

"*Petrificus Totalus!*" she cried, pointing at Neville.

Neville's arms snapped to his sides. His legs sprang together. His whole body rigid, he swayed where he stood and then fell flat on his face, stiff as a board.

Hermione ran to turn him over. Neville's jaws were jammed together so he couldn't speak. Only his eyes were moving, looking at them in horror.

*Id.* (emphasis in original). Neville's courage here, as first-year student, foreshadows his bravery in Year 7. See *Deathly Hallows* at 571-576, 731-733.

But expediency is rarely the answer. As hard as it might be, we should not allow personal feelings to rule our decisions. Instead, we must strive to do what's best overall, which means placing the institution's interests first. By consistently using this touchstone, most will recognize the courage it takes to act for the greater good and will respect, if not support, the decisions we must make.

#### FOUR: EVEN WIZARDS ARE HUMAN

Wizards bleed.<sup>138</sup> They cry.<sup>139</sup> And they die.<sup>140</sup> They are, after all, human.<sup>141</sup> Even Dumbledore, the greatest wizard of all times, had flaws and made mistakes.

When Harry and Ron broke school rules after having been warned they would be expelled for additional violations, Dumbledore acknowledged the following, "I seem to remember telling you both that I would have to expel you if you broke any more school rules .... Which goes to show that the best of us must sometimes eat our words."<sup>142</sup>

Dumbledore also recognized that because of his abilities and position, his mistakes could have tremendous consequences: "I make mistakes like the next man. In fact, being ... rather cleverer than most men, my mistakes tend to be correspondingly huger."<sup>143</sup> Indeed, at the end of *Order of the Phoenix*, Dumbledore confides in Harry his greatest mistake—failing to tell Harry about the Prophecy,<sup>144</sup> which inadvertently led to the death of Harry's godfather, Sirius.<sup>145</sup>

Dumbledore also knew he lacked the power to "make other men see the truth,"<sup>146</sup> and that he could never please everyone. After the scheming journalist Rita Skeeter exposed Hagrid's half-giant heritage,<sup>147</sup> Hagrid took refuge in his cabin. In an effort to coax Hagrid out of hiding, Dumbledore shares,

Really, Hagrid, if you are holding out for universal popularity, I'm afraid you will be in this cabin for a very long time.... Not a week has passed since I became headmaster of this school when I haven't had at least one owl complaining about the way I run it.<sup>148</sup>

Dumbledore often used cheer to cope with unfounded criticism. To Skeeter, for example, he said with genuine delight, "I particularly enjoyed your

138. *E.g. Goblet of Fire* at 642; *Half-Blood Prince* at 621; *Deathly Hallows* at 73.

139. *E.g. Order of the Phoenix* at 844; *Half-Blood Prince* at 522-523.

140. *E.g. Sorcerer's Stone* at ch. 1; *Order of the Phoenix* at 805-806; *Half-Blood Prince* at 595-596; *Deathly Hallows* at chs. 5, 33, 36.

141. *See Sorcerer's Stone* at 297.

142. *Chamber of Secrets* at 330-331.

143. *Half-Blood Prince* at 197.

144. *Order of the Phoenix* at 835-844.

145. *Order of the Phoenix* at 826.

146. *Prisoner of Azkaban* at 393.

147. *Goblet of Fire* at 437-440.

148. *Goblet of Fire* at 454.

description of me as an obsolete dingbat.”<sup>149</sup> More importantly, Dumbledore recognized that perceived flaws might actually be strengths. When Dumbledore met with Harry following Sirius’s death at the Ministry of Magic, he understood that Harry was angry, confused, mad, and sad. He realized that Harry was experiencing the pain of tremendous loss. And he said, “There is no shame in what you are feeling, Harry .... On the contrary ... the fact that you can feel pain like this is your greatest strength.”<sup>150</sup>

Though imperfect and vulnerable, Dumbledore understood the antidote for imperfection—the willingness to ask for help. As he explained to Harry, “You will also find that help will always be given at Hogwarts to those who ask for it.”<sup>151</sup>

Over and over again, this promise held true. When Harry asked for help, and genuinely needed it, help arrived. In *Chamber of Secrets*, after Harry was bitten by the deadly Basilisk—and with Ginny on the verge of death—Harry asked for help, and Fawkes miraculously arrived to heal his wound and deliver the sword of Gryffindor.<sup>152</sup> Again, in *Deathly Hallows*, when Harry sensed that he was about to die, he asked for help and the bequeathed Snitch<sup>153</sup> opened with the Resurrection Stone, which gave him the courage to face Voldemort once more.<sup>154</sup>

Like wizards, deans are only human. We have flaws and make mistakes. And, as with Dumbledore, our mistakes can often carry greater consequences than those made by others within our organizations. We cannot avoid all mistakes, and we cannot correct all flaws. Nor should we try. But what we can do is acknowledge those mistakes, take criticism constructively, understand that perceived flaws may actually be masking our strengths, and never be afraid to seek help when we need it.

#### FIVE: HUMOR AND REFLECTION PLACE MOST EVENTS INTO PROPER PERSPECTIVE

Despite his many responsibilities and challenges, Dumbledore almost always appeared calm, collected, and in control. He had a whimsical air about him. And readers quickly learned that, in Dumbledore’s case, appearance was reality. Wisdom, experience, and a level of confidence that comes only with mastery of a craft certainly contributed to his demeanor. But Dumbledore’s keen sense of humor and knack for charming self-deprecation, coupled with his habit of taking time to reflect, helped him place events and circumstances into their proper perspective.

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149. *Goblet of Fire* at 307.

150. *Order of the Phoenix* at 823.

151. *Chamber of Secrets* at 264.

152. *Chamber of Secrets* at 315-316.

153. Dumbledore, in his will, left Harry the Snitch that Harry caught, in his mouth, to win his first Quidditch match. *Deathly Hallows* at 126, 133.

154. *Deathly Hallows* at 698.

Dumbledore's sense of humor is apparent from the first time we meet him.<sup>155</sup> As one writer observed, "He seems genuinely amused in circumstances whose humor can be appreciated only by someone with a very cool head and an extraordinary keen wit. And he occasionally uses small and subtle forms of humor to help take the edge off a difficult situation."<sup>156</sup> Soon after learning of the deaths of James and Lily Potter, Dumbledore arrives at Privet Drive and immediately encounters a cat, the Animagus<sup>157</sup> Professor Minerva McGonagall: "For some reason, the sight of the cat seemed to amuse him. He chuckled and muttered, 'I should have known.'"<sup>158</sup> During this same exchange, Dumbledore tries to convince Professor McGonagall to accept a lemon drop, and comments that he had not "blushed so much since Madam Pomfrey told me she liked my new earmuffs."<sup>159</sup>

A connoisseur of both Muggle and magical sweets,<sup>160</sup> Dumbledore shared this moment with Harry following Harry's confrontation with Voldemort over the Sorcerer's Stone:

"Now, enough questions, I suggest you make a start on the sweets. Ah! Bertie Bott's Every Flavor Beans! I was unfortunate enough in my youth to come across a vomit-flavored one, and since then I'm afraid I've rather lost my liking for them—but I think I'll be safe with a nice toffee, don't you."

He smiled and popped the golden-brown bean into his mouth. Then he choked and said, "Alas! Ear wax!"<sup>161</sup>

Dumbledore was also a good sport. At Christmas lunch one year, he promptly donned a witch's hat, topped with a stuffed vulture that popped out of a cracker.<sup>162</sup> In addition, he could and did poke fun at himself. At the Yule Ball

155. *Sorcerer's Stone* at ch. 1.

156. Morris, *supra* n. 19, at 14.

157. An "Animagus" is a wizard who can transform into a particular animal at will. *Prisoner of Azkaban* at 351-355 (contrasting Animagi with werewolves, who cannot control their transformation); see also *Prisoner of Azkaban* at 351 (indicating that Professor McGonagall is an officially registered Animagus); see generally Wikipedia.com, *Magic (Harry Potter)*, "Animagi Transformation," [http://en.wikipedia.org/wiki/Animagus#Animagi\\_transformation](http://en.wikipedia.org/wiki/Animagus#Animagi_transformation) (last modified Jan. 6, 2008). Other Animagi include James Potter (a stag called "Prongs"), Sirius Black (a black dog called "Padfoot"), Peter Pettigrew (a rat called "Wormtail" who also posed as the Weasley pet "Scabbers"), *Prisoner of Azkaban* ch. 18, and Rita Skeeter (a beetle), *Goblet of Fire* at 727-728.

158. *Sorcerer's Stone* at 9.

159. *Sorcerer's Stone* at 10-11.

160. *E.g. id.*; see *Order of the Phoenix* at 466 (using "Fizzing Whizbee" as the password to his office); *Goblet of Fire* at 579 ("Cockroach Cluster" password); *Half-Blood Prince* at 493 ("toffee éclairs" password).

161. *Sorcerer's Stone* at 300-301. For readers who are much braver than this Author, try Jelly Belly's version of Bertie Bott's Every Flavor Beans, which includes bacon, black pepper, booger, dirt, earthworm, earwax, grass, rotten egg, sardine, soap, and vomit flavors. CandyAddict.com, *Candy Review: Bertie Bott's Every Flavor Beans (just the gross ones)*, <http://candyaddict.com/blog/2005/11/26/review-bertie-botts-every-flavor-beans-just-the-gross-ones/> (Nov. 26, 2005).

162. See *Prisoner of Azkaban* at 227 (in this context, a "cracker" is a noisemaker stuffed with a prize). The hat was identical to the one that appeared earlier in the book when Neville transformed

during the Triwizard Tournament, Dumbledore spoke with Igor Karkaroff, a former Death Eater and headmaster of Durmstrang.

“Well, Dumbledore,” said Karkaroff, . . . . “Are we not right to be proud that we alone know our school’s secrets, and the right to protect them?”

“Oh I would never dream of assuming I know all of Hogwarts’ secrets, Igor,” said Dumbledore amicably. “Only this morning, for instance, I took a wrong turn on the way to the bathroom and found myself in a beautifully proportioned room I have never seen before, containing a really rather magnificent collection of chamber pots. When I went back to investigate more closely, I discovered that the room had vanished. But I must keep an eye out for it. Possibly it is only accessible at five-thirty in the morning. Or it may only appear at the quarter moon—or when the seeker has an exceptionally full bladder.”<sup>163</sup>

Dumbledore also understood the importance and power of celebration. He hosted feasts at the beginning<sup>164</sup> and end<sup>165</sup> of the school year, on Halloween,<sup>166</sup> and at Christmas.<sup>167</sup> He also celebrated important events, such as the arrival of the foreign students for the Triwizard Tournament,<sup>168</sup> and encouraged students to celebrate successes informally.<sup>169</sup>

In addition to using humor to keep matters in perspective, Dumbledore took time to reflect on important events.<sup>170</sup> Aided by the mysterious Pensieve, he extracted important memories and reviewed them later:

I sometimes find . . . that I simply have too many thoughts and memories crammed into my mind . . . .

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At these times . . . I use Pensieve. One simply siphons the excess thoughts from one’s mind, pours them into the basin, and examines them at one’s leisure. It becomes easier to spot patterns and links, you understand, when they are in this form.<sup>171</sup>

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the boggart into Professor Snape wearing the clothes of Neville’s grandmother by using the “Riddikulus” charm. *Id.* at 135.

163. *Goblet of Fire* at 417-418.

164. *E.g. Sorcerer’s Stone* at 123.

165. *E.g. Chamber of Secrets* at 339.

166. *E.g. Sorcerer’s Stone* at 172.

167. *E.g. Sorcerer’s Stone* at 203.

168. *See Goblet of Fire* at 251.

169. *E.g. Goblet of Fire* at 282 (“I am sure Gryffindor and Hufflepuff are waiting to celebrate with you, and it would be a shame to deprive them of this excellent excuse to make a great deal of mess and noise.”).

170. He is, as one author observed, a “[s]tudent of his own thoughts.” Granger, *supra* n. 50, at 195.

171. *Goblet of Fire* at 597. The Pensieve also can be used to view the thoughts of others. *E.g. Half-Blood Prince* at chs. 10 (Bob Ogden), 23 (Slughorn); *Deathly Hallows* at 657-658, 662-690 (Snape). These thoughts can either be freely given or obtained through legilimency. For

With the Pensieve, Dumbledore gained valuable perspectives about people and events by watching them with greater care and objectivity.<sup>172</sup> He was able to focus on important details that might have been missed while in the moment “live,” and could consider how these details fit onto the much larger canvas.

As deans, we can be pulled in several different directions at once, confronted with unpleasant challenges, piled high with more work than hours in a day, and criticized for decisions we made in good faith.<sup>173</sup> In the tough times, we need effective coping mechanisms. Taking our cue from Professor Dumbledore, humor,<sup>174</sup> celebration, and reflection can help us gain perspective, rejuvenate, and focus on the positive.

Humor can help us keep our balance and grace as we wade through the daily muck of administration. The importance of humor is almost axiomatic. Just type “importance of humor” into Google, and you’ll be flooded with millions of

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information on legilimency, see *Legilimency*, *supra* n. 87, at <http://hp-lexicon.org/magic/legilimency.html>.

172. J.K. Rowling had the following exchange with fans about the Pensieve:

MA: .... “Do the memories stored in a Pensieve reflect reality or the views of the person they belong to?”

JKR: It’s reality. It’s important that I have got that across, because Slughorn gave Dumbledore this pathetic cut-and-paste memory. He didn’t want to give the real thing, and he very obviously patched it up and cobbled it together. So, what you remember is accurate in the Pensieve.

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ES: I thought for sure that it was your interpretation of it. It didn’t make sense to me to be able to examine your own thoughts from a third-person perspective. It almost feels like you’d be cheating because you’d always be able to look at things from someone else’s point of view.

MA: So there are things in there that you haven’t noticed personally, but you can go and see yourself?

JKR: Yes, and that’s the magic of the Pensieve, that’s what brings it alive.

ES: I want one of those!

JKR: Yeah. Otherwise it really would just be like a diary, wouldn’t it? Confined to what you remember. But the Pensieve recreates a moment for you, so you could go into your own memory and relive things that you didn’t notice the time. It’s somewhere in your head, which I’m sure it is, in all of our brains. I’m sure if you could access it, things that you don’t know you remember are all in there somewhere.

*MuggleNet*, *supra* n. 21, at <http://www.mugglenet.com/jkrinterview3.shtml>.

173. Becoming a dean is a bit like visiting Kings Cross Platform Nine and Three-Quarters: much of the station looks the same to both Muggles and wizards, but only wizards can cross the barrier to board the Hogwarts Express. See *Sorcerer’s Stone* at ch. 6. In other words, there is a great deal about our jobs that others at our schools do not see, or understand.

174. See Allan W. Vestal, “A River to My People . . .” *Notes from my Fifth Year as Dean*, 37 U. Toledo L. Rev. 179, 184 (2005) (identifying humor as one of the six lessons for being a successful law dean).

results. In one of my favorite movies, *Notting Hill*,<sup>175</sup> the following exchange occurs after the paparazzi discover movie star Anna Scott at William Thacker's apartment.

WILLIAM [to Anna]: Can't we just laugh about this? Seriously—in the huge sweep of things, this stuff doesn't matter.

SPIKE: What he's going to say next is—there are people starving in the Sudan.<sup>176</sup>

Thus, one power of humor is to remind us that the daily happenings in the dean's office, and indeed at the law school, are rarely the most important matters of the day. In addition, humor can be used to calm tense situations, relieve stress, and celebrate successes and joy. It is, in short, a versatile and potent remedy that we should never forget.

On a related point, celebrations can revitalize both individuals and organizations. One of the most successful U.S. companies, Southwest Airlines, actively promotes a culture of celebration. In studying Southwest, two authors concluded that celebrations provide opportunities to build relationships, reduce stress, recognize milestones, and remove fear.<sup>177</sup>

The Southwest and Hogwarts experiences can be easily translated to the law school context: let's take the time to stop every now and then and celebrate our people and their accomplishments. Focusing on successes can reorient perspectives and allow us to achieve even more than we imagined. Celebrations need not be large or costly. Some examples might include having food or drink at a faculty meeting to celebrate a colleague's success; having a pizza party to thank staff members for an exceptional job; adding an "applause" section to the intranet to publicize the accomplishments of students, faculty, staff, and alumni; and sending a card, bouquet of flowers, fruit, or other remembrance to someone who has reached a milestone. For those inclined toward larger celebrations, consider an annual celebration to welcome new and visiting faculty members, a reception to showcase recent scholarly publications, an event to thank scholarship donors and allow them to meet their recipients, a Hall of Fame that honors those who have made significant contributions to the school and profession, annual employee appreciation luncheons, and student awards presentations.<sup>178</sup>

Celebrations demonstrate that pausing, even briefly, can bring great perspective to any situation. The same is true for reflection. For deans, finding time to reflect is essential for our long-term personal and institutional well-being. Only with reflection can we understand the impact of our daily decisions and

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175. *Notting Hill* (Ultimate Edition) (DVD Universal Studios 2001) (motion picture).

176. Internet Movie Script Database, *Notting Hill*, <http://www.imsdb.com/scripts/Notting-Hill.html> (accessed Jan. 8, 2008).

177. Kevin Feinberg & Jackie Feinberg, *Nuts! Southwest Airlines' Crazy Recipe for Business and Personal Success* chs. 13-14 (Broadway 1998).

178. For other ideas, see Darby Dickerson, *Staff Matter(s)*, 35 U. Toledo L. Rev. 199, 200-206 (2003).

actions. Reflection helps us to separate the important from the trivial, to put events into context, to extract personal feelings from institutional decisions, and to plan more effectively for the future. Some build daily or weekly reflection time into their schedules. Others take breaks or vacations. Still others reflect with the help of colleagues or by keeping daily journals. Whatever the timing or method, reflection, like humor and celebration, can help us become and remain more effective deans and leaders.

#### SIX: BANISH BOGGARTS

A fascinating creature in the wizard world is the boggart. A boggart is a shape-shifter that assumes the form of its intended victim's worst fear.<sup>179</sup> Boggarts hide in dark, enclosed places, and often settle in drawers and closets.<sup>180</sup> Wizards are taught to approach a boggart in groups so that it will have difficulty choosing which individual to target.<sup>181</sup> But the best method to banish a boggart is with the "Riddikulus" charm, which will make it appear amusing.<sup>182</sup>

Like boggarts, fears tend to reside in the dark crevices of our own minds. And as Dumbledore explained to Harry, they often involve the unknown.<sup>183</sup> Fear, in turn, can breed avoidance behaviors. As an example, most wizards and other magical creatures feared Lord Voldemort so much that they would not use his proper name. Instead, they referred to him as "He-Who-Must-Not-Be-Named"<sup>184</sup> or "You-Know-Who."<sup>185</sup> Even his followers referred to him as the "Dark Lord."<sup>186</sup> But substituting these euphemisms for his name only increased the fear and panic.

Harry and Dumbledore were among the few to refer to Voldemort by that name or his given name, Tom Riddle.<sup>187</sup> And Dumbledore was the only one to do so consistently.<sup>188</sup> As Dumbledore instructed Harry, "Call him Voldemort . . . Always use the proper name for things. Fear of a name increases fear of the thing itself."<sup>189</sup> Using Voldemort's actual name was a sign of courage that allowed these characters to reduce and even repel the fear.

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179. *Prisoner of Azkaban* at 133. For a list of several characters' boggarts, see *Boggart (Harry Potter)*, [http://en.wikipedia.org/wiki/Boggart\\_\(Harry\\_Potter\)](http://en.wikipedia.org/wiki/Boggart_(Harry_Potter)) (last modified Jan. 6, 2008). It is interesting, and likely not an accident, that boggarts were introduced by Professor Lupin, who, as a werewolf, was also a shape-shifter. See *supra* n. 57.

180. *Prisoner of Azkaban* at 133, 236; *Order of the Phoenix* at 102.

181. *Prisoner of Azkaban* at 133-134.

182. *Prisoner of Azkaban* at 134-135 ("You see, the thing that really finishes a boggart is *laughter*." (Emphasis in original.)).

183. *Half-Blood Prince* at 566 ("It is the unknown we fear when we look upon death and darkness, nothing more.").

184. *E.g. Half-Blood Prince* at 8; *Deathly Hallows* at 456.

185. *E.g. Sorcerer's Stone* at 11, 100; *Order of the Phoenix* at 251.

186. *E.g. Goblet of Fire* at 678; *Deathly Hallows* at 679.

187. *E.g. Order of the Phoenix* at 813-814; *Deathly Hallows* at 741.

188. *E.g. Sorcerer's Stone* at 298 (example of Harry calling Voldemort "You-Know-Who").

189. *Sorcerer's Stone* at 298; see also *id.* at 11 ("All of this 'You-Know-Who nonsense—for eleven years I have been trying to persuade people to call him by his proper name: 'Voldemort.' ...



As deans, we sometimes project our worst fears into situations before fully understanding them. In other words, we create our own boggarts. For example, if a certain faculty member drops by the day after annual contracts are distributed, we might fear a confrontation regarding salary. When the provost calls during the budgeting process, we might fear a freeze or cut. When the *U.S. News* rankings are released, we might fear a drop. And so on.

If we fail to acknowledge our fear, it inevitably will control us. On the other hand, if we openly name and confront our fear, we have taken the first step toward defeating it, because we have regained the power to act. It may seem easier to simply avoid our fears, but avoidance only makes our fears more powerful.

Although the “Riddikulus” charm relies heavily on laughter, it also depends on faith—faith that we can face our fears, and faith that we have the ability to handle the situations presented. As Martin Luther King, Jr. related, “Fear knocked at the door. Faith answered. There was no one there.”<sup>190</sup> Again, Dumbledore is our teacher. He had faith in Snape and in Harry. And in the end, that faith banished fear as symbolized by Voldemort. If we have faith in ourselves and in others, there will be no room for fear.

#### SEVEN: OUR CHOICES DEFINE US

The last piece of advice relates to the first. In the end, it is not our ancestry, credentials, or aptitude that will define us and our deanships. Instead, as Professor Dumbledore observed, “It is our choices ... that show what we truly are, far more than our abilities.”<sup>191</sup>

On several occasions, Dumbledore carefully highlighted the importance of free will and choices. After Draco Malfoy disarmed him in the Astronomy Tower, Dumbledore spent time speaking with Draco about his actions and asked Draco to “discuss [his] options.”<sup>192</sup> With Draco feeling scared and trapped, Dumbledore attempted to explain that Draco did have a choice. Draco did not have to kill Dumbledore, because Dumbledore had already chosen how he would die—at the wand of Severus Snape.<sup>193</sup>

The importance of choices was also central at the end-of-year feast following the Triwizard Tournament. In the last challenge of that Tournament, Voldemort had Wormtail kill Hogwarts competitor Cedric Diggory, a loyal and talented wizard, simply because he landed in the wrong place at the wrong time. Cedric did not even have time to defend himself.<sup>194</sup> When eulogizing Cedric,

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It all gets so confusing if we keep saying ‘You-Know-Who.’ I have never seen any reason to be frightened of saying Voldemort’s name.” (Emphasis in original.)

190. Martin Luther King, Jr., *The Strength to Love*, in *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* 491, 517 (James M. Washington ed., HarperOne 1990).

191. *Chamber of Secrets* at 333.

192. *Half-Blood Prince* at 591.

193. *Half-Blood Prince* at 595; *Deathly Hallows* at 681-683.

194. *Goblet of Fire* at 638.

Dumbledore encouraged the students to remember the power of choice: “Remember, if the time should come when you have to make a choice between what is right and what is easy, remember what happened to a boy who was good, and kind, and brave, because he strayed across the path of Lord Voldemort. Remember Cedric Diggory.”<sup>195</sup>

Dumbledore also discussed choices in the context of the Prophecy, which provided:

The one with the power to vanquish the Dark Lord approaches.... Born to those who have trice defied him, born as the seventh month dies ... the Dark Lord will mark him as his equal, but he will have power the Dark Lord knows not ... and either must die at the end of the other for neither can live while the other survives.... the one with the power to vanquish the Dark Lord will be born as the seventh month dies ....<sup>196</sup>

The Prophecy did not name Harry as the person with the power to vanquish Voldemort. Instead, two boys fit the description: Harry and Neville.<sup>197</sup> As the Prophecy foretold, Voldemort had a choice and made his choice by marking Harry.<sup>198</sup>

But the Prophecy also afforded Harry a choice. As Dumbledore explained to Harry, a Prophecy is not the truth. Instead, many prophecies are made, but not all are fulfilled.<sup>199</sup> Harry’s decision to face Voldemort was his own choice, made of free will; it was not a preordained event outside Harry’s control.<sup>200</sup>

“But, sir,” said Harry, making valiant efforts not to sound argumentative, “it all comes down to the same thing, doesn’t it? I’ve got to try to kill him, or—”

“Got to?” said Dumbledore. “Of course you’ve got to! But not because of the prophecy! Because you, yourself, will never rest until you’ve tried!”<sup>201</sup>

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“[Y]ou are free to choose your way, quite free to turn your back on the prophecy.”<sup>202</sup>

And, in the end, Harry realized other important choices as well. During their meeting in King’s Cross, Dumbledore implied that Harry’s choice to allow Voldemort to kill him actually allowed him to live.<sup>203</sup> And Dumbledore

195. *Goblet of Fire* at 724.

196. *Order of the Phoenix* at 841 (emphasis removed).

197. *Order of the Phoenix* at 842.

198. *Order of the Phoenix* at 842 (stating to Harry, “You are forgetting the next part of the prophecy, the final identifying feature of the boy who could vanquish Voldemort.... Voldemort himself would ‘mark him as his equal.’ And so he did, Harry. He chose you, not Neville.”).

199. *Half-Blood Prince* at 510.

200. *Half-Blood Prince* at 511.

201. *Half-Blood Prince* at 511.

202. *Half-Blood Prince* at 512.

203. *Deathly Hallows* at 708. By allowing Voldemort to direct the killing curse at him, Harry caused Voldemort to kill the Horcrux living inside of Harry’s soul. *Id.*

explained to Harry that it was his choice whether to return to the living, or remain in the other world:

“I’ve got to go back, haven’t I?”  
“That is up to you.”  
“I’ve got a choice?”  
“Oh yes.” Dumbledore smiled at him.<sup>204</sup>

Harry was a brave and talented wizard, but as Dumbledore predicted, in the end, Harry’s greatness rested on the choices he made: He chose Gryffindor over Slytherin.<sup>205</sup> He chose Ron and Hermione as friends. He chose to pursue Hallows over Horcruxes.<sup>206</sup> And he chose to face Voldemort.<sup>207</sup>

Similarly, as deans, we will be evaluated largely on our choices. As such, we must carefully evaluate how we make those choices, which ties back to the importance of values and principles. If we treat others with respect, teach by example, stand up to our friends, understand our limitations and ask for help when we need it, gain perspective from humor and reflection, and replace fear with faith, it is likely that, on the whole, our choices will be ones made in the institution’s best interest and ones that support our critical missions.

#### CONCLUSION

Although law deans do not have the magical powers with which Professor Dumbledore was blessed,<sup>208</sup> he still provides an ideal role model. Indeed, as described above, most of his virtues were non-magical. In the end, Dumbledore is memorable because he cared. If all of his advice could be summarized, it would be to care for others. Dumbledore cared for his students, staff, and faculty. He cared for “undesirable” magical creatures and beasts. He cared enough to sacrifice time and physical well-being<sup>209</sup> to stop the dark forces. His tremendous level of caring was evident in all that he did—his lessons with Harry, his decision to hide the contents of the Prophecy for so long, his refusal to allow

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204. *Deathly Hallows* at 722.

205. *Sorcerer’s Stone* at 121.

206. *Deathly Hallows* at chs. 22, 35.

207. *Sorcerer’s Stone* at chs. 1, 17; *Chamber of Secrets* at ch. 17; *Goblet of Fire* at ch. 34; *Order of the Phoenix* at 36; *Deathly Hallows* at chs. 32, 36. Harry faced Voldemort seven times—six by choice.

208. As one commentator noted, “Magic for the wizards ... is a tool, among many other problem-solving tools. But tools have to be used by people, and it’s ultimately the skill and character of the person using such as tool that determine how effectively it can be employed to deal with any serious situation or difficulty.” Morris, *supra* n. 19, at xviii-xix.

209. Professor Dumbledore injured his hand when mistakingly using one of Voldemort’s Horcruxes. *Deathly Hallows* at 680. Although Professor Snape was able to trap the curse in the hand, the curse released was one that would strengthen over time. *Id.* at 681. Snape estimated that Dumbledore had maybe a year to live. *Id.* Dumbledore, therefore, planned his own death in a way and for a time that would help defeat Lord Voldemort and the Death Eaters. *Id.* at 681-683.

Professor Trelawney to be banished from Hogwarts,<sup>210</sup> and the list continues. Because he cared, Dumbledore made a positive and lasting impact on his school, and society. And fortunately for law deans, his legacy provides us with a clear roadmap of how to do the same.

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210. Professor Dolores Umbridge, in her role as Hogwarts High Inquisitor, *Order of the Phoenix* at 306-308, dismissed Professor Trelawney and ordered her out of Hogwarts, *id.* at 594-595. Professor Dumbledore intervened and explained to Umbridge that while she had “every right to dismiss my teachers,” she did not “have the authority to send them away from the castle.” *Id.* at 596. He then urged Professor Trelawney to stay at Hogwarts. *Id.* For those who have endured (or jumped) to the end, remember that 210 is a multiple of seven. *See supra* n. 21.