

TEACHING CONTRACTS

INTRODUCTION

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The faculty of American law schools teach law. To be sure, law faculty engage in other important activities—legal research and public service. Our core function, however, remains teaching law to law students.

Much legal scholarship explores substantive and procedural issues of law. Legal journals and books regularly present discussions of legal issues which help readers (and the authors) better understand areas of law and which stimulate further explorations. As such, we rarely share our thoughts about how to teach law. That is the purpose of this “Teaching” project which the *Saint Louis University Law Journal* inaugurates with this issue.

We expect “Teaching Contracts” to be the first in a series of issues of our *Law Journal* dedicated to presenting scholarship on teaching particular law school subjects. This issue brings together an impressive collection of Contracts teachers, each of whom has offered an essay on some issue related to teaching Contracts. By design, some contributors to this issue are prominent contracts scholars. Others teach Contracts but devote their scholarly attention elsewhere. Some of the contributions suggest an approach to the course. Others discuss how to teach a particular concept or case or skill. In all, it is a sampling of ideas about teaching Contracts by a number of experienced teachers.

For several reasons, it is appropriate that our *Law Journal* begins its “Teaching” series with Contracts. It is, after all, a basic first-year course which students encounter at the outset of law school. As such, it is a course we all have experienced as a student, if not as a teacher. In addition, Contracts has

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special significance at the Saint Louis University School of Law because it is one of the courses taught by my colleague, Vincent C. Immel. Vince has taught law for more than fifty years. Some forty-two of those years have been on our faculty. For many years, Vince taught all sections of Contracts offered at our School of Law. Furthermore, most students not assigned to Vince's Contracts class make sure to take his Remedies class their third year. As a result, most of our graduates practicing law today were taught by him. As the tributes to Vince published in these pages two years ago reflect,¹ he is a masterful teacher who cares deeply about law, legal education and his students. His "Teaching Contracts" essay included here enriches this issue. That is hardly surprising, however, for at our School of Law, Contracts is Vince's subject. This provides another good reason to begin with Contracts as the first subject in our "Teaching" series.

1. See 42 ST. LOUIS U. L.J. 699-714 (1998).