The University of Chicago Law School has always been a haven for great scholars. This is as true today as ever. Indeed, as every recent study confirms, the University of Chicago law faculty is by a wide margin the most scholarly law faculty in the nation. I want to emphasize, however, that the Law School is, at its core, an educational as well as a scholarly institution. Our mission is to educate future lawyers, government officials, investment bankers, judges, scholars, real estate developers, and the like. To meet our responsibilities as teachers, we have several goals.

First, we try to make our students comfortable with uncertainty. Most students enter law school with little experience with uncertainty. But uncertainty is all that a lawyer, or at least a good lawyer, ever confronts—there are uncertain facts, uncertain precedents, uncertain jurors, uncertain judges and uncertain law. By the time our students leave the Law School, uncertainty should be as comfortable to them as air. There are no answers because there are no answers.

Second, we try to provide our students with a broad knowledge of the general concepts, principles and doctrines that make up the law across a wide-range of subjects—contracts, evidence, corporations, taxation, labor, commercial law, securities, insurance, bankruptcy, constitutional law, torts, property, jurisdiction, family law, copyrights, procedure, administrative law, decedents’ estates, banking, etc. The list is staggering. Of course, we do not aspire to make our students expert in each of these areas. But we do hope to make them at least literate in as many fields as possible, for such literacy is essential if they are to function intelligently within the profession and if they are to recognize subtle but often serious problems before it is too late to do anything constructive about them.

Third, we strive to teach our students to “think like lawyers.” This rather mysterious notion consists of a complex mix of rigorous objectivity, precise articulation, sound judgment, sensitivity to precedent, insight, intuition, imagination, and a host of other subtle and not so subtle attributes. However difficult it may be to define “thinking like a lawyer,” you know it when you see it and, perhaps even more important, you know it when you don’t.

Fourth, we seek to steep our students in the culture of the law. To be an effective and thoughtful lawyer, one must understand the forces and ideas that influence legal thought, judgment, and culture. This includes at least a passing familiarity with such disciplines as economics, legal history, jurisprudence, accounting, political theory, statistics and the like.

Finally, we try to introduce our students to the more technical skills they eventually must possess as members of the profession. Lawyers must know how to write. Through the Bigelow Program, the Moot Court Program, the student-edited journals, and a newly-instituted writing requirement for second and third-year students, we try to inculcate in our students a concern for clarity, precision, organization, and style. Moreover, through our trial practice courses and the Mandel Legal Aid Clinic, we try to introduce our students to some of realities of law practice. Though we make no pretense of preparing our students to engage in full-scale representation of clients upon graduation, we do hope to lay a foundation for the education in these sorts of skills that should continue throughout their professional careers.

These, then, are our goals. They are ambitious. To attain these goals demands a serious effort by students and faculty alike. As I noted at the outset, the University of Chicago Law School has been blessed with a long line of distinguished scholars. We have also had more than our fair share of exciting, challenging, and even brilliant teachers.

Over the last decade, with a heightened commitment to offer the strongest educational experience possible, we have paid special attention to the teaching component of our mission. We have attempted to improve our teaching in two ways.

First, we have reduced the size of our classes. Experience teaches that, all else being equal, smaller classes promote interaction, stimulate participation, heighten intensity, and enhance the educational experience. I am pleased to report that this year, for the first time in the Law School’s history, every first-year course, and virtually every large upper-division course, will be taught in two or more sections.

Second, we have strengthened our teaching through the appointments process. All entry-level candidates for appointment must present a sixty-five minute seminar to the entire faculty, during which the faculty subjects the
candidate to a rigorous cross-fire of questioning. This ordeal is an excellent crucible in which to test one’s teaching potential. Over the last decade, we have consistently refused to appoint any entry-level candidate, no matter how talented otherwise, who failed to demonstrate a genuine aptitude for teaching. We also hire faculty laterally, that is, from other law schools. As part of this process, we now insist that any prospective lateral appointment spend at least a quarter, and preferably a full year, as a Visiting Professor at the Law School. This requirement has stood us in good stead, for we have frequently declined to hire Visiting Professors, qualified in terms of scholarship, who have proved to be disappointing teachers at the Law School.

The net effect of all this is that we now have perhaps the finest teaching faculty in the nation. This is not mere puffery. In course evaluations of courses taught by regular members of the faculty in the last two years, the students have rated 90 percent of the courses as either excellent or good and 100 percent as satisfactory. Similarly, in a recent survey of the entire student body conducted by the Law Students Association, 81 percent of the students rated the overall quality of instruction at the Law School as excellent or good and 97 percent as satisfactory. I doubt many other law schools can match those evaluations. We are proud of these achievements, for they have maintained and perhaps even strengthened the Law School’s long-standing leadership role in the field of legal education.

If you have any ideas or suggestions to make about the Law School’s curriculum, please let us know.

Geoffrey R. Stone
Harry Kalven, Jr. Professor of Law
Dean of the Law School

**LAW SCHOOL COURSES AND SEMINARS 1988-89**

**First Year**

Civil Procedure (Bator, Resnik, Stone, Wood)
Contracts (Mansfield, Sykes)
Criminal Law (Epstein, Sykes)
Elements of the Law (Epstein, Sykes)
Property (Epstein, Sykes)
Torts (Epstein, Sykes)

Plus one elective from second- and third-year courses and seminars, marked with an asterisk below.

**Second and Third Year**

**Courses**

Accounting (Weil)
Administrative Law (Bator, Strauss)
Admiralty (Lucas)
Advanced Civil Procedure: Appellate Procedure (Lucas)
Advanced Corporations (Fischel & Schipper)
American Constitutional History (Casper)
American Law & the Rhetoric of Race (Hutchinson)
Antitrust Law (Wood)
Business Planning (Hess & Sheffield)

Commercial Law: Commercial Paper and the Sale of Goods (Baird)
Commercial Law: Secured Transactions (Baird)
Conflict of Laws (Kramer)
Constitutional Law I: Judicial review, Federalism and Separation of Powers (Casper, McConnell)
Constitutional Law II: First Amendment (Casper)
Constitutional Law III: Equal Protection and Substantive Due Process (Sunstein)
Copyright, Trademarks & Unfair Competition (Landes)
Corporate Income Taxation (Isenbergh)
Corporate Readjustments and Reorganizations (Blum)
Corporation Law (Isenbergh, Miller)
Criminal Procedure I: Investigation (Alschuler, Schulhofer)
Criminal Procedure II: Adjudication (Alschuler)
Development of Legal Institutions (Langbein)
Economic Analysis of Law (Landes)
Employment Discrimination (Holzhauer)
Environmental Law (Sunstein)
Estate Planning (Kanter)
Evidence (Kramer, Shaviro)
Family Law (Baird)
Federal Criminal Law (Morris)

Federal Jurisdiction (Bator)
Federal Regulation of Securities (Easterbrook, Rosenvold)
Feminist Legal Theory (West)
Insurance Law (Kimball)
International Law (Gottlieb)
International Taxation (Isenbergh)
International Trade Regulation (Wood)
Jurisprudence (Posner)
Labor Law (Horowitz)
Land Development (Shaviro)
Lawyer as Negotiator (Gottlieb)
Legal Developments in Germany since 1900 (Nörr)
Legal Profession (Curtis, Miller)
Legislative Process (Casper)
Litigation Methods (Palm & Clinic)
Mining Law (Helmholz)
Modern Welfare State in a Comparative Perspective (Mattsson)
Pension and Employee Benefit Law (Langbein)
Regulated Industries (McConnell)
Religion and the First Amendment (McConnell)
Remedies (Fischel)
State and Local Taxation (Lucas)
Statistics and the Law (Mier)
Taxation of Individual Income (Blum, Shaviro)
Trusts and Estates: Family Wealth Transmission (Langbein)
Seminars

Advanced Antitrust: Special Topics in Mergers and Acquisitions
(Rosenfield)

Advanced Civil Procedure: Complex Litigation (Jentes)

American Constitutional History: Division of Powers: Federalism and Checks and Balances (Kurland)

American Constitutional History: Individual Rights (Kurland)

American Constitutional History: Republican Government (Kurland)

Blackstone's Commentaries (Jones)

Comparative Law, Politics and Policy: Ethnic Group Relations (Horowitz)

Constitution of West Germany (Currie)

Constitutional Decisionmaking (Stone)

Constitutional Issues of the Civil War Period (Kramer)

Contemporary Legal Theory (Alschuler)*

Coordination of Federal Regulatory Policies (Casper & Karl)

Criminal Justice System (Morris)

Current Controversies in Corporate & Securities Law (Herzel)

Economic and Legal Organization Workshop (G. Becker, Landes, Pashigian, Peltzman & Stigler)

Federal Income Taxation of Mergers and Acquisitions (Thompson)

Feminist Theory (Becker)

History of Bankruptcy (Baird)

History of the Canon Law (Helmholz)

Introduction to Tax Policy (Isenbergh)

Judicial Process (Easterbrook)

Juvenile Justice (Rosenheim & Schulhofer)

Labor Negotiation and Arbitration (Holzhauer)

Law concerning American Indians (Lucas)

Law and Economics Workshop (Fischel & Landes)

Law and Literature (West)

Legal Problems of the Mentally Ill (Heyrman & Morris)

Major Civil Litigation (Holderman)

Making of the Constitution (Holmes)

Partnership Taxation (Shaviro)

Patents and Trade Secrets (Friedman, Landes & Posner)

Price Theory (Friedman)

Problem of Judgment: Aspirations for Judges and Jurors (Resnik)

Problems of International Law: The Arab-Israel Conflict (Gottlieb)

Protectionism in U.S. trade Policy (Sykes)

Real Estate Transactions (Banoff)

Regulation: What Works and What Doesn't (Sunstein)*

Research in English Legal History (Langbein)

Section 1983 Civil Rights Litigation (Palm)

Selected Problems in Health Law (Epstein)*

Structuring Venture Capital and Entrepreneurial Transactions (Levin)

Supreme Court (Strauss)

Theory of Procedure (Wood)

Trial Advocacy (Howlett & Wolfson)

Trial in American Life (Ferguson)

Voting Rights and the Law of Elections (McConnell)

Women and the Law (Becker)