

Acknowledgments

I am curious, as a reader, how particular written texts get produced, where they have washed ashore. I want to acknowledge, to anyone mildly curious, that some of the essays in this collection have previously appeared, in earlier versions, in print in the Legal Studies Forum, the Journal of Legal Education, and elsewhere.

Chapter 1—“Claiming Law School as a Place of Stories”—appears as an early chapter of a book manuscript—Cautionary Tales: A Backroads Tour of Legal Education—that I got underway over a decade ago, and have long promised myself I would eventually publish. If I have my way with the book manuscript, it will include the essays presented here.

Chapter 2—“The Law World Gets Real”; Chapter 3—“Meditations on the Fictions We Live”; and Chapter 4—“Letter to My Friend, Lowell Komie” are revised versions of a previously published essay, “Meditations on the Odd Lives We Live,” that appeared in the Legal Studies Forum in 2007. I have been teaching Lowell Komie’s stories for almost two several decades now; the Komie LSF essay was an attempt to explain and justify my devotion to the Komie stories.

Chapter 5—“Stories Take Center Stage” took shape as an effort to present students in the Lawyers and Literature seminar a syllabus that reflected a different way of thinking about what a course in law school might be. One section of this chapter was first published in an expanded version as “A Letter to ‘Law & Literature’ Students in Australia,” that appeared in Law, Memory & Literature 20-33 (Australian Legal Philosophy Students Association, ALPSA 2004 Annual) (2004).

Chapter 7—“Robert, and His Fellow Escape Artists” is a expansion of the Q&A format of the non-conventional course syllabus presented in Chapter 5—“Stories Take Center Stage” and Chapter 6—“Stories Prod Us to See Our Education and Ourselves in a More Critical Light.”

Chapter 8—“Endnotes and Detours: Rewinding the Lawyers and Literature Course.” In teaching Lawyers and Literature over the years, I have followed the scholarly and pedagogical work on the “turn to narrative,” how we read, and the place of literature in our lives. It is this reading of outside-the-course sources that I draw on in Chapter 8.

Chapter 9—“Talking With Rebecca and Clara about Their Encounter with Fictional Lawyers,” appears in a 2016 issue of the Journal of Legal Education.

Epilogue—In the Epilogue, I reflect on my own history as a reader and how I relate that reading to my education.

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Stories in the Education of Lawyers can be viewed as a series of essays with a relatively narrowly defined scope—law school as a place of stories—bolstered by the conviction that fictional stories might be of use in one’s education as a lawyer. Lawyers and Literature is not a typical Law and Literature course. My claim is a rather simple one: there is considerable greater value for law students in Law and Literature when the focus is on lawyers rather than law, and on stories rather than literature. On this latter point, admittedly a rather odd one, and not one I place an inordinate amount of weight,

see the Epilogue—“An Autobiographical Postscript,” the final essay in this collection in which I confess my ambivalent relationship with literature.

Let me make a final point or two about the collection of essays in *Stories in the Education of Lawyers*. These essays, if they deserve that exalted label, are collected here with the hope that they might serve as background reading for students who have ventured forth to do something different and enrolling in *Lawyers and Literature*. In some instances, I specifically address the essays to students in the course; in other essays, I speak to “students” more generally. While the rationale for the collection is to have in one place a “little book” that I can make available to students in *Lawyers and Literature*, I want to avoid embarrassing myself if these essays should ever fall into the hands of someone who has an academic background in literary studies. I have no reticence in admitting that I have no formal academic training in literature that prepared me to teach literature. This means that my thinking about literature is derived from my life as a reader and from my efforts to help law students put stories to use in their education as lawyers.