

Granfield examines how actual choice of firms and jobs gets reconciled with previously or currently articulated interests in public interest law and social justice concerns by students who avoid the perception that selling out or allowing money to become a major preoccupation are central elements in coming to terms with these choices.

Without deliberate policies and actions directed towards diversification in legal education with respect to practice models, law schools can effectively licence and normalise corporate practice as the preferred or superior model. If law students' appreciation of social conditions and inequalities is to be enhanced, they need also to be exposed to a broader conception of legally relevant knowledge.

The question of law student orientation cannot be left without some attention to the issue of job markets. It must be recognised that the market for public interest lawyers is not easy. Here the law schools could play a more active role, argues Stover: more might be done in terms of establishing public interest agencies and law centres within or under the aegis of the law school itself. It is possible that if law schools placed more emphasis on public service and ethical behaviour, the legal profession's continuing legitimisation problem from public dissatisfaction with legal services might push it towards such a path in partnership with the law schools.

The boredom and cynicism which seem to set in after a year or so of exposure to conventional law school subjects and courses ought to impel legal educators and scholars to explore the inadequacies of existing legal curricula and approaches to knowledge.

TEACHING METHODS & MEDIA

(Re)-telling stories: narrative theory and the practice of client counselling

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Throughout the 80s and 90s, especially in America, there has been a steady growth in the number of articles and books concerned with law and narrative. Those involved in 'critical lawyering', clinical skills, and the ethnography of legal discourse have employed narrative theory teleologically in order to open up new understandings of the operation of law practice and legal education.

Versions of narrative theory have been applied in the domain of law and particularly in the field of client counselling, in which there are two distinct approaches. First, there are student and practitioner texts on client counselling which advise upon and illustrate, according to the paradigm of skills and strategies, best practice and how to achieve it, in order to enable students to become client-centred lawyers. Second, there is a substantial and growing body of research into the actual relationships between clients and lawyers.

The author then describes a client counselling module, called Clinical Legal Skills, introduced in the third year of the degree to undergraduate students at Glasgow Caledonian University. The main theoretical underpinning of the module is the work of Donald Schön, for whom professional artistry is a form of 'reflection-in-action' which plays a central role in the description of professional capability. Since legal practice is an 'indeterminate zone of practice', the

concept of the reflective practitioner is particularly relevant; and therefore reflective practice is one main aim of the module. Such reflection-in-action is a conscious construction and reconstruction of the world.

Implicit in the reader-response enterprise is the notion of viewpoint and authority. We cannot read a text unless from a point of view and our situation as reader inevitably affects our sense of the authority of what we read. This applies to our reading of what we might regard as a functional text, such as a memo or legal judgment, as well as a literary work, such as a novel. When a judge sits down to consider a case, she is in no sense *free* to see the facts in any way she pleases. Rather, her very first look is informed by the ways of thinking that now fill her consciousness as a result of her initiation into the professional community of jurists.

These concepts were used in a client counselling class to enable students to carry out effectively not only an analysis of client counselling but the practice of it as well. In the module students were given a three-week introduction to client counselling, one in which, by using narrative theory and reflection theory, they began to learn the practice of counselling, and began to integrate this experience with other activities that lawyers carry out in practice, such as writing and negotiation. Most students found the use of narrative devices helpful in understanding the dynamics of client counselling and in integrating interviewing with writing.