36 Ways To Help You Qualify For The Job You Want!

Annals of Academic Freedom: I

I am a person of charm and intelligence, a good teacher, author of a published article and of half an unpublished one. The odds are fifty-fifty that I'll get tenure. The odds go up and down every day, according to how I act. My main problem is my relations with two colleagues. B- is about 40 years old, graduate of Yale Law School, companion in his fantasies of Ronald Dworkin (he calls him "Ronnie"). John Rawls and Robert Nozick. B- is disgraced to be here, teaching Contracts and an undergrading.

CHECK IT OUT

Critical legal studies people at Stanford have organized a three-part panel on the "Politics of Legal Education," covering institutional reform, clinical issues and law and economics issues. It will be held at the Bellevue Hotel, Geary and Taylor Sts., on Friday, January 6, from 3-5 p.m. Refreshments afterwards.

Is superkid just a murdering brat?

The Civility Issue in Critical Legal Studies: A Dialogue Between The Times and Lizard

OOPS!

The Times: You do realize, Lizard, that CLS people frustrate their own efforts to achieve laudable goals because they are uncooperative. At the recent AALS meat market, I overheard one school hiring rep saying that it was a bad idea to take on CLS people because they destroy the collegial atmosphere and promote factionalism.

Lizard: Kiss my ass, cigarette-breath. You guys sound more and more like an organ (you know which of the Pinochet regime. Neo-conservatism under alles. Let

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Civility from p. 1

The Times: See what I mean? Responsible people agree that legal education is much in need of change to bring it into line with modern conditions. What you fail to see is that immature, downright rude invective just alienates people who would otherwise be sympathetic to change. Turning people off is ineffective.

Lizard: Your idea of being effective is to suck-outt you way to head of the Washington Bureau. No more lectures on effectiveness from people who couldn't organize a monopoly game, let alone a law faculty.

The Times: CIS people are on their way to being formidable radicals who get more hysterical the further they get from any commitment to making a difference in the real world.

Lizard: Your idea of "change"
is upgrading the Faculty To-leet with grant money for prov- ing that there is poverty in America. You make a difference by doing things so reformist, so cautious, so deferential to the powers that be (or maybe you are the powers that be), so co-opted and so god-damned commonplace that you have no right to go about it as to TOADY. Your tactics just get you ingested by the system and that out as a wimp.

The Times: May I point out that every time you speak, you are Responsible. They think of you as gar- mental, sociological expression? This is kid stuff. At age two you smear it all over everything. It's just exhibitionism to go on doing it at your age.

Lizard: I used to be more varied but I've decided I should give up old-fashioned genital, fuck-oriented, man- woman or anti-gay kinds of abuse. What is the incivility issue, anyway? Everyone knows the CIS is so silly-minded and pure-mouthed and up-tight that it's all they can do to profane when their colleague propose lynching black stu- dents who get OSs.

The Times: I can't explain my sources. But the criticism has nothing to do with the so-called left politics of the CIS. The people are deeply sympatico to the goals of the group, but also deeply alarmed by its tone. I'd also like to point out there's a personal animus in your con- stant agreement jibe. Are you jealous?

Lizard: Probably. But why are you collaborating with the incivility attacks? You know perfectly well they're just looking for an apparently non-political handle to end the challenge by refusing appoint- ment, and directing the new wave of people to who easily meet their so-called standards.

The Times: Life has taught me that if you engage a person in real political argument, they'll think you untruthful, especially if they have bu- neo-rectangular authority over you. Submission is a condition of employment. But you people debated used our just screaming things up for the rest of us, making it look like someone to the left of center is a first rate mad melody. We need to get back to approaches that have a chance of working.

Lizard: We are not uncivil, unless as you say it's uncivil ever to argue with people in authority. We are polite (most of the time), when you challenge people in a way they take seriously, espe- cially about things like "what is your academic work?" or "are you perhaps very politi- cal though you see yourself as very neutral?" some of them get mad. They get mad no matter how you formulate it. People who say they can be really challenging without en- ergizing the long shamed tend to be people who never quite make it to being really challenging at all. Toying is safe. The other person can re- interpret it and scale it down and qualify it away to nothing.

The Times: The CIS people at the Harvard Law School have polarized the faculty and made a large number of their col- leagues miserable through ad hominem attacks and denigrat- ing others' scholarly work.

Lizard: The lefties criticized people who were used to educa- tion, but refused to back down. The criticism was politi- cal, but also intellectual and pedagogical. The people attacked respond by citing incivility, without even a pro forma attempt to answer the substantive charges made against them. They think of the CIS people as "they'll get more sympathy by claiming to be abused than they could get by going into the merits. But the smallscale abuse turns out to be refusing to toe the conservative Har- vard line.

The Times: I don't believe a word of that. Though most of the incivility charges do come from Harvard.

Lizard: I just want to say in my own defense that it's nat- ural for more people to stay. We're the same age, and you have come to and crossed a lot of bridges I've burned. But remember the story isn't over yet.

stinkeroo!

Editorial from p. 1

Some liberal teachers would offer this "yes" as sharply distin- guishing them from their more conservative colleagues. So the prominence of the question in the announcement of Fri- day's AALS plenary session looks like an ideological vic- tory over those who would bias legal education in the very act of restricting it to the narrowly technical. It is, of course, possible that the composition of this year's panel reflects the emergence of a new center composed of emboldened liberals, deans and ex-deans who will henceforth alternately denounce and ally with the extremists on their left and right in carding to keep the Vassal Education on a smooth course of "change with continuity" or "continuity with change," depending on the exact heading of the breeze. It's hard to take any of this seriously, for one simple reason: the radicals and ex-deans lack the political vision, the political will and even the political skills to seming about the responsi- bility of legal education for our unjust society. At events like this one, speakers like those scheduled for Friday simply mouth off piously, making themselves and the lib- erals in the audience feel good, perhaps vaguely righteous- ing the conservatives. The minute someone proposes any action that might actually upset anyone's apple cart, they will hear about the shared character of the re- sponsibility (so the schools)
'Oh my God, it's alive!

Debates About Theory Within Critical Legal Studies

This is a partial sketch of the core tension animating much of the disputes within critical legal studies. The sketch exaggerates disagreement and should not obscure the shared commitment to the transformation of society; it should suggest different visions of what the struggle entails.

The recurring tension is between two approaches: instrumentalism and irrationalism. The instrumentalist critical legal scholar sees power in society exercised in the domination of specific groups over others (say owners over workers) and reflected in the distribution of wealth and decisionmaking authority. Legal rules are thought to be instruments of that domination by class, race and gender. Their content mirrors the prevailing interests, and they are backed by the power of the state. That is, the legal order is adaptive to social formations, so that particular legal rules are needed, for example, in developing capitalism, other rules in monopoly capitalism and so on. The real world of a legal order is marked by ideological rhetoric casting them as universal principles of justice or necessary implications of efficiency.

The rhetoric is pierced by exposing the distributive consequences of the abstract rights on groups whose interests conflict. The instrumentalist focus is moderated by the concept of "relative autonomy": since it is in the

long-term interests of the powerful to have the system perceived as legitimate, occasionally the weaker groups must be permitted to function within the system, to make the claim to equality plausible. Some instrumentalists see in the ideological rhetoric the value of such ideas as the concept of rights or the rule of law.

The irrationalist finds legal rules too marginal in their effects and so indeterminate and incoherent in their content to be instrumental in any particular social formation. Doctrine embodies contradictory ideals of freedom for the self and security from the other so that any right to be free from social regulation is a right to be free from social harm. Nothing in the content of the rules dictates which side of the

Lizard is an emanation of a small faction within the critical legal studies movement, sometimes referred to as the True Left. Lizard does not have any way, official or unofficial, to represent the views of the Conference on Critical Legal Studies. The contents of Lizard have not been discussed within CLS and it does not conform to the general attitude of the membership, which is far more responsible and respectful than anything we would be interested in printing. Since CLS people would dislike this paper were they to become familiar with it, it would be grossly guilty by association to treat them as co-conspirators.

(Fo to p. 4)
Oh my God, it's alive!

There's a problem in the text provided, as it seems to be cut off and contains unidentifiable text and symbols. It's difficult to determine the context or meaning of the content. If you can provide more information or clarify the intended text, I would be happy to help. It appears to be a mix of letters and numbers, possibly related to some form of code or encryption.
him what I think of him. I can't even strongly contradict his opinion about how we should reduce the size of the clinical programs and create a school program in international law. Is it just that B-- is not warm to me? That he sees the title against me and so can't let there be any intimacy between us? I don't know. But the flick of his sarcasm, his disappointment, irritated longing to be rid of all of us is like the doctor's fingerprint on my bare sole. Curling my foot against it won't help. My only hope is that he will have no investment in fucking me over. I say nothing when he's around, try to nod sagely when he speaks.

Oddly, Professor M-- also teaches Contracts. But there's no hope that he'll help me. He is a 55-year-old Northwestern graduate, a traditional teacher much loved for his severities. He tells you how you "really learn the law." He and I teach the same subjects every year. I tell both of us that we must be better at it than he is, because he teaches them the rules and I teach policy. M-- doesn't think I'm dumb. He thinks I'm a smart-ass kid who can't accept him as the teacher. I'm sure M--. Sometimes I have fantasies of B-- on his knees, sucking each toe on the feet of Dorken, Ral's and Nantz. There's some panic-stricken homophobia in that reaction, I suppose. But in real life I have become steadily more deferential to him. Sometimes after I've spoken in a faculty meeting he will lean sideways and whisper a word or two in my ear. I work hard to be a moron and wouldn't usually allow myself to be seen publicly associating with him.

Although I detest B--, I also fear him. I can't tell rene, though not at all mild. His face is smooth and very white, with hooded eyes and thin lips. There is something quick and amorous when he smiles. But he seems to be against me, and so can't let there be any intimacy between us. I don't know. But the flick of his sarcasm, his disappointment, irritated longing to be rid of all of us is like the doctor's fingerprint on my bare sole. Curling my foot against it won't help. My only hope is that he will have no investment in fucking me over. I say nothing when he's around, try to nod sagely when he speaks.

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More PREVIOUS FROM 2

The proposal, entitled as the

"Mental Health Action Plan for Schools," aims to address the rising number of mental health issues faced by students. The plan advocates for the integration of mental health education into the curriculum, the provision of support services, and the creation of a supportive school environment.

The main objectives of the plan are as follows:

1. **Mental Health Education:** Incorporating mental health awareness programs into the curriculum to educate students about mental health issues and promote early intervention.
2. **Support Services:** Establishing counseling and support services at schools to provide students with access to professional help.
3. **School Environment:** Enhancing the school environment to create a supportive and inclusive atmosphere for students.

The plan also emphasizes the importance of involving parents and the community in the effort to improve mental health outcomes for students. It calls for regular training for teachers and staff to ensure they are equipped to identify and address mental health concerns effectively.

Adopting such a comprehensive approach is crucial in addressing the mental health challenges faced by students today. It is hoped that with the implementation of these strategies, schools will become supportive and safe havens for all students.