HUMANITY WON'T BE HAPPY UNTIL THE LAST BUREAUCRAT IS HUNG WITH THE GUTS OF THE LAST CAPITALIST!

(Nestor Makhno, Russian peasant revolutionary, whose insurgent army of the Ukraine fought against all the enemies of the revolution - Bolsheviks, liberals, and Czarists.)
NEW FORM, SAME SHOW

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CLASSES
Classes there were running about four students to a teacher.

WHILE WE'VE AWARE THAT OUR MACHINE HAS BROKEN DOWN, WE ALSO KNOW THAT WE CAN'T DO WITHOUT IT.

THE CRISIS IN THE HIGH SCHOOLS, WHERE NO ONE GOES TO CLASS, FORCES US TO GIVE A NEW FORM TO THE SAME OLD SHOW, WE HAVE TO BRING THE STUDENTS BACK SO THEY CAN PARTICIPATE IN THE PARADE WE ORGANIZE.

The experience of the proletarian revolutions of the past (Russia 1917, Hungary 1919, Spain 1936) has shown that direct democracy can only be achieved through the absolute power of workers' councils — democratic assemblies who elect members as delegates to co-ordinate and perform various tasks.

(Durruti Column; armed workers' militia, Spain, 1936)

We are at the creation of a situation where man can not express himself in any other form, but precisely his total life, where he is not used to remain something turned by the past.

But is in the absolute movement of becoming!

Over the years, many have called for change in the schools. Since then, reformists never challenge the norms of education. It's easy for us to satisfy their demands and in this way make them part of our system.

In the "new" high school, encounter groups and homework will replace pep rallies and detention.
The hip teacher tries to break down the conventional student-teacher relationship by concealing his role under the guise of "friendship." Armed with his ideology of humanism, where everybody who plays his part is tolerated, he attempts to get the students involved by means of such devices as encounter groups and other extracurricular activities. The apparent "openness" of these forms of false participation, where all antagonisms are "resolved," only results in the student's total surrender to the process of education. The only freedom he has gained is the freedom to be worked over by the psychologists and the sociologists, who provide ready-made "explanations" for his problems and those of society.

Revolution is nothing less than an armed critique of society. The first step in this is the seizure of the vital terrain of the enemy (means of production, schools, etc.) with an aim towards its complete transformation. Just like in France, 1968, the revolutionaries in schools must link up with revolutionaries in other areas of society in a common struggle against capitalism.
In order to maintain its organization of appearances, capitalism classifies people into various specialized roles. What goes on in the classroom is simply the guardian of this false system, and the teacher is merely a small cog in its machinery. The whole structure is the perpetuation of ignorance and the destruction of all the talk about freedom, the hierarchy of the student.
ALL TEACHERS ARE COPS!

university degree

sociology

morality

void

humanism

Gestalt

This radicalism has nothing to do with the Maoist creeps who drool about the need for schools to "serve the people." All forms of false opposition, like the New Left which seeks to replace the existing hierarchy with a "revolutionary" one, only support the present order of domination.
In the society of the spectacle, the real consumer is a consumer of illusions. High school, in order to preserve this state of affairs, induces a false "identity crisis" in its students. Once he has been led to believe that it is only "natural" for him to be confused and unsure of himself, the student easily falls victim to the school's therapy program, which injects him with doses of various ideologies to ensure tranquility on his part. Even "rebellion" is packaged and sold; if the student begins to question his position, he is provided with false alternatives to support: student rights, clean air, the Viet Cong. And for those who require special treatment, the stinking corpse of Christianity is resurrected.
High school conditions its students to police themselves, to set limits on their desires. By the time he has finished school, the student has become colonized, ready to take his place in a society where objects assume life and where man is reduced to the status of a thing. Despite the abundance of consumer goods, life remains totally impoverished; in this alien world, man is condemned merely to survive.

From boredom can arise at any time the irresistible refusal of uniformity and authority. The revolutionary takes his desires for reality because he believes in the reality of his desires.
GESTURES OF DEFIANCE

But already there are signs that those involved have not submitted to a future determined in advance.

All these reforms are nothing more than an attempt to organize participation in something it is impossible to participate in.

While the schools are reformed in order to drive the needles in fertilized, the student has already rebelled against all schools.

Don't say, "Please, teacher," say, "Drop dead, motherfucker!!"
High school, like capitalism, is based on a natural law that is founded on the unconsciousness of those involved in it. Certain acts, when made conscious of themselves, can mercilessly reveal everything.

The only real ideas in a classroom occur during a student's daydreams, when he awakens from his erotic fantasies, he returns to the dull emptiness of school and the conformities who keep him there.

In such actions as stealing, cheating, and fucking off in class, the student attempts to get even with the organizers of his boredom; he revolts instinctively against his own alienation.

Though the nihilist seeks pleasure in a world without pleasure, he is unable to perceive the radical implications of his own actions in shoplifting, for instance. In this society, an outright love of theft inevitably leads even the most indecisive people to do the most unthinkable and impossible things...

Since the nihilist acts outside the school, he remains unaware of those within the school who attempt to contain his struggle. Thus, he is easily brought back into the fold - give him a few "radical" dope-smoking teachers and he thinks he's got it made. However, the revolutionary must recognize and denounce all of these enemies - from the "groovy" teachers to those students who would impose leadership and demands on him.
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But since this revolt lacks consciousness, it is condemned to impotence. It is the very soul of the nihilist.

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The last hope of the rulers is to have everyone organize his own passivity.

Meanwhile, inside the school conference room, we find...

Room, we find...

Hey! Come back! Don't you support us and our determination like the bay city?

F*ck off, bastards! I won't take part in your goddamn game!

Same shit, whitey!

Some even say, 'Screw you!'

The urge to destroy is really a creative urge!

Man only plays when he is a man in the full meaning of the word, and he is fully human only when he plays!

THE PRODUCTION OF IGNORANCE

But those who are fooled by these reforms are simply exchanging one level of boredom for another, less obvious one. Despite flexible scheduling, time in high schools remains that of a commodity: under capitalism, school is just another production line among many, where the movement of time is destroyed and replaced with static, seven-hour segments where nothing ever happens.

In order to maintain its organization of appearances, capitalism must fit people into various specialized roles. What goes on in the classroom is a necessary stage in this process. Here everything is permitted except for the thought that would reveal everything: the nature of mystification lies in its suppression of every attempt to comprehend the whole and its presentation of knowledge as a series of fragments. The teacher is simply the guardian of this false system, and in spite of all the talk about "freedom," the hierarchy of the student-teacher relationship reproduces the hierarchy of the dominant society.

Thus...

Recycle and Reuse
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Communications to:
POINT-BLANK!
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Cowards! It's your turn to play! We are a small group of students; we have given a revolutionary perspective - together and can create revolutionary situations.
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