

A black and white photograph of an empty classroom. In the foreground, several rows of desks and chairs are visible, arranged in a typical classroom layout. The desks are rectangular and attached to metal frames. The chairs are simple, with curved backs. In the background, a large chalkboard spans the width of the room. The text "THE END OF HIGH SCHOOL" is printed in a bold, serif font across the center of the chalkboard. To the left of the chalkboard, a door is partially visible, slightly ajar. The overall atmosphere is quiet and somewhat somber, reflecting the end of a significant educational phase.

**THE END OF
HIGH SCHOOL**

NEW FORM, SAME SHOW

The fact that high school is a bore escapes no one. The old high school is dead; its relics are only good for a few laughs.

"As we walked around this huge urban school, it became clear to us that, while its official enrollment had dropped sharply, the number of students actually attending classes was less than 50 per cent ...

"There were few problems in the school, in part because there were few students there."

CLASSES

Classes there were running about four students to a teacher.

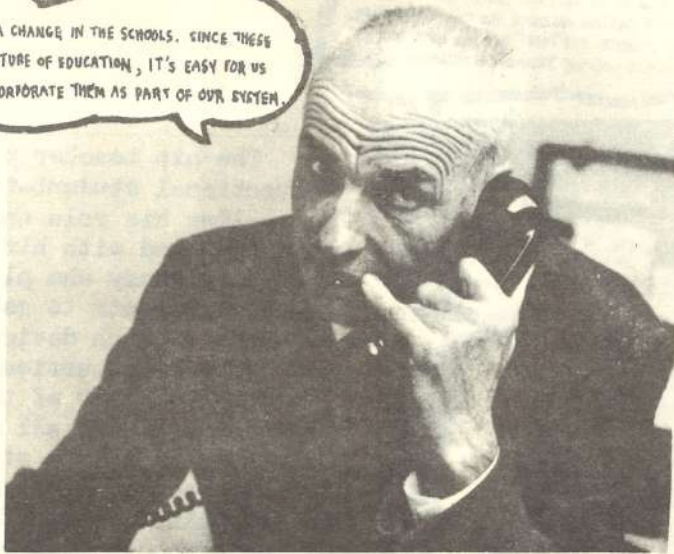
WHILE WE'RE AWARE THAT OUR MACHINE HAS BROKEN DOWN, WE ALSO KNOW THAT WE CAN'T DO WITHOUT IT.



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 FARCE WE ORGANIZE.



OVER THE YEARS, MANY HAVE CALLED FOR CHANGE IN THE SCHOOLS. SINCE THESE REFORMISTS NEVER CHALLENGE THE NATURE OF EDUCATION, IT'S EASY FOR US TO SATISFY THEIR DEMANDS AND INCORPORATE THEM AS PART OF OUR SYSTEM.



IN THE "NEW" HIGH SCHOOL, ENCOUNTER GROUPS AND HUMANISM WILL REPLACE PEP RALLIES AND DETENTION.

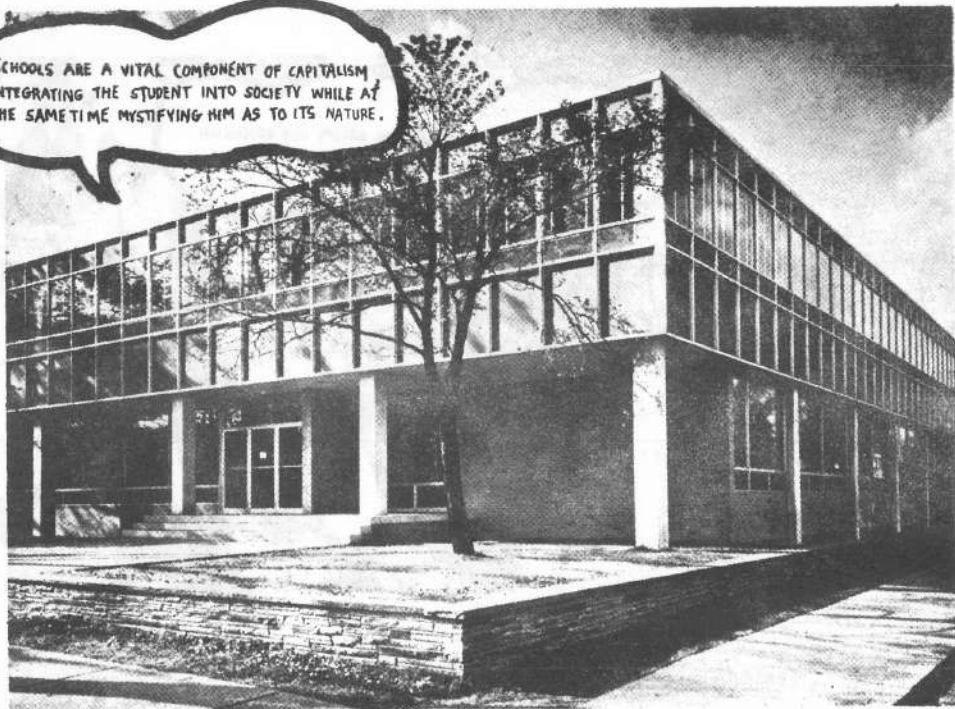


THE RUSE OF PROGRESSIVE EDUCATION IS TO HAVE EVERYONE ORGANIZE HIS OWN ALEUATION. THUS STUDENTS ARE "FREE" TO DECIDE UPON COURSES, TEACHERS - ALL THE TRIVIA THAT CHANGES NOTHING.



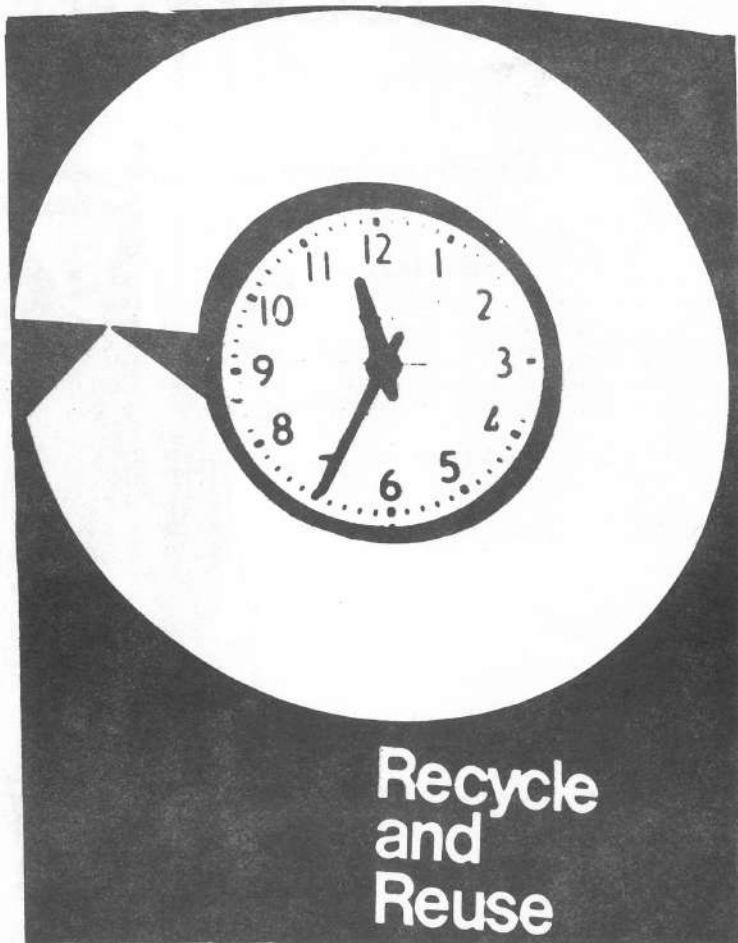
The hip teacher tries to break down the conventional student-teacher relationship by concealing his role under the guise of "friendship." Armed with his ideology of humanism, where everybody who plays his part is tolerated, he attempts to get the students involved by means of such devices as encounter 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.

SCHOOLS ARE A VITAL COMPONENT OF CAPITALISM INTEGRATING THE STUDENT INTO SOCIETY WHILE AT THE SAME TIME MYSTIFYING HIM AS TO ITS NATURE.



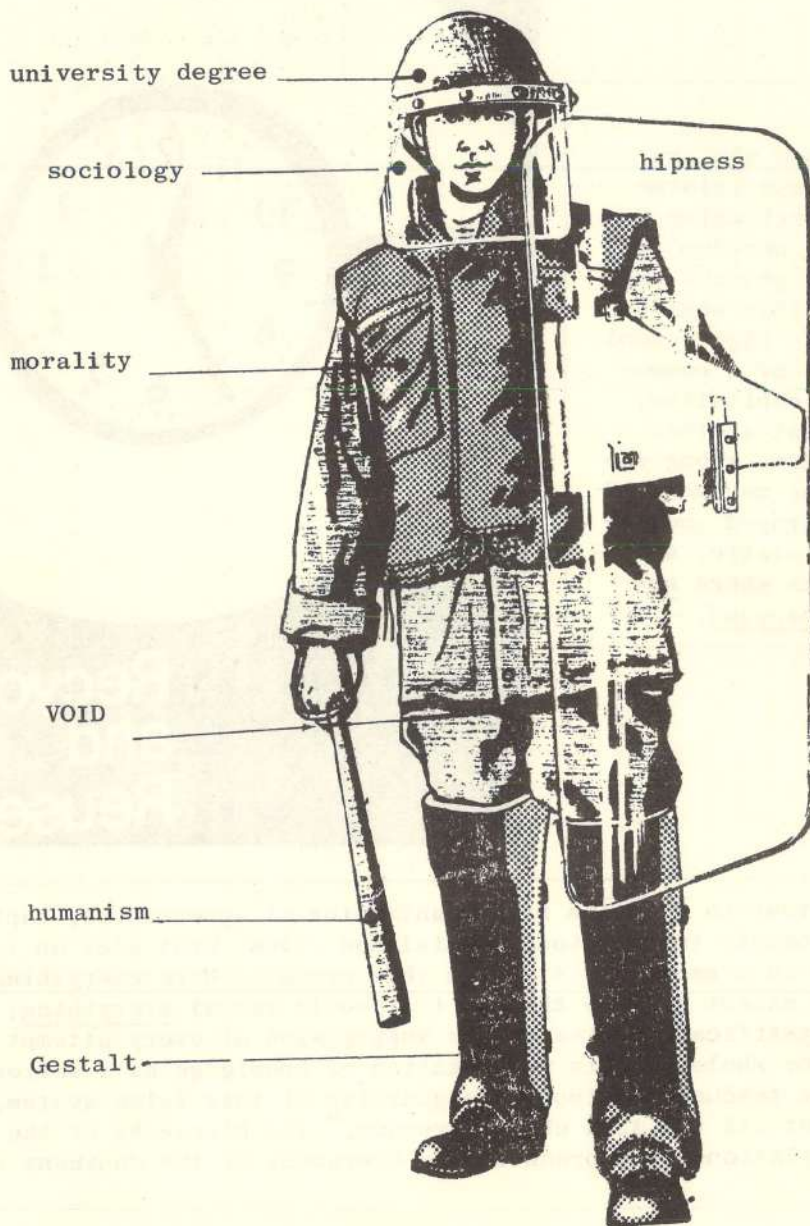
THE PRODUCTION OF IGNORANCE

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...

ALL TEACHERS ARE COPS!



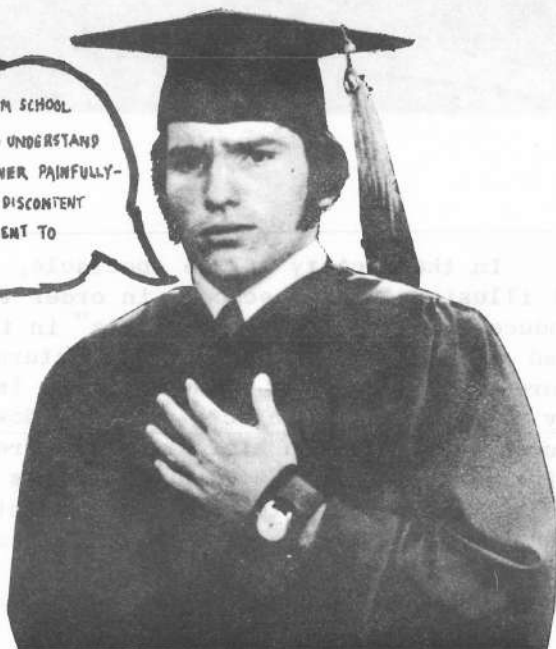


In the society of the spectacle, the real consumer is a consumer of illusions. High school, in order to preserve this state of affairs, induces a false "identity crisis" in its students. Once he has been led to believe that it is only "natural" for him to be confused and unsure of himself, the student 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.

AFTER 12 YEARS OF HAVING HIS BLOOD SUCKED, THE STUDENT EMERGES FROM SCHOOL TO FACE THE BLEAK PROSPECTS OF WORK, COLLEGE OR THE ARMY. UNABLE TO UNDERSTAND THE PROCESS WHICH HAS BROUGHT HIM TO THIS END, THE STUDENT - HOWEVER PAINFULLY - SUBMITS TO AUTHORITY. IN A PERSONAL, OFTEN UNEXPRESSED WAY, HIS DISCONTENT WITH THE WORLD REMAINS AND HIS ANGER ONLY AWAITS THE RIGHT MOMENT TO MAKE ITSELF KNOWN.



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 FURTHER, THE STUDENT HAS ALREADY REBELLED AGAINST ALL SCHOOLS!

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 IMBECILES WHO KEEP HIM THERE.



BUT SINCE THIS REVOLT LACKS CONSCIOUSNESS, IT IS CONDEMNED TO IMPOTENCE. IT IS THE REVOLT OF THE NIHILIST.

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 shopping, 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.

AUTHORITY TRIES TO RECUPERATE EVEN THE MOST RADICAL GESTURE...



MY, MY! YOUR CRITIQUE OF DAILY LIFE AND CAPITALISM IS QUITE INTERESTING! WHY DON'T YOU TALK ABOUT IT IN MY CLASS TODAY?

EDUCATION? WITHOUT THE QUALITATIVE, INTELLIGENCE IS SIMPLY THE PASTIME OF AN IDIOT!



I DON'T GIVE A FART FOR YOUR HUMANISM! I SHIT ON YOU AND ALL THOSE LIKE YOU!

NOW WAIT A MINUTE! DON'T YOU PEOPLE BELIEVE IN RATIONAL DIALOGUE? WHAT'S YOUR ALTERNATIVE?

STICK YOUR DIALOGUE UP YOUR ASS!!

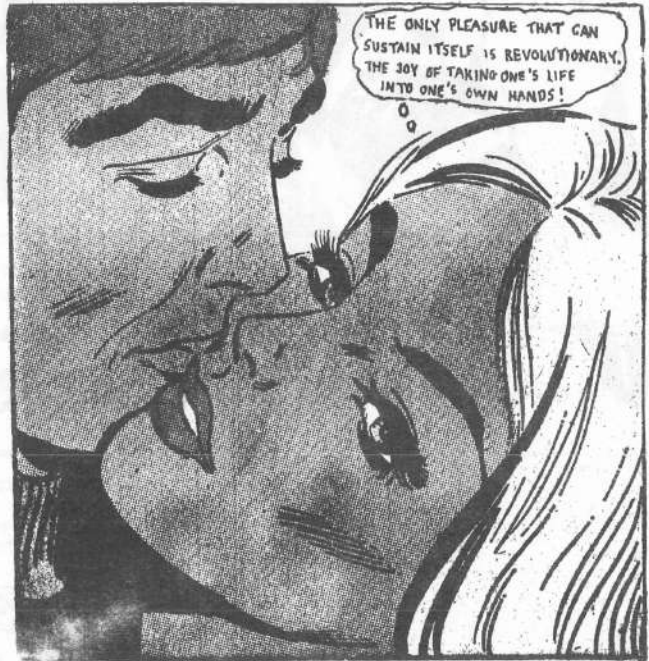
WE DON'T TALK TO CRETINS LIKE YOU!



DON'T SAY, "PLEASE, TEACHER," SAY, "DROP DEAD, MOTHERFUCKER!!"

THE GAME BEGINS

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.



THE SYSTEMATIC SABOTAGE OF THE EDUCATIONAL PROCESS CAN ONLY BEGIN WHEN IT IS ORGANIZED COLLECTIVELY!



IN ITS PRACTICE, THE DEMOCRATIC ORGANIZATION OF REVOLUTIONARIES REJECTS HIERARCHY AND SACRIFICE - THE ORGANIZATION OF SPONTANEITY IS THE WORK OF SPONTANEITY ITSELF!



SENIOR HIGH SCHOOL REPORT CARD

NAME			SCHOOL	GRADE	STUDENT NO.	QUARTER	DATE
QUARTER GRADE 1 OR 3, 2 OR 4	SEM. GD.	PER	Courses of action		FACTORS INFLUENCING GRADE		
					FAVORABLE	UNFAVORABLE	
			SABOTAGE COMPUTER CENTERS PRINT UP PHONY REPORT CARDS DESTROY DISCIPLINARY FILES PRINT FAKE ANNOUNCEMENTS SEIZE THE PUBLIC ADDRESS SYSTEM				

SINCE HIGH SCHOOL IS JUST ONE LIE
IN A SOCIETY BASED ON LIES, THE PROJECT
WHICH AIMS AT THE END OF HIGH SCHOOL MUST
FIGHT CAPITALISM IN ALL ITS FORMS.

IT MUST UNDERSTAND THE RADICALISM OF A WILDCAT
STRIKE AS WELL AS A CLASSROOM DISRUPTION!



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.



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



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



PLAYING WITH RIFLED CASH REGISTER
WATTS 1965

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.



(Revolutionaries making Molotov cocktails; Paris, 1968)

THE MOVEMENT FOR A NEW WORLD MUST DESTROY ANYBODY WHO SEEMS TO REPRESENT IT!

WE WON'T LET ALL THE BUREAUCRATS RECUPERATE THE STRUGGLE AND RETURN IT TO ALL THE OLD SHIT OF THE PAST - SACRIFICE, LEADERS, ETC.





THE EXPERIENCE OF THE PROLETARIAN REVOLUTIONS OF THE PAST (RUSSIA 1905, KRONSTADT 1921, 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.

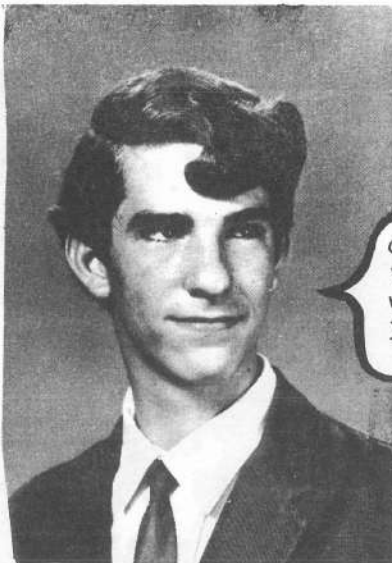
(Durruti Column; armed workers' militia, Spain, 1936)



WE AIM AT THE
CREATION OF A
SITUATION

WHERE MAN DOES NOT
REPRODUCE HIMSELF IN ANY
GIVEN FORM, BUT PRODUCES
HIS TOTALITY, WHERE HE
DOES NOT SEEK TO REMAIN
SOMETHING FORMED BY
THE PAST...

BUT IS IN THE ABSOLUTE
MOVEMENT OF BECOMING!



COMRADES! IT'S YOUR TURN TO PLAY!
 WE ARE A SMALL GROUP OF SITUATIONISTS;
 WE HAVE GIVEN A REVOLUTIONARY PERSPECTIVE —
TOGETHER WE CAN CREATE REVOLUTIONARY SITUATIONS.

Communications to:

POINT-BLANK!
 P.O. Box 446
 Palo Alto, Ca. 94302

Taille: 1. <u>66.2</u>	Long. <u>18.8</u>	Pied g. <u>27.9</u>	N° de cl. <u>2</u>
Poids: <u>2</u>	Large. <u>16.0</u>	Médus. <u>13.0</u>	Aur. <u>2.00.00</u>
Enverg. 1° <u>76</u>	Long. <u>6.6</u>	Auric. g. <u>9.9</u>	Père <u>2.00.00</u>
Enverg. 0. <u>37.2</u>	Large. <u>3.5</u>	Coudeé g. <u>46.8</u>	Part*



Front	Inclin°	Face	Facine 'cavité'	Bord. o. s. p. f.	Barbe
	Horiz°	Dos	Dose	Y. ob. e. n. m. d.	Cheveux
	Large	Haute	Haute saillie. Large	A. trg. l. p. r. d.	Car
	Part**			(Pi. f. s. h. E.)	Autres traits caractéristiques
				Part.	Sig' dressé par M. <u>Collet</u>

(Police card of Francois Koenigstein, known as Jules Ravachol. Born: October 11, 1854. Height: 5'5". Profession: Dyer. Frequentes revolutionary circles. Reasons for detention: destruction of buildings and possession of bombs.)

SMILE, BE CRUEL



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.)