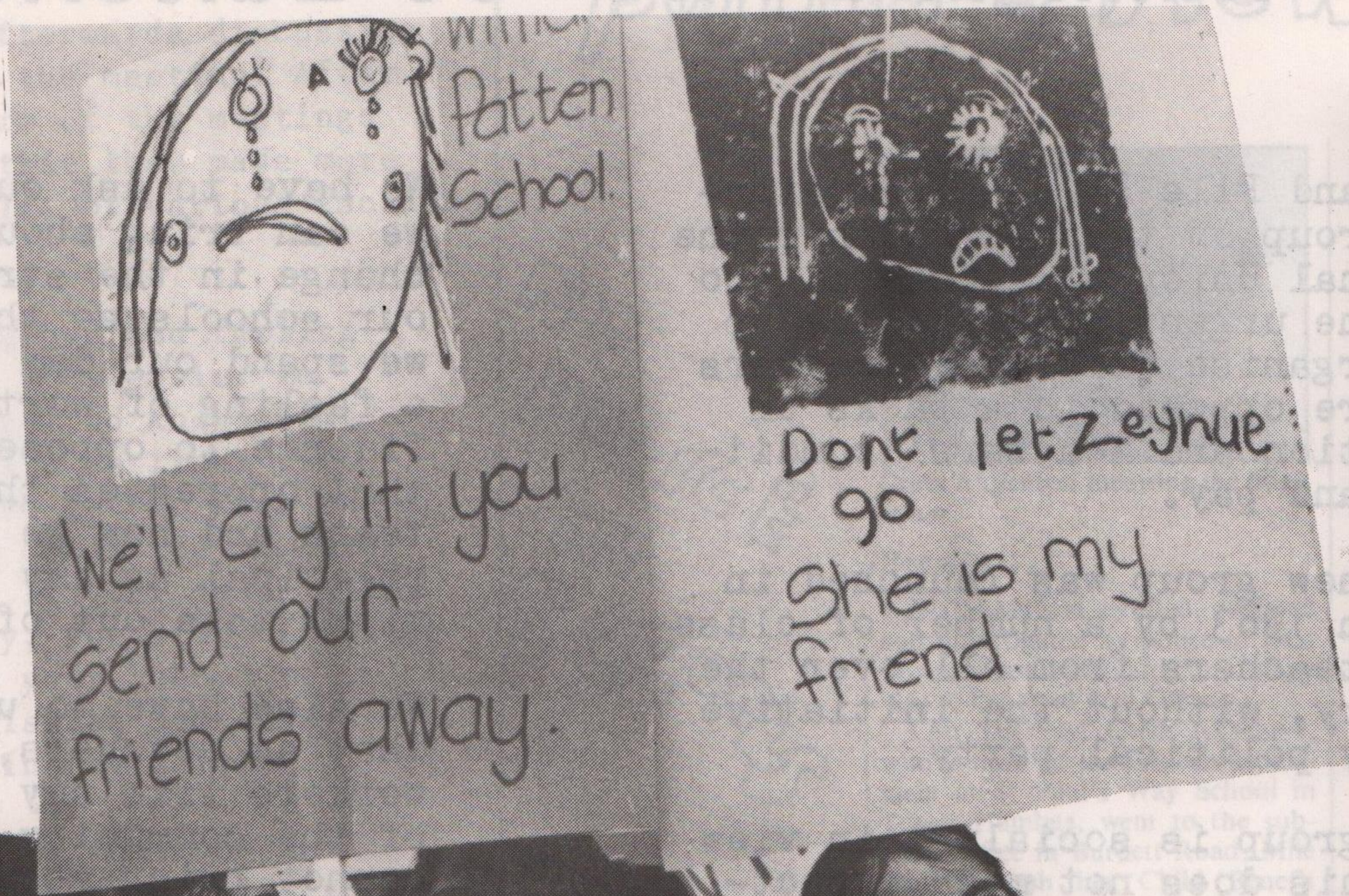


RANK AND FILE TEACHER



Remember
BLAIR



A PAPER OF NATIONAL CLASSROOM TEACHERS

* MAGAZINE OF RANK + FILE '83

50p

APRIL 1984

Rank and File '83 Editorial:

Rank and File 83 is a campaigning group of teachers within the National Union of Teachers, who see the urgent need to link up and organise all those teachers who are opposed to attacks on education and teachers' conditions and pay.

This new group was launched in Autumn 1983 by a number of classroom teachers from all over the country, without the initiative of any political party.

This group is socialist in view but this does not mean expecting people to join with a 'socialist programme' in their heads or even a socialist perspective. We want people to understand the need to fight but not to despair or follow the compromise of the Socialist Teachers Alliance (STA).

However, it should not be a) sectarian in nature or b) the property of any political party. It won't be possible for any one group to dominate Rank and File 83 because of its structure. That is to say each locality sets up its own Rank and File Group and elects a delegate to a co-ordinating committee. All initiative is based on local activity and is not controlled by a central committee.

The aims of Rank and File 83 are not solely about Trade Union issues, but how we see ourselves as teachers in relation to the children we teach; what their lives are about, and not just our role as teachers in the classroom. We have to question what schools are doing; what they do to prop up a system which opposes the working class, and reinforces racism and the oppression of women.

We have to ask ourselves how we can bring about political change in the structure of our schools so that the children we spend our day with, develop a feeling of worth and confidence to oppose the system that oppresses them. What we teach and how we teach is as political as any action we might take out of school.

We also have to understand, that as teachers, we are workers like any other section of the community and that we cannot bring about any real change on our own. We must show solidarity with other workers and we must defend ourselves as Trade Unionists. The most pressing issues are job losses and salaries.

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LETTERS:

Please send letters, etc.. for the next issue of Rank and File Teacher to :- 23 walford rd. London N.16.

Solidarity with the Miners!

THE MINERS' FIGHT IS OUR FIGHT

The Miners' Strike over pit closures is the most important strike against this government and its monetarist policies. They threaten the entire social fabric of our society and aim to replace it with a totally uncaring capitalist society on the way to Armageddon.

When the mining industry was nationalised in 1947 huge amounts of money were paid to the mineowners, interest on which is still paid every year by the National Coal Board. The Central Electricity Generating Board under government advice are shifting electricity generation, not to safe alternatives of hydro- or wind or wave or solar power but lethal nuclear power.

Many put-forward arguments about what an advance it is for those miners who won't have to undertake dirty, dangerous mining. Yet the deaths and injuries of generations of miners have built the British mining industry. For an unemployed miner with no future and no respect, where is the logic of these monetarist policies? Mining is not out-of-date or 'old-fashioned' rather it is the spirit of resistance in coal-field communities which the government is trying to destroy.

Full employment creates both wealth and work. The government are trying to break the united strength of the miners. If they are broken and defeated, what future education and hospitals and where do teachers stand?

We have to bring the arguments into the staff-room. We must win our colleagues to support the miners: a) get miners into speak; b) take a collection - get a commitment to a weekly levy; c) support miners' pickets; d) write letters of support to local papers and to NUM; e) pass motions in your school calling on NUT Exec. to give full support to miners on the TUC and by calling solidarity strike action in the event of the seizure of NUM funds.

Richard Rieser (Hackney R&F)



The Miners Strike

the reflex is working
all the years of
moving travellers off sites
grabbing black youth in the street
shoving prostitutes into panda cars
piling into factory occupations
making dawn calls on pickets
after strikes have been won
the reflex is working
stopping cars
boarding coaches
blocking roads
breaking strikes
doing the job
just doing their job

Mike Rosen

LESSONS IN PEACE



WAR AND PEACE

Ten thousand copies of NUT guidelines on teaching about peace, are being distributed to union branches in England and Wales. Yet the union's policy is in disarray.

Following the disgraceful decision not to affiliate to CND, we now have the appalling statement by Don Winters that the union's guidelines were on the same lines as Sir Keith Joseph's as they 'stressed impartiality.'

John Perry, vice-chairman of the union's international relations and peace and disarmament committee claimed it would be irresponsible not to deal with the issue of the Falklands, for example.

In well organised union groups a great deal is possible. Peace parties, festivals and celebrations in support of Greenham, for example, were organised in some schools in Hackney but without an honest and principled position from the union as a whole, recommendation to NUT members to 'combat militarism and chauvinism' rings a bit hollow, particularly if they are isolated.

B.S.

I have been asked to write something about 'peace' or something about 'Greenham.' Something about the difficulties of bringing my ideas, views, feelings about peace, about Greenham to the classroom. My difficulty is not bringing my feelings into the classroom - that is, not being allowed to. My difficulty and conflict in teaching is having to leave outside the school a part of myself and my life which is central to it.

There are certain opinions I hold which do not feel to me like opinions at all. They do not feel like political views, they feel like 'absolutes', like 'truths'. I do not believe, for instance, that any human conflicts on ideological differences can ever be solved by war, It seems quite obvious to me that blowing ourselves and others up can never be a solution to anything. It seems pretty

obvious that having more and more nuclear weapons in the world is not a way to achieve peace and understanding. It seems like plain common sense to me that our aim should be to work towards stopping a nuclear holocaust, if we care about this planet and all and everything upon it that we love. To

work towards this aim, my whole being tells me, without any doubt, that we must all do all we can to get rid of nuclear weapons and that the place to start is here.

Although this knowledge has become part of my life and although it dominates my thoughts and I cannot at any time separate myself from what I know and feel - for my working life I must.

For 'peace' is, it seems, something offensive to some people. It is, moreover, a political issue as seen by some and not a fundamental moral truth. And politics must not enter the classroom. I do understand and appreciate the dangers of allowing political beliefs (as well as religious beliefs) into schools to indoctrinate young minds. However, to leave part of myself at home each day is impossible - therefore I have to find a way to teach 'peace' without a political bias. And here I encounter even more difficulties - for myself. It would be comparatively easy to teach 'peace studies', say, from a book and with posters, visual aids etc. But where I teach, none of these is allowed! I must be the visual aid and the symbol and the example! Peace! Sharing, giving, loving, understanding, making allowances for, co-operating, tolerating differences, non-oppression freedom, respect - peace! So much more than just the absence of war. And with infant children, experience is the teacher.

I want to give them the experience of all that I believe peace is, starting with ourselves. And this brings up all sorts of other issues and conflicts about school itself, about authority and control, about power relations, about the school hierarchy - my own part in this hierarchy as well as the children's and what part all this 'hidden curriculum' is playing in educating children towards a peaceful future.

I keep asking myself what I am really teaching, about peace, children in school. How, within the institution of school can I teach peace? Questions like, what do we do with our anger, keep coming up. School teaches children to deny and suppress their anger as well as other feelings. With no such emphasis on intellectual development and the socialisation process and with only one adult (in my class) to 24 six-year-olds, the emotional development of children must be almost totally ignored. What I understand about working co-operatively, without leaders, in small groups must be left behind in the compulsory, competitive, hierarchically structures, large (relatively) institution in which I work. I feel split each day that I go to school - can I find a way on, should I give up teaching?

Kay Lilly Enfield R. & F.



MESSAGE FROM THE BLUE GATE

YOU CAN'T KILL THE SPIRIT!

MESSAGE FROM THE BLUE GATE 'You can't kill the spirit.'

Despite almost daily evictions, the peace camps are alive and well. The bailiffs fill in the fires, and as soon as they've gone we start them again in a new place. The wood that UCATT members brought us last week, and the bailiffs stole, is replaced: two bee-keepers travelling from Southampton to Leicester drop off a van load of ready-sawn, dry logs. Kent miners bring coal to stoke the fires for the midnight watch. Every night women come - from Oxford, Manchester, Bristol, Birmingham or wherever - to sit up all night and let the camp women rest. Daily visitors come - a coach load of fifty from Gravesend, a woman and man from Hamburg, a lorry driver en route to London, and many, many more - bringing food, drink, blankets, wood or just saying hello, we're with you, keep at it.

Somebody said the attempt to stop the camps was like Canute ordering back the sea. The fence encloses the nuclear state but it cannot defend it or hide it. It is under our daily surveillance. And on this side even the fence is ours. The gates are painted the colours of the rainbow and are named accordingly. Woll, string, balloons, streamers, flowers and photos decorate the wire. There's always a snake somewhere. With each eviction, they are pulled down. With each return, up they go again, new, different, brighter than before. On this side, the fence bears a message which continually says no to what's going on inside.

'Not the nightmare, not the screams, just the loving human dreams of peace, one ever-flowing stream, carry Greenham home.'

Liz Night (Blue Gate R. & F.)



Nursery Conditions:

All work and no lunch break !

When I first came to my Infants School as a Nursery Teacher the working conditions, while being far from good, were much better than some others I know of. To start with there were two of us, a nursery nurse and a teacher working with thirty children, at each session of a part-time nursery, which was originally converted to accommodate twenty-two children at a time. When the nursery nurse was absent in hospital for quite a long period we couldn't get a qualified or experienced person to replace her - this is still true now. Supply teachers were very hard to get hold of for nurseries too. Apart from this though, we were able to have a coffee break most mornings and usually an hour for dinner which is very good for nursery staff comparatively.

Gradually this has changed over three and a half years. There are now three of us, but one is supernumerary and not replaceable. We have also cut the numbers to twenty-five children per session, and have extended the nursery playground which was previously minute. In addition to our other break times, we now also have a short coffee break in the afternoon most days. As the teacher, I also get half a day free time most weeks (except for this year as I'm on a course at CUES), which enables me to liaise with various people for organisational purposes for a start.

At other nurseries, I know that the conditions are not as good. While doing supply teaching I encountered a wide range of them. Apart from varying lengths of lunch breaks from no break at all on occasions to an hour and a quarter, for all nursery staff, a free time of any kind for nursery teachers is a very rare thing.

Staff working in full-time nursery classes usually have the worst time, because they don't get enough extra staff to cover for their lunch breaks.

My mum works in a Hackney nursery class as a nursery nurse, and if one of them is absent they find it impossible to have any breaks at all - very often.

Nursery teachers also have quite a lot of responsibilities many of which aren't recognised. Most of them have scale one posts or a few scale two. Apart from the fact that I think that the scale post system should be abolished, if we must have it, then the posts should be redesignated - more fairly throughout the schools.

Lack of staff does seem to be a great problem - surely nursery staff, teachers and nursery nurses should at least be entitled to a lunch break every day. Surely everybody should at least be entitled to that!

Brenda Magner
Hackney R & F

Excerpt from "What is to be undone"
(See Schooling and Culture Vol: 14)

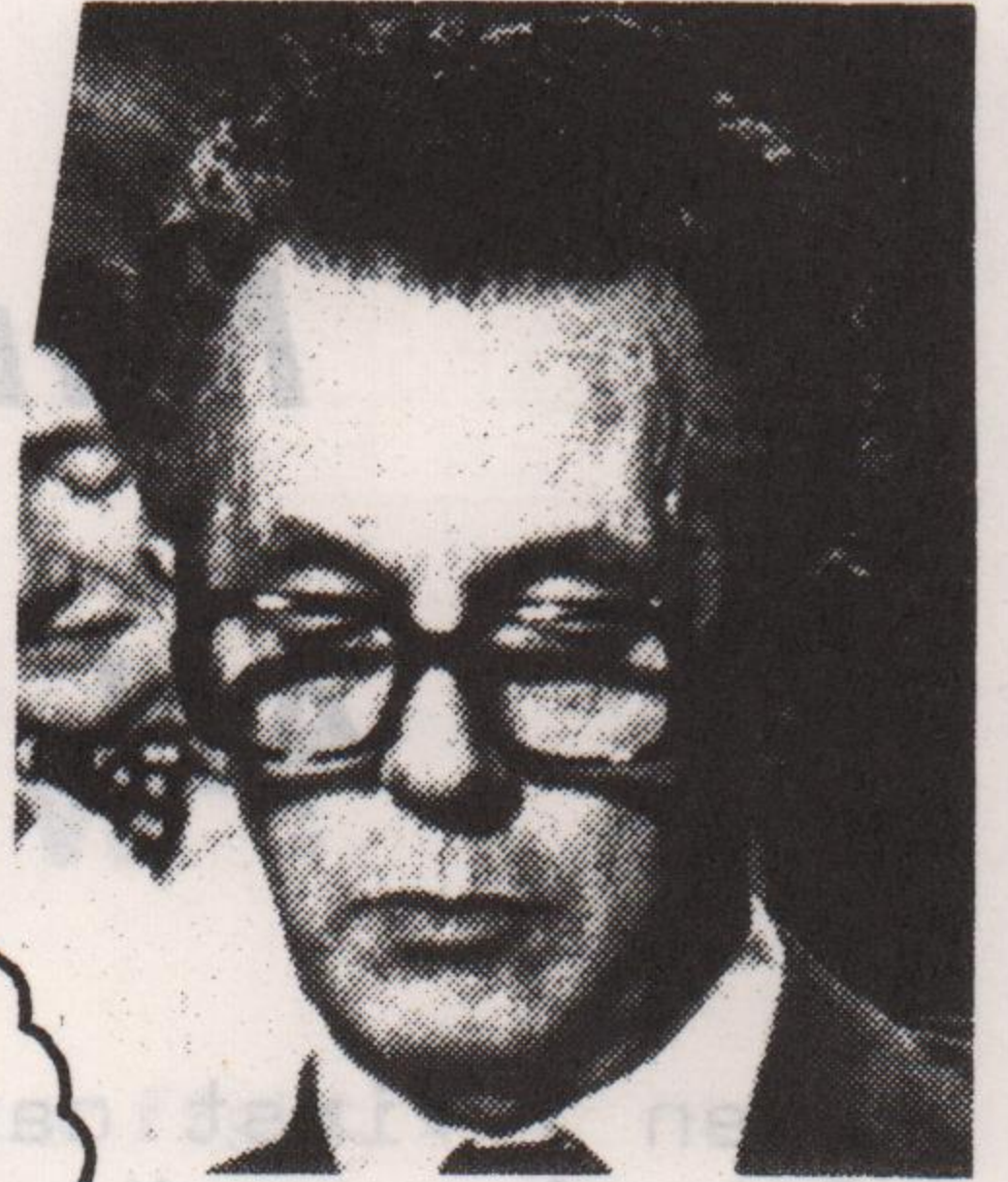
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is that a nuclear hollowcorst
I see ?

Here in Leeds...

No. Just
hot air
from the
N.U.T. executive



Here in Leeds, the right are on the attack, and we are held back in the Union by an inept leadership. We used to have weekly newsletters, but now we have only had three since October.

On March 21st, we had a half-day strike against the labour-controlled council. They had planned to cut general staffing through 'natural wastage'. The council were going to cut the overall number by 150. There is also a proposal to cut the number of supply posts.

At my own school, there are 6 or 7 staff out of 30 on one-year only appointments. So they are in an extremely vulnerable position.

Although the executive didn't organise very well, compared with NAS, there was a massive turnout - over 1000 teachers .

At the end of the day, there was a meeting. David Dewhurst (new gen sec) made a very fiery left-wing speech. Not only was this hot air, but it also ironically, alienated some of the right wing. The assistant sec then made a speech that went on and on. People were walking out! And then no discussion was allowed.

After sitting through all this, people were shouting 'We want to vote on No Cover.' But it wasn't allowed. David Dewhurst then told them off for not coming to General Meetings! A thousand teachers turned out and the Executive blew it. And we lost a half days pay in order to hear that.

Rank and File is organising for action and has got a petition criticising the meeting out to all the schools. We have had hundreds of signatures.

* * *

Leeds Rank and File tried to suspend standing Orders to support the miners' strike, but it failed. However, we are collecting for them. Foxwood High School have collected over £100.

Sue Buckle (Leeds R&F)

The Sort of Conference We'd Like

THE SORT OF CONFERENCE WE'D LIKE

The title of this piece sounds rather like an essay of the nature of 'What I did on my holidays' - and that is what conference is to some delegates. Many bring along their spouses and children, some entering their spouses as observers and claiming expenses from their Local Associations. Some delegates have been known to take entire sessions off for games of golf and the like. The defence of these practices is usually 'But it's in my holidays!' The obvious solution to this is that Conference is held during working time - the Employment Act of 19 4 makes provision for this.

Conference obviously needs to be a working institution and Conference members are irritated by delays in debates, whatever the cause. Accordingly the welcome to Fraternal Delegates, an elaborate roll-call and long distance figure bobbing exercise, should be abolished, the Presidents and General Secretaries Address restricted to half an hour. The presentation of Union 'Family' (TBF, Petal, SRM etc) reports although a sensible precaution against mis-directed judgements and decisions takes up an amount of time out of proportion to their importance - what is really needed is not a litany of 'Thank you all, we really do have a wonderful little workforce in Stoke Rochford (The Teacher) Petal, I mean that most sincerely' but some accountability. Accordingly reports should be written and the responsible directors subject to written questions for half an hour in open Conference.

The biggest gripe from all Conference is that not enough Local Association motions are discussed. This is blamed on either there being too many attempts to suspend

Standing Orders or on the Executive Memoranda, depending on whether you signed the attempt to suspend S.O. or are on the Executive. In reality attempts to suspend Standing Orders rarely take more than twenty minutes each (with perhaps 3 or 4 attempts per Conference) whereas the Executive Memoranda not only wipe out all Local Associations motions and amendments but take hours to debate. Occasionally Conference throws out a memorandum (as at Jersey) but this is rare because Conference doesn't usually get itself sufficiently organised to resist, and opposition to memoranda is portrayed as opposition to the duly elected Executive and hence disloyal to the membership who elected them. This is, of course, poppycock as Memoranda contain not the wishes of the membership but of middle-aged male heads (the Executive).

If Union members really want to discuss memoranda then they will vote them above their own Local Association motions in the prioritisation process. Hence memoranda should be given the same status as Local Authority motions. This move would increase democracy whereas the alternative (placing restrictions on suspensions of S.O.) would reduce democracy.

That is what Conference should be about - a working Conference working for democracy and not for bureaucratic convenience.

Bill Brooks
Eastbourne R+F

Annual Conference

NU
UT

1984

Blackpool



whos' union is it?

OURS?

or...

the
Grand Old
Duke of
York.

'They should call us out!'

'It's about time Len Murray did something.'

How often do militants hear (or even say) these words? In the last few months, different issues have raised these sentiments. The NGA dispute with the 'Messenger', the union ban at GCHQ and rate-capping have angered a large number of teachers along with other trade unionists. A significant number of teachers can be persuaded of the need to strike over these issues, but this is where the problem starts.

An NUT circular outlined guidance for 'action in support of the NGA'. Its message was simple - do nothing. Even the soft option of a donation was ruled out for fear of legal action, we were asked instead to write to MP's. Ah yes! but when Murray 'did something' about GCHQ even if our own union declined to support the day of action by 'calling us in'. Strike

action was, as far as is known, restricted to London schools. (Around 80% of secondary schools in Hackney ignored the NUT's advice and struck in support of trade union rights. A huge number of teachers supported lunch time rallies as advised.)

The basis for a fightback against Tory attacks on working class organisation clearly exists. What we have to try and understand is why they don't call us out and why Len Murray does nothing. Ironically, the fact that he did call for strike action over the GCHQ ban goes quite a long way to explaining this. Union leaders survive by their ability to negotiate. How often do we see our own local leaders 'police' Tory cuts as long as they are implemented by labour councils? The more 'left' the council, the harder we must all work to achieve redeployment, reduction of teacher numbers or even school closures. All in the glorious cause of defending the council or staving off rate-capping for under twelve months. Here in Leeds, we are told, we are fortunate. The council will talk to us.

So why did Len Murray support strike action? Well, let's face it; a negotiator gets embarrassed when a government won't talk. As a last resort, he has to persuade them that he has some power. Which is where Rank and File 83 comes in. We are not interested in his power. We have to show that all of us, together, have the power, but only if we fight for it. This means organising independently of the union machine which sees us a reserve army to be called out or in as the negotiator decides.

This is why we may seem a bit obsessed with building from the grassroots upwards. We only stand for positions in conjunction with arguing for grassroots activity. Rank and File 83 isn't an organisation which is going to take over and call us out because we think that is a cynical attitude to have towards other union members. Instead, we want union members to realise their own power and fulfil their own potential.

If we want to show solidarity with other workers we have to build at local level. We have to recognise what obstacles stop people doing this and act positively. That is why we argue for local women's meetings and not for reserved places on the exec. We want to see a union which unites its members with each other and with people in other unions.

We can't wait for our leaders to do this because they are a product of a society which doesn't want solidarity. Division, male domination and elitism apply equally to union machinery and capitalism. We can't change one without the other!

Howard Stones
(Leeds R&F 83)

LEWISHAM

Our school is losing between 11 and 15 staff 'surplus to needs.' At Malory school we have official no cover. We were told that the Divisional Officer was coming to school to collect from the Head a list of the people who had to leave. So we voted for a policy of non-co-operation.

We asked all the heads of department, including non-NUT members, to support and to refuse to co-operate. The result was, the head couldn't get any names, so she had to do it herself.

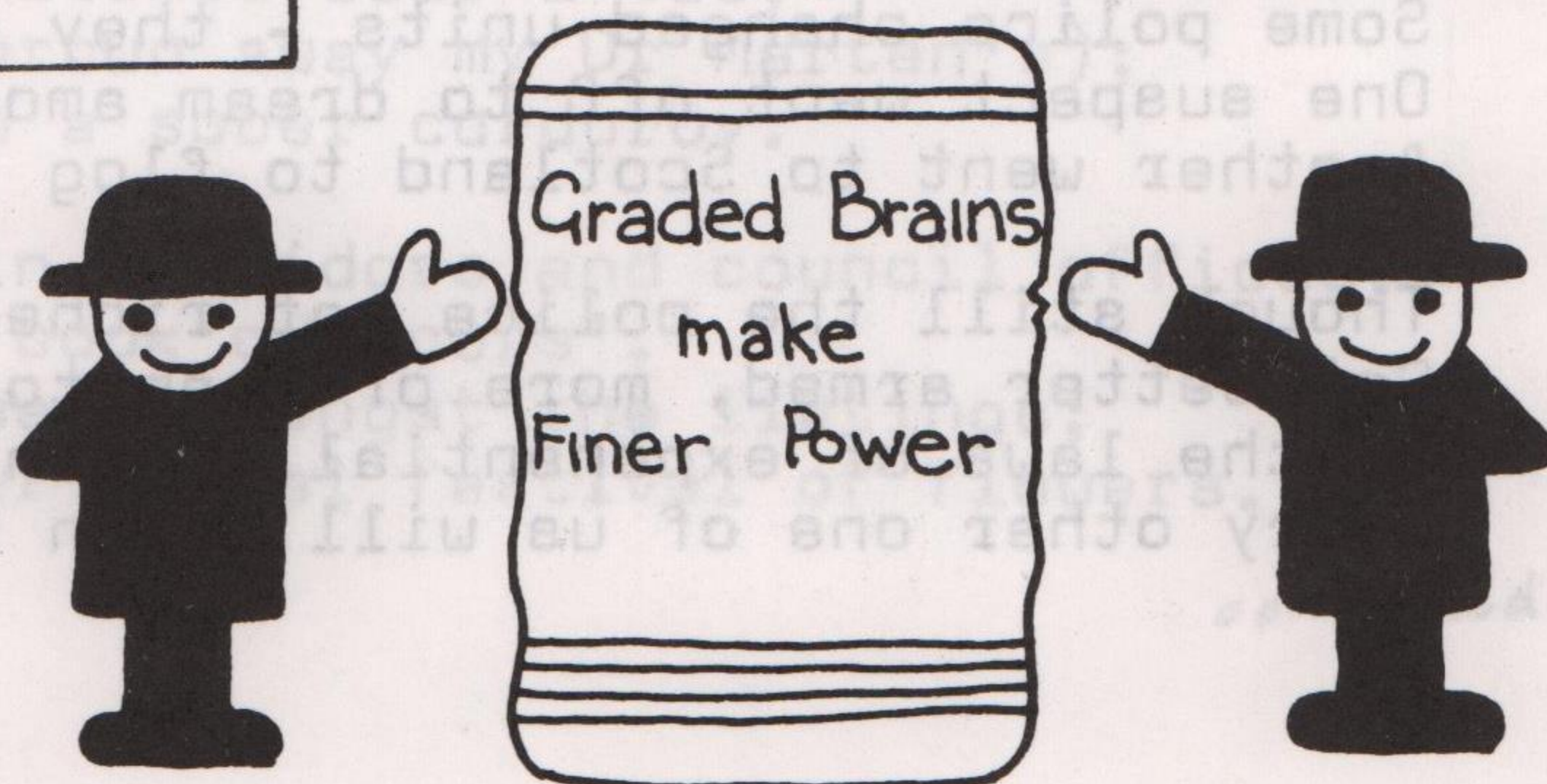
Then we decided to have a half-day strike. That was voted for on the Wednesday morning. The head went to see the Divisional Officer that afternoon. The next day, the head called a staff meeting, and told us :
1) she wouldn't be giving the names, and
2) an inspector wouldn't be coming in.
So we called off our strike action.

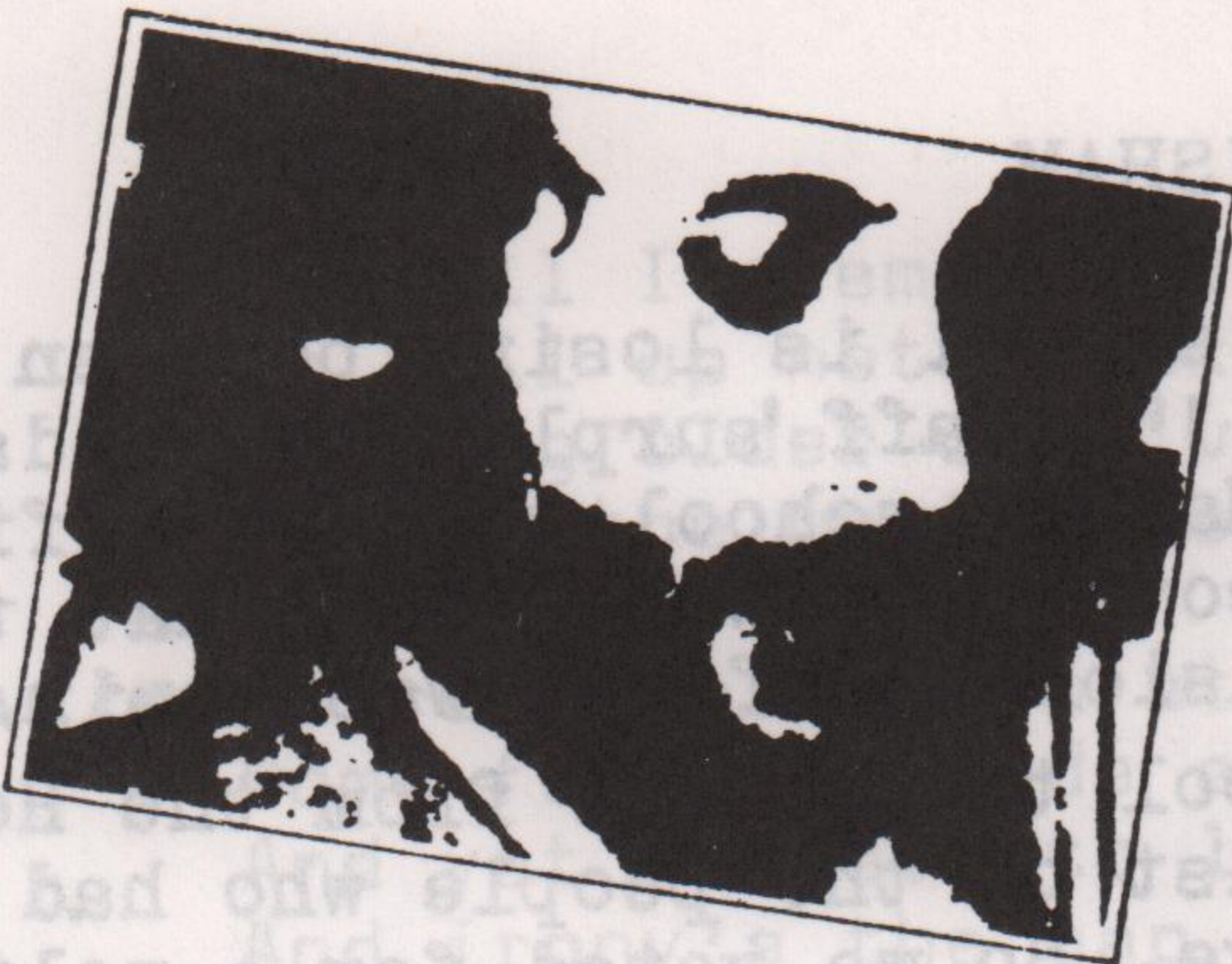
Apparently the inspector wanted to draw up a list and send us individual letters. We will consider what to do at that time, but I'm sure we'll take action.

We are informing all the schools, in Lewisham and trying to get meetings of reps open to all NUT members. Our major problem is the lethargy of the officers of the association, who prefer case-work to action.

So we are putting an emergency motion to the Lewisham Teachers Association. But if we don't get it through officially, we'll do it anyway.

Brigitte Voland
(Lewisham R&F)





WHO KILLED

BLAIR PEACH?

Letter to Blair.

"Das Vergangen is nicht tot, es ist nicht einmal vergangen."

What is past is not dead, it is not even past.

Christa Wolf, A Model Childhood

I

The days fall from the calendar like leaves,
The years fly backwards down the darkening avenues of history,
Yet 'the past is never past' until we ourselves are dead,
And that we ever came to life (or met) remains the only mystery.

This letter I'm aware is not for you,
It's a device, the passion in it metaphorical,
But that's what writing's all about,
Our public tears and sighs are all rhetorical.

Your brutal death left us stunned and reeling
From that one blow which split your skull wide open,
Each night we gathered round the same pub table
And tried to put our worlds back in their place again

And form another constellation
From one which had lost one of its major suns,
We hurled ourselves against the state -and met a monolith,
Then planned a long march through the institutions.

Five years now, and foiled at every turn
By counter-plots and legal tricks,
Discovering that behind the ermine cloak of law
Skulked naked power and harsh realpolitik.

A murder covered up, though at some cost;
Some police changed units - they dropped the acronym SPG:
One suspect went off to dream amongst his Nazi memorabilia,
Another went to Scotland to flog jewellery.

Though still the police get richer by the year,
Get better armed, more of them too,
By the laws of exponential growth, quite soon,
Every other one of us will be in blue

Or dead, 'shot by mistake', in 'tragic accidents'
Which look like scenes from low-budget thrillers,
Because no one knows who is police or not nowadays,
And law and order is a gunfight in a hall of mirrors.

And then a pantomime horse appeared,
A party called the SDP
Which like Quixote's horse, when spurred,
Rode off in all directions simultaneously,

Leaving the Labour cart-horse still in harness,
Pulling a cartful of block votes,
Carrying men in suits to throw off fellow-travellers,
Who were busy taking names and trailing coats.

Thus won the Tories, (a victory you never lived to see),
Whose one ideal was natural selection,
And who have since divided and ruled so dexterously,
They soon won't need to hold elections.

A measure already in the making
In a Bill to deprive five cities of the right to vote
(By coincidence they happen to be Labour):
They'll all be disenfranchised at one stroke

Of a sharpened axe which cuts at everything that binds us,
Displacing human care with what is bought by cash or cheque -
The kind of axe that Caligula dreamed of
When he wished the people only had one neck.

II

You have many 'doubles' still alive,
The sight of whom sometimes stops me in my tracks,
Dark, bearded, at a distance, in a crowd or car;
The world's a living House of Wax.

The Baker's Arms, alas, has been demolished,
Real ale's the thing, try Ridley's Five Star,
There's a 'Cocktail Hour' at the Railway Tavern,
The Ship Aground is now a wine bar.

But all that macho drinking thing is past,
Mock-heroics which came free with Leninism;
We've quietened down, sobered up with age,
Been gentled by the moderating hand of feminism.

And being alive means always changing,
You never step into the same river twice,
I've cut my hair and shaved my beard off,
Roll-ups have changed to small cigars - and chips to rice.

A solid burgher now in every aspect,
I shop at Dunn's and sometimes wear a tie,
A committee man (I've thrown away my Dr Marten's);
The jeans I wear are now a sober carduroy.

For our days are spent in corridors and council offices,
And City Limits is our 'book of hours',
We lose ourselves each week amongst the listings;
The History Workshop, our annual festival of flowers.

continued →

And all I seem to do these days
Is fill up note-books with drafts and jottings
Growing older we live our lives on paper,
Eschew the world where lived mistakes are more than blottings.

(I read this poem at the writers' workshop,
Some found it made a comic virtue out of cruel necessity,
And yet we have to laugh to keep ourselves from crying,
And irony's the gap between things as they are and as
they're meant to be.)

III

You'd like your headstone, the Co-op did you proud,
White marble on which a black hand grasps a white in solidarity,
The text's by our mate William Morris,
And reads, 'All men were brothers meant to be'.

Anachronistic, perhaps, when so much lies in sisterhood,
The Greenham Women sometimes seem the only sign of reason,
In this arms-adoring world intent on self-destruction
And peace a word synonymous with treason.

For thunder clouds amass on each horizon,
Evoking some deep atavistic fear
Of that final storm - sometimes I grab the morning paper
And feel relieved to read that I'm still here.

But I wouldn't change places, not even in the worst of times,
For life's the one party where I'll be the last to put my coat on,
For you only get one go, no second chances,
'A walk across a field', and then oblivion,

As the proverb says, and some don't even get that,
Struck down by lightning (or a lead-filled truncheon)
Half way across, their journey interrupted,
Short-changed by fate or dealt the bum hand.

And then no more cheese and chilli sandwiches,
No hangovers, no paper sales, no contradictory party line,
No laughs, no mis-placed affections, no wrong addresses,
No holidays from life, no closing time

After which there is always a new tomorrow,
Its face scrubbed clean by rain, dried by the early morning sun,
Just nothing going on for ever,
A slow change of elements, the flesh falling from the bone.

But it's late, and time to close this letter,
You lie out there alone while we survive,
And hope that unlike you, dear Blair,
We manage to escape our decade still alive.

Ken Worpole

NEWHAM

The major issue in Newham is school closures. We are all out on strike on 11th April. The council has been reviewing secondary education for about 2 years. They've had 'public consultation' after 'public consultation.'

On December 9th there was a special council meeting where the council voted by a narrow majority for No School Closures. They later changed their minds.

Plasht School, Little Ilford, Langdon and Sarah Bonnell came out on unofficial strike. We have all been 'severely disciplined' ie we came out on the Friday and 2½ days pay was deducted - for Saturday and Sunday! (which was anything from £60-£80.)

In addition we have all got disciplinary letters from the Deputy Director of Education accusing us of Breach of Contract and 'gross professional misconduct.' This was all done without the knowledge of the Newham Education Committee.

The Deputy Director of Education is an ex-guardsman, an Old Etonian and both his kids go to public school - very representative of Newham!

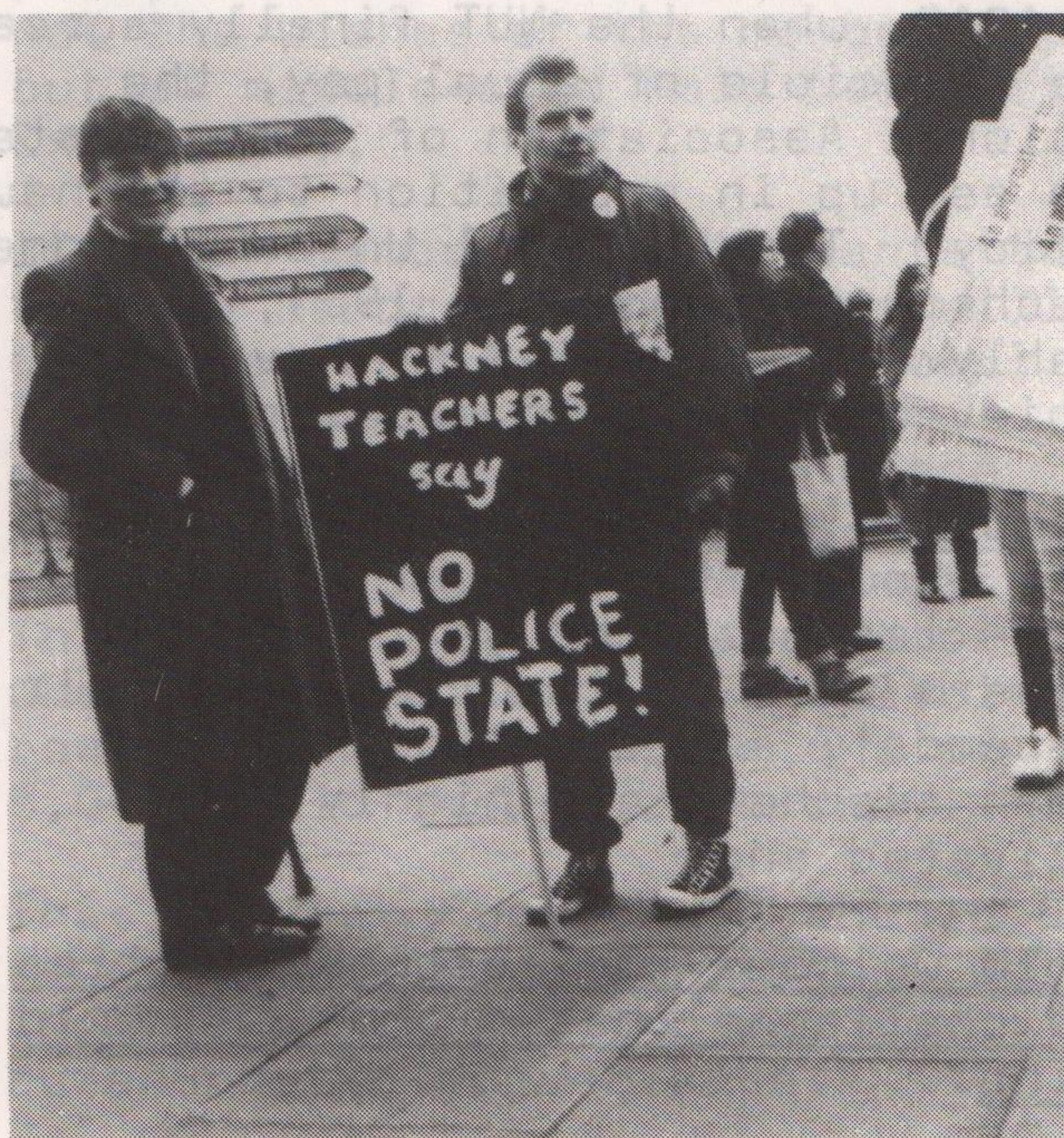
At the beginning of April, the Education Committee, having backed down, voted to close Trinity School, to amalgamate Woodside and Cumberland and also to amalgamate Forest Gate and Stratford. Technically, this would be 3 closures.

They tell us that the money released will go to 'Community Education'! We are taking strike action and Rank and File will be proposing prolonged industrial action.

One victory to date is that we have already won official backing for one day No Cover action, as the authority have gone back on an agreement to supply a pool of supply teachers to cover for teacher action.

We have also passed a motion of opposition to the Police Bill and we have won 'No Police In Schools', in our association which is dominated by the Broad Left.

Pauline Gaillard
(Newham R&F)



MAY 19th
NATIONAL MARCH TO
OPPOSE THE POLICE BILL

from HYDE PARK CORNER
to JUBILEE GARDENS

Assemble 12 noon

Make and bring R&F banners
Meet outside Odeon Marble
Arch Cinema at 12 noon.



A Womans Right to Decent Pay.

Equal opportunities has become a "respectable" issue - however, else would it have been so highly prioritised for this year's Annual Conference! Does this mean, then, that the days of unequal pay, of women as a majority on fixed-term contracts and Scales 1 and 2, are numbered? If you believe they are, just wonder why the battle seemed so relatively painless.

It is four years since the NUT published Promotion and the Woman Teacher which pointed out that 77% of women believed that the fact of being a breadwinner for a family should not be considered by employers in promotion interviews. It is interesting that on this very same issue, the National Union of Women Teachers was formed in 1911 as a separate union from the NUT. In 1919, when the NUT finally agreed the principle of equal pay, the National Association of Schoolmasters was set up in opposition to the new policy. The National Union of Women Teachers disbanded in 1961, presumably in the belief of having achieved its aim of equal pay.

Promotion and the Woman Teacher also showed that 77% of married women teachers thought their careers were as important as their husbands', and concluded that women teachers are highly motivated and

would welcome the responsibilities and challenge that promotion would bring.

So why are 75% of women still on Scales 1 and 2, and why has it taken so long to convince the Executive that a Conference Memoranda on the issue is long overdue? The unfortunate fact is that while two-thirds of the NUT's membership is women, the Executive is dominated by male headteachers who, because of their very circumstances, are likely to endorse the "male breadwinner" myth and would not recognise the inherent inequality of pay

differentials and a multiple-scaled salary structure. Two 'events' have been organised to date by the Union to discuss "the issues involved in equal opportunities in education" - a weekend workshop at Stoke Rochford in November 1981, and Conference in London in March 1983 attended by almost two hundred delegates. Both came forward with specific proposals, in indeed the 1983 Conference was described thus:

"While not policy making ... (it) was seen as crucial in the process leading to policy formation."

Very encouraging. However the Conference report had this in its introduction from the General Secretary:

"It has to be stressed that the decisions which the Conference reached on those resolutions and amendments must not be regarded as being in any way expressions of Union policy, as they have not yet been considered by the Executive."

The Conference resolutions have been treated like a proverbial hot potato by the Executive, who passed them backwards and forwards from one committee to another. The result is a lengthy Memoranda for 1984 Conference containing few recommendations actually to counter discriminatory practices against women teachers. It looks as though the views of a delegate conference count for little. In fact nothing in real terms has been gained by women and nothing has been lost by male teachers since 1911 other than perhaps the lifting of the Marriage Bar in 1944.

Does the Executive genuinely believe that the suggestions of the proposed "Advisory Committee" (or equal opportunities) will have any impact?

After all,
"the functionsof that new advisory committee (is only) to be the

advising of the equal opportunities committee on all matters related to equal opportunities

The membership of this Committee appears equally nebulous. One wonders to what extent the views of rank and file women members will truly be represented.

While there seems to be a consensus in the Union about identifying and promoting the professional needs of women members, there is concern over possible loss of male membership. Similar concern was not expressed when a large number of female members left in 1911, and have continued to leave over the years, disenchanted with a Union which claims, perhaps falsely, to represent their interests. This would also to some extent explain the reluctance of women to play a significant role in Union affairs. It is doubtful whether similar objections would dare be raised concerning loss of white membership if the Union pursued its anti-racist policies.

Prejudice and privilege in the teaching profession, in schools and our Union is there to be tackled and overcome - not capitulated to. This is precisely what Rank and File '83 as a campaigning group of classroom teachers, seeks to do.

Meryl Davies
Southwark Teachers Equal Opportunities Group

EAST SUSSEX

East Sussex Council were cutting 101 jobs in primary schools, which would have led to an average class size in the primaries of 34.

In addition they were cutting 50 cushioning jobs in the secondary schools. In the event, a demonstration of over 2000 took place in Lewes against the County Council, of whom it was revealed, only 2 of the 51 Tories had children in State Education.

The primary jobs were restored.

Bill Brooks
(Eastbourne R&F)

RE-INSTATE SRI-ASOKAMALA CAMPAIGN

Sri-Asokamala is an Asian teacher who was forcibly transferred and dismissed for her refusal to co-operate with the racist practices of the school authorities in Richmond.

Information from:
Reinstate Sri-Asokamala campaign, 8, Worcester Road, Walthamstow, London E 17 5QR

Richmond Teachers Association have refused to take up her case but Hackney have agreed to circulate a petition and we have taken a £5 a head levy from all members.

Can other associations do the same?

EXETER

Things are pretty bad down here. The Tory-controlled council are talking about how they've increased provision! What they're talking about is a splendid new Science Block opened by the Secretary of State, which is actually in the private sector.

We have just fought two half-day strikes over our proposed budget which includes 264 teacher redundancies. The figure has now been halved - but this is partly in response to the rural school lobby at the expense of the urban schools.

The final budget was ratified and there is now a cut of £1.4 million. About £290,000 has been cut from the supply budget. About £100,000 is to come off careers service. Secondments are a thing of the past in Devon now.

We have just balloted for No Cover and the Action Committee is discussing it. We hope to get action on class size. At the moment, we are pressuring for action to continue, and there has been a favourable response to the No Cover ballot.

Paul Layton
(Exeter R&F)

SALARIES-

Fight for 35% Flat Rate Now !

The fight for salaries is the fight for jobs. What happens to union negotiators when the employers won't play the game? They continue to meet them repeating the same tired phrases for sixty days not knowing what else to do!

During this year's salary negotiations the employers' side of Burnham have stuck to their original 3% offer insisting that any increase above this level will lead LEA's to cut teachers' jobs. Now, our 'leaders' are complaining of the employers' intransigence and will be recommending various forms of industrial action to conference.

Are they doing this to win a full claim - only just quantified at 12.5% or as a solve-nothing exercise to get a slightly improved negotiated settlement.

The government and LEA's have singled out teachers to force their 3% norm on. They have chosen us as the weak link in the public sector. The record over the past years has shown our executive's inability to lead a strong fight on salaries

Our employers have recognised our weakness. The Executive failed to formulate a claim. The claim should have been formulated with a figure and passed last Autumn with all schools being fully informed. Now it is late in the day but we must argue with all our colleagues for full support for the strongest possible action.

The LEA's are saying they will have to cut 60,000 teaching jobs if we get 12½%. But the rate-capping bill when it becomes law will lead to job losses of this order in one year. We have to argue in every staff room against accepting this logic. Only a strong response to win a claim

that all teachers will benefit from will untie us in the action now necessary. Any settlement must be flat rated. Any settlement should aim to restore Houghton levels. The EC have finally named a figure 12.5% Not much more than one third of what we need. We should press for 35%

This year's pay fight is a fight for jobs if the LEA's and the government see teachers accepting their logic, they will press ahead with imposing cuts.

If, on the other hand, we fight and this must mean a national strike, then they will know that teachers will not allow jobs to be cut in their thousands and that we are not prepared to be underpaid any more.

We will need to vote that sustentation is not paid except in cases of hardship. This will need a vote a Conference. Otherwise we will be treated like the 10,000 of the Grand Old Duke of York by our Executive. For once the NUT EC might have to lead a real fight but their inability to involve classroomteachers all though the pay talks is a weakness we will have to work hard to overcome if we are to win.

Richard Rieser (Hackney R&F)

Scottish Teachers National Ballot

Management have offered Scottish teachers 4½% this year. It was, they said, a final offer. The official union claim is for 9.5%, so the National Exec. of the Scottish Teachers Union (EIS) is holding a ballot a) without any recommendation and b) just before the holidays.

We are at present suffering a major restructuring of Scottish education, which is to take place without any of the necessary resources. Such resentment has built up over this issue that there is a good chance that teachers may reject the offer.

Rank and File Scotland is calling for strike action at the beginning of next term and emphasising the importance of being out at the same time as the miners.

Alan Armstrong (Edinburgh R&F)

Whose Tomorrow is Tomorrow?

(This is part of an article that first appeared in 'Schooling and Culture' Issue 14)

It is all too easy to dismiss young fascists as mindless thugs, idiots of low intelligence who aren't worth bothering about, but this is a mistake. I have heard people who call themselves socialists scream at them, 'If you've half a mind to join the National Front, join it because that's all you need' no doubt very witty at the time but it's no answer to why so many white youth are influenced by fascist politics. That their politics are a riot of confusion is apparent as soon as you read their literature. 'Bulldog' is overtly racist in the most violent and sickening way, it also attacks the Tories, unemployment, YOP schemes, the Labour Party, the police and schools. Throughout, the anger and hatred of authority is stamped on every page. 'The Government may try to smash us, they will use the police to attack us. They may stick some of us in prison. But they cannot stop us. We are the white army. Tomorrow belongs to us.' That the anger and despair of white working class youth is channelled into fascist politics is the tragedy and it is to examine some of the reasons for this situation that this article is written.

We cannot credit the National Front leadership such wonderful powers of organisation and charisma that they are able to attract so many young impressionable minds. Most of the older men that I have seen with the kids at fascist paper sales are an incredible mixture. A smattering of old colonels, glory of the British Empire Brigade, debauched and seedy impersonations of Al Capone-type gangsters and their rather younger fitter versions, many who have had army training. No, the reason and the blame lies in many other areas.

I and other anti-fascists, have spent many years on street corners talking to members of the young National Front. Some eventually left the NF, others did not, but what we did learn was that

- a) the kids were extremely politicised;
- b) that they hated teachers and bosses;
- c) that they were alienated from the trade union movement and the intellectual-

ism and rhetoric of the left.; and

- d) they believe in revolution where the order of society would change and they would no longer be on the scrapheap. Racism is one of the obvious planks of their politics but not their only objective. Fascism is the extreme expression of racism but these kids did not invent racism. The fascist leaders have taken advantage of a society riddled with institutional racism and the worst kinds of nationalism and jingoism. The only thing that these kids felt that they had going for them was that they were white and British. They had little confidence in themselves, no understanding of their roots or of working class history. The failure of the educational system to give them any feeling of worth was apparent. They said the teachers treated them like idiots, didn't understand their lives, didn't like the way they dressed or the way they spoke.

To take up the issue every day, and it can be every day, of racism in the classroom can be difficult and exhausting but it's no good just telling kids not to make racist remarks or not to behave in a certain way. They'll just do it when the teacher can't hear or see what they're doing. You actually have to have the arguments out in the open, however stormy or unpleasant that may be. How many teachers just let go the seemingly soft racist joke or remark so that racism becomes a part of everyday language. How many teachers themselves laugh at or amke jokes about the Irish or Jews saying, 'Well it's only a bit of humour,' not realising or wanting to realise the history of that kind of humour. I don't believe that kids are born racists anymore than I believe in original sin and they like to discuss and argue, but we have to believe that they can think for themselves and given enough space to sort things out can make judgements. All the issues today that cause racism have to be talked about, but unless that is done with a class perspective which will mean attacking the system, we will fail to achieve anything other than a token response. The world outside our classrooms has a much more powerful influence. The ruling class has the media and all the power of the state at its disposal. The fascists have the easy solution, 'If they're black send them back,'

Some teachers, but I would say that it is a minority, do take up the battle against racism in their schools, as well as other things that strangle children's minds, but they are doing it within a structure riddled with institutionalised thinking and practice.

If in our classrooms we can begin to give working class kids, both black and white, the confidence and belief in themselves to fight the ignorance and the fear, the bombs and the brutality of the ruling class that grind them down and turns them against each other then tomorrow will belong to them.

Anna Sullivan
(Islington R. & F.)

CHEAP, CHEERFUL AND DEADLY Asbestos

It's a pity that the asbestos motion didn't get high enough on the conference agenda to be debated, if for no other reason than that it is lethal - (asbestos, not the conference agenda.)

In the States, there is an important test case going on. A teacher died from exposure to the asbestos in his school, and a few months before his death, when he realised how cynically the asbestos industry had been lying over the previous 60 years he decided to sue.

There is probably asbestos in every school in the country. There are probably men in suits all over the country with brief cases full of reasons for it to stay just where it is. The asbestos industry, like the nuclear industry, has for years had a policy of buying off its experts, and the management expert plus a lot of fatalism and cynicism about life, all tell you that - like the bomb - asbestos is here to stay, and we must learn to live with it.

In Hackney, successful campaigns have secured the total removal of asbestos from some schools

Newham Teachers Association have passed a motion of support for the women cleaners at Barking Hospital who have been on strike for 3 weeks.

Their pay has been reduced by 35%; holidays cut from 4 to 3 weeks; no sick pay; and a drastic cut in hours.

Support is needed on the picket line. Crowthalls are the contractors. The strike is official and is supported by NUPE and GMWU.

Send messages of support and donations to:
AUEW House,
588, Rainham Road,
South Dagenham
Essex RM 10 7RA

and a complete reversal of policy in the London NUT and ILEA. The changes have only been brought about by militant action whilst the response of the bureaucrats in the NUT and the ILEA has been more in word than deed.

'CHEAP, CHEERFUL AND DEADLY' is a video about Hackney's successful campaign in 1982-3.

It's intended for showing at union meetings, PTA's, tenants associations etc., and should be bought by every Rank and File group.

Health and safety is a good issue to take up even if you're in a school without much of a militant tradition. In some schools, the leadership comes from the parents, as is shown in the video.

Buy or hire from:
Anarres Video Co-op,
10a, Bradbury Street,
London E8 N.16 ... (!)

or:
Brian Simons
c/o William Patten Infants
School
Stoke Newington Church St.,
London N 16/01-254-4014

CHILD Centered? Infant Teaching

Before my own daughter went to her school she asked reasonable questions. When she wanted to wander off into somebody's garden I would have to answer why not. She was learning about one sort of privatisation. At school she learned about another kind of privatisation. She kept trying to talk to the teacher. This was seen as odd. There was no time. When she writes something now, she never writes anything too personal. Her personal writing is invitations to birthdays, but in a very drastic way she has learned, through all the sitting at assembly (hands together, eyes closed) and the rest of it . . . having to ask permission for everything, having to do her 'work' at the appointed time . . . she has learned something terrible — the privatisation of subjectivity. To survive she has had to phase out and please the teacher. Ken Worpole in *Dockers and Detectives* quotes a Dutch Resistance member saying: "Only dead fishes float down the stream. Live ones swim against it." At the moment children are asked to make sudden switches, abrupt changes, ruptures in their thinking in order to satisfy the whims of 'teaching methods', 'new approaches' or whatever. We need the opposite ie a sense of continuity. We each need to discover our own paths, and to be able to measure their meaning for ourselves. The most important changes in my school have been those which stopped the intrusions into the continuity necessary. It is only with this continuity that we can create the necessary conditions for the *socialisation* of subjectivity.

This is not the same as opposition to privacy. It is about the child (or adult) having the time and space to measure experience, and to be able to be independent at some times, and dependent at others. This is as crucial for learning how to read or write as it is for anything else.

Freedom, said Sartre, is what you do with what's been done to you. You can't sort any of it out if you're timetabled to death . . . or restricted by a million courtesies.

There are implications for the teaching of reading, writing, maths, drawing, etc, in our school. For example, the reading scheme has been abolished. Children have no set time to write in my class, and no subject is tabooed. The child is then more likely to develop one style of reading or writing that is personal a long way, and to develop that style for her own reasons. That style then affects and interests other children. We all read for different reasons, and write for different reasons, throughout our lives.

Jack, who was mournful and dreamy, wrote — as he drew — cartoon stories — Bugs Bunny; a dream about castles and monsters. Fantasy. His reason for getting into reading, and writing, was to drift off, escape, into a more exciting and comfortable place than the strife-torn one he found himself in. Sometimes he printed messages on the duplicator. They were like messages in a bottle. 'I hope you will play with me at playtime'; but by and large, when Jack read, it was to enter a cartoon world.

b) Brian Simons

Sam, on the other hand, read in order to understand everything. To know as much as God. To know more than God! Sam wrote about engines and bridges, about the sun and about power, and because he was not restricted he arrived at some profound ideas. He wrote about the power of the wheel, and of fire to cook things. He also wrote, "I think children have more power than adults . . . because as you get older it wears out."

Tom's reasons for writing were different again. I would write down in detail. Later *he* would write down in detail . . . the most intimate of problems. He wrote to sort his thought out. He treated me like a psychiatrist. He would write about his mum and blame her for his behaviour. I would write back that he never blamed me or himself. Tom had arrived 'disturbed'. That meant he threw tantrums, kicking chairs about and screaming 'fucking bastard' every morning. I wasn't impressed. The only way to find out what it was all about was to let it all happen whilst exercising control against sadism. Michelle and Ann-Marie, two powerful girls in the class, tolerated him for a bit and then made it quite clear to him in one way or another that he couldn't behave like that. After a while the tantrums stopped. His subjectivity was socialised.

One day Tom noticed that he had made a rhyme about himself and his brother. It was a rap. He developed it.

*Sean & me, had a cup of tea,
then we went to the library
and when we finished at the library
then we went to the cemetery
and when we finished at the cemetery
then we went to Therapy
when we finished at Therapy
then we went and had another cup of tea*

*Sam used rap . . .
teacher and me
did a wee
the wee was too small
we done it on a ball etc . . .*

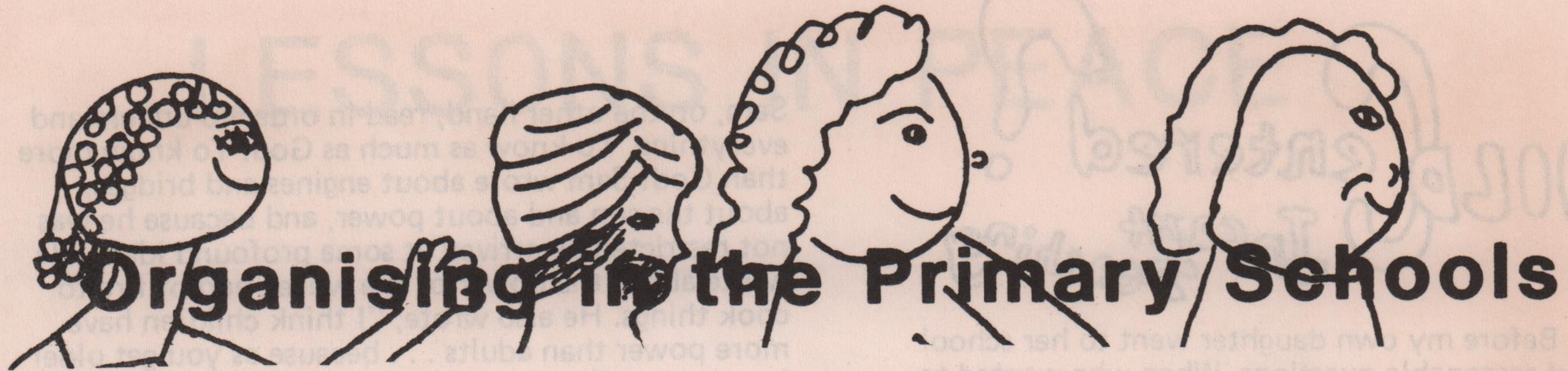
and a 'popular cultural form' passed round the room.

For Zeynep it was more of a social thing to begin with . . . to share a joke. Four of the girls (the division into sexes by friendship is a problem) would sing-song nursery rhymes together. Later they would sit together and all write the same story, each in her own separate book, but change the whole text together. They made anti-nursery rhymes — 'Snow White and the Banana' or 'The Four Little Pigs', or stories to laugh at me — 'Brian the Monster'.

The Four Little Pigs goes like this:

"One day a wolf made a trap and the four little pigs fell in it and they was hungry. They found some sticks and made a little home in the trap but the wolf came back and he had a knife and fork to eat them. He had big ears and a big giant nose and 200 teeth but he fell down the trap and the pigs ate him up for dinner."

To the extent that it has been possible to abolish rules and restrictions over the years it has been possible to reach a more vital intense and friendly way of doing things. Subjectivity is Socialised. What I am describing is of necessity impressionistic but we have to distinguish between this, and the 'good atmosphere' which amounts to middle class politeness and hiding.



Organising in the Primary Schools

Like many workers in primary schools we have at times felt ourselves very isolated from the mainstream of our trade union. In schools with twenty or less workers it is very hard at times to feel that you are part of a larger more powerful group of trade unionists. Other than the bulletins and leaflets that arrive in the post every now and then, contact with other trade unionists and therefore knowing what is going on and what support is available, can seem quite distant.

Apart from the feelings of isolation it's also sometimes difficult to raise issues and stand your ground because of the close-knit nature of small schools. Heads are frequently in the staffroom on a 'friendly' basis and this in many ways stops people discussing issues and uniting together against management procedure. No cover action is a particular example - 'But if you don't cover I'll have to send the children home tomorrow and you know what divisional office will say about that and besides it means the fourth years will miss their swimming and 'X' won't be able to go on their course and you'll want cover when you go on your course next month, won't you?' These are the sort of arguments put over by a head usually when a teacher is isolated (ie in the heads room or when harrassed in the classroom.)

What can you do to overcome these sort of problems? Firstly, it's really important to read all the guff that comes in the post so that you can argue from a position of informed strength. Then you have to discuss the issues with friends on the staff (if available) to clarify a strong position to take on a full school union meeting. If there are two or three people that can act together and take issues to a union meeting with a united front, they can have a lot of influence and a feeling of support from one another at the meeting. It's really important to hold or push for regular school based meetings. In this way, everyone eventually gets to know what's going on and you don't have to feel that you're the only one taking the initiative all the time.

From school union meetings you can take your arguments to other trade unionists in the school eg the ancillary helpers and school keeper. They often feel more isolated than teachers. Give them active support and they will give you their support.

It's a good idea to take union decisions to full staff meetings. In this way you can argue from strength as a union group and no one individual has to confront the head alone. This certainly worked for us over the asbestos issue in our school. Putting together a united front at staff meetings gives a lot of weight to the arguments and negates the feeling of isolation.

If you've got a particular problem at your school you can guarantee there's another school in your area with the same problem. Forming links with other schools on a union basis is very important and desirable. There are schools always not so well organised or better organised than your own school that you can give support to or get support from. Contacting other schools can be a real problem. If you've got friends in another school, use them. If not the best way is to regularly go to your association union meetings (make sure your association has got a decent creche or baby sitting service available. If not, create an almighty stink.) For us, regularly going to association meetings was the most difficult thing. Initially, when we started going, it was usually just one or two of us. This meant going along to a strange place, seeing lots of people for the first time and not knowing what the hell was going on because nobody ever explained things. Most of the procedure was very alien and bureaucratic to say the least. Eventually, we stopped going because instead of feeling less isolated we felt more and more isolated from our trade union. Eventually, after becoming more organised in school we started going again but this time as a school group, usually four of us. In this way we could support each other at the meeting and turn the evening into something more enjoyable, usually

points of view

ending up in a pub afterwards discussing the issues raised at the meeting. After a while, the structure of the meetings became clearer (not that they made more sense) and the politics of various factions became obvious.

Because you're in a group and feeling much more confident, it's easier to approach people, to get to know them. From this you can build up links with other schools and also get to know the elected officers and committee members of your association. If your association is run in an open way, you start inviting committee members to your school to explain some of the issues not always of absolute clarity in the mailings.

We're still involved in the constant process of organizing our school (the job is never finished.) We need to build better links with other schools and other local trade unionists. One point not mentioned of uppermost importance is that you can get a lot of strength and solidarity from parents. Talk to them about the issues and more often than not, you'll get their support. Because many primary schools are small, we need to look outwards for support. Perhaps, eventually, as more primary schools become better organised this will be reflected in the structure of our national union and it will become less and less dominated by heads and men.

Anita Preston
Rosie Dickens
Richard Ray
(Hackney R. & F.)

NO
POLICE
IN
SCHOOLS



Greta Akpeniye: throwing the book at her

Benefits...?

A WOMAN was arrested, detained and interrogated by police in East London last week after a routine visit to her local Post Office.

Last Tuesday, Greta Akpeniye, who is head of the English department at St Paul's Way School in Tower Hamlets, went to the sub-Post Office in Burdett Road, Mile End to cash her Child Benefit Allowance.

The counter clerk decided that there was something odd-looking about the book and said it was a forgery. Ms Akpeniye, who's black, suggested he contact the relevant office and check her credentials if he wanted to. He refused and also refused to return the book. She refused to leave without it and he called the police.

They duly arrived whereupon she suggested that they could make the one phone-call necessary to find out if the book was genuine. They refused, arrested her and took her to Limehouse Police Station where she was held in a cell for two hours. She was then interrogated and asked who she had bought the book from. Finally, when they had checked out the book, as she originally suggested, they told her she was free to go.

The counter-clerk at the sub-Post Office told us that he was following instructions: 'my boss told me to do that. I hope you see my point of view.' (Duncan Campbell) ■

Join Rank and File '83 Now!

NAME

SCHOOL ADDRESS

HOME ADDRESS

HOME TELEPHONE NUMBER

LOCAL ASSOCIATION

POSITION HELD IN NUT

I wish to be a member of Rank and File '83 and enclose a cheque of £5 being my National Subscription for 1984

Signed Date

RETURN TO - The National Organiser, Rank and File '83
23 Walford Road, London N16. Tel 01 254 7603
Make cheques payable to Rank and File '83

The Persecution of the Hasbudak Family

NO DEPORTATIONS!

The cover picture of this magazine shows children demonstrating outside the Home Office against the threatened deportation of the Hasbudak family.

We're told to 'keep politics out of schools,' yet we were expected to watch 2 children snatched away from our school and sent to a country that they had never seen. We were expected to become accomplices in the persecution of a family by the British State, and to say nothing. This is the morality of fascism. For those of us who knew the children well, (Zeynep was in my class for 2 years), the arbitrary violence of the Home Office was something we felt very directly.



Parents, children and teachers met, organised, demonstrated, petitioned and lobbied. A whole school community became involved; the media became interested and the infamous Stoke Newington police (Colin Roach, The Whites etc etc) moved into action. They trapped Mr Hasbudak, (the family having been forced to go into hiding), 'interrogated' him at Ashford Deportation Centre and then tried to intimidate the school with helicopter and panda car patrols along with plain clothes men sitting in cars by the school gate.

In the week that Mr Hasbudak was deported, over 20 other working class Turkish people were deported from Hackney. Mrs Hasbudak, Zeynep (8) and Fatih (6) were deported some weeks later. The case is now being taken up by the European Commission for Human Rights. The Hasbudaks will continue to assert their right to live where they want to.

On our side we campaigned with parties, balloons, songs, banners, congas, jokes, clowns (Dr Smarty-pants)... on their side the images I have, are of tall grey buildings like the Home Office, and prisons like Ashford and Stoke Newington Police Station, of covert surveillance, of secretive bureaucrats and the State machine.

When I kissed Zeynep goodbye I felt as if I was kissing away life and that death had won.

The political reality is often masked from us - there must be deportations taking place all over the country, perhaps in your area. There is only one side we can be on.

Brian Simons
(Hackney R&F)