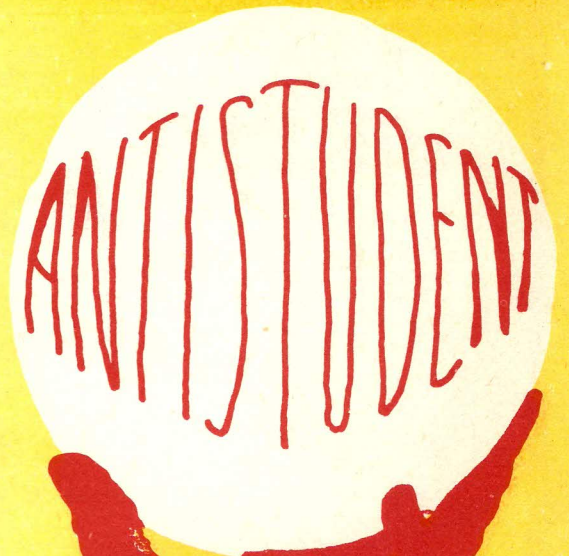


# ANTISTUDENT



15p

# The continuing story of the ECT of everyday life on campus

The castle is proudly aesthetic  
Erect and grand.  
It spreads itself out with a complacent smile from copse to lawn.  
And eases its posterior  
emitting a gentle farting breeze  
through the murmuring trees  
to the rippling waters edge

The greenhouse guardians  
soft spoken, consciously casual,  
Tender intravenous feeders; sprinkled  
over the Basil Spence watering can  
of pure knowledge and reason.  
We sit in a row and smile  
with grateful petals upturned  
we are still, but we still don't know, won't grow  
chariman No went home to sleep it off.

Of course we are the one-percenters, we made it  
deposited at the end of the escalator, stand on the  
right, no prams and push-chairs  
tickets PLEASE  
Man, we got the ticket  
    we got the train  
But now we're on there ain't no  
place to jump off  
Always on the way to somewhere, but  
somehow never quite making it.

I got the brainfactory blues...  
This place has a god complex (white god)  
I'm wearing myself down just  
dragging round this concrete swamp-  
trying to make it on time (for what)  
The man is on the platform  
The man writes on the blackboard  
The seats are secured in rising rows  
We too have a function (could it be?)  
We absorb.  
Pink nubile sullen  
We soak up the dribbles.

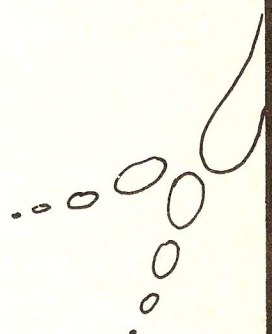
We are cradled in the hands of our Protectors Hallelujah  
A prayer for ICI Amen  
A prayer for Philips Amen  
With grateful thanks to the Council of Europe and  
the National Coal Board  
and SPRU (Science Project Research Unit)  
To you too.  
The Dalek that feeds us  
suffocates us.

Assessment is the only reality of the Filing cabinet

We compete for isolation  
Biting our teeth  
Every grade only says more about the space between us  
And our willingness to prostitute  
for the substitute.  
Alone we are trapped

The solution comes just past the thin red line between the  
I/nervous/cracking and the US/together/choosing/moving.

ECT = electro-convulsive (shock) therapy



End of the University (1)

# introduction

Six of us are writing this because we feel that, in fundamental ways, the role of student is no good. A student is what they want you to be - who do you want to be? Or do you want to be any fixed kind of person? Do you want to keep on becoming?

We are writing this not with the aim of converting you to another student role, swallowing another student line. Nor are we necessarily aiming to persuade you to leave college. We are writing this to make you aware of how student life works, so you can accept it, reform it, or subvert it (we hope you'll subvert the whole idea, but it's all up to you).

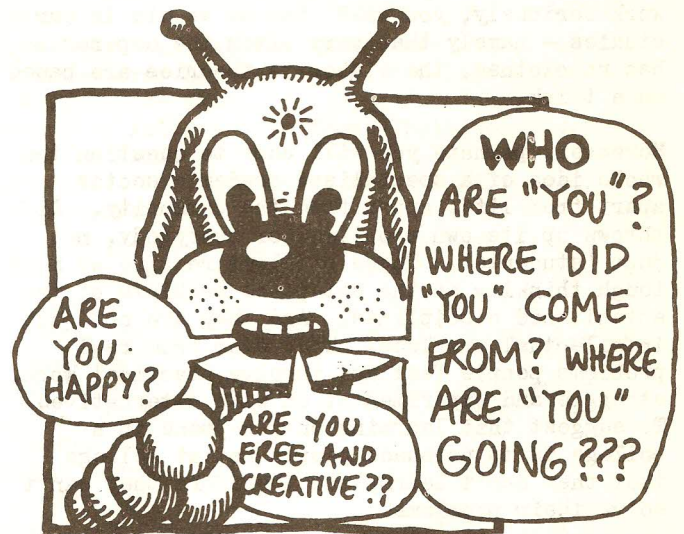
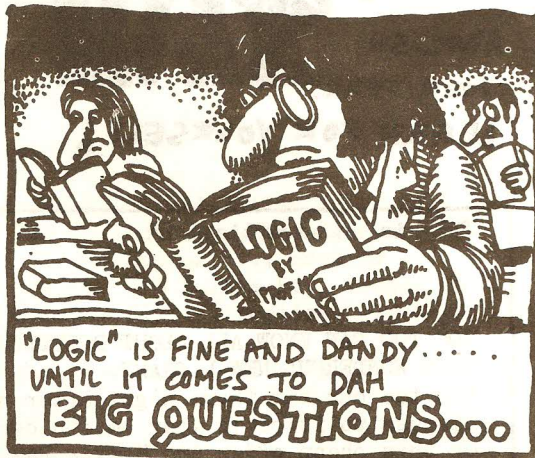
We want you to become aware of how it's possible for you to take the project of your own development very seriously, and of how you can't escape responsibility for the kind of person you become, having gone through college in the various ways open to you. Your choices are important: you are making yourself all the time

in little everyday habits as well as in big crisis point decisions.

At first you may feel insecure or a bit bewildered by the variety of cliques and clubs and activities, all asking you to join them. You may think that everyone else is so much more confident than you. But perhaps underneath it all they are just as uncertain and maybe even lonely.

Don't commit yourself totally to the first group that comes along, whether it's the Christians, the Trots, or the rugger-buggers, or just an informal group of friends you find yourself in. With each group there are certain expectations that will be exerted upon you by the other people in the group (e.g. norms about dress or rolling a joint the right way). Each group will have certain values and ideas about life which you may find yourself unconsciously accepting unless you are careful. Each group will give you people to compare yourself with, and hence you will get a certain kind of identity or picture of yourself from each group.

No-one can escape being influenced by others. The point is to choose which others to be influenced by and keep an open mind and be prepared to criticise and move on when necessary.



## Why are you here?

\*\* To get a good degree? What for? Why should you depend on the judgement of your professors only? Why shouldn't we care equally what our friends and neighbours think about it?

\*\* To get a good job? What do you want a job for? Who says it's good? For money? If so, we've nothing to say to you (or rather, we have cos you're honest about things. Read on, and we'll try to be honest to).

\*\* For security? But you can't tame life and button it up in advance. You'll find you'll lose more than you gain if you try. Our real security should be through making a community of people who care, not in dead-end ruts with a pension.

\*\* To get a training and help society? Enough scientific knowledge already exists to solve all the problems of the world like starvation. This hasn't happened because the imperialist countries and their ruling groups in the poor countries

would lose by it. Likewise, within Britain it is the ruling class which decides which techniques and technologies will be introduced. So why do you think you'll be able to help society when working for a system. If you want to help people - do it directly and forget about an official career. It's only the system which worries about qualifications.

**\*\* To have a good time?** Sooner or later you will probably find that the life of being a 'student' is rather shallow. It is not fundamentally satisfying. Underneath the carefree image, you will find isolation, boredom and fear.

**\*\* Because you are really interested in some subject?** O.K., but we think there is no such thing as 'pure' learning. All knowledge is either useful to the rulers or to those being oppressed. You will probably find that there are certain questions you are not supposed to ask in your subject. For example, if you are doing medicine, you will be discouraged from asking why the course starts with physics, moves on to corpses, and goes on to bits of bodies, never touching the whole person because of the doctor's authority role relationship with an isolated 'patient' or 'case'. Every subject has its forbidden questions. We think that if you take your intellectual work seriously, you will find as we did in our studies - namely that very often the emperor has no clothes, the elaborate theories are based on a trick.

Moreover, perhaps you will come to question the whole idea of a specialised academic sector apart from life, apart from the community. Life throws up its own problems for everybody, not just 'students'. These problems require as much tough thinking as the set-piece problems of the established disciplines. And they are not just intellectual problems. They stem from real problems people feel and involve practical work, struggle and experimentation with alternatives. To suggest that learning only happens in a college is to persuade people not at college that they can't learn, and therefore they can't solve their problems.

**\*\* Or are you here to grow and discover yourself?** We do not deny that you have the chance to do this to some extent. But it won't come from mixing only with a narrow range of people. You won't develop intellectually if you are caught in an academic wordgame. You won't develop emotionally if you are caught in a narrow series of inauthentic games with other people. Real thinking and real learning are inseparable from life and the goals you set yourself. It is precisely because we want to encourage you to find yourself, your own self, that we want you to question and go beyond the limited role of student.

## The task is to learn what learning is for

Please don't ignore or dismiss what we are saying. We ourselves all once had illusions about becoming good students; we ourselves tried out various ways of being a student. One of us (or more than one) was/were Christian student, debates society student, football club student, would-be academic student, N.U.S. official student, and uninvolved dope-head. We were also into the 'student revolutionary' role. But from our own experiences in the student movement in the last five years we found that this role too is phoney, just like the others, and that the student power movement is inadequate. We are writing this partly so that the student movement doesn't go on trying to do the impossible, repeating the same mistakes every few years. The political situation is different from 1968. Other people are challenging the basic ways they are supposed to behave - so should students.

LITTLE  
MAN!

ABOLISH  
YOUR FEAR!

LEARN FOR YOURSELF!



WHAT  
WOULD IT  
COST YOU TO  
RENOUNCE  
YOUR  
DEGREE?

This is an advertisement.

YOU TOO CAN KNOW ALL ABOUT POLITICS WITH THIS WONDERFUL NEW LIBRARY.

You too can sit there night after night and discuss politics to your hearts content. On this cheap offer are Marx's Das Capital, the complete works of Marcuse, Kropotkin, and John Stuart Mill, edited editions of Engels, Lenin, Mao-Tse-Tung, Hitler and Vance Packard.

YOU TOO CAN BE A REVOLUTIONARY!

NO EFFORT!

NO THOUGHT!

EASY INSTALLMENTS, 24-MONTH PLAN.

Cultivate friends from the ease of your very own armchair. Have the most powerful intellects and the leading figures of twenty years time sit around your feet and listen aghast whilst you expound the secrets of the Universe.

# THE COLLEGE

THE PRISON? THE CASTLE?

## functions of the college

What are the functions of the college in society? It is a class society, therefore it presumably has class functions - what are they? It provides personnel for various positions in the state and industrial hierarchies, it provides a mystique for the 'educated', it provides pseudo-justifications for the ruling class ideology, and it provides for research into subjects which can be used to bolster the power of the ruling class. Its relationship with society as a whole, in short, is worth looking into.

## elitism and opportunity

There is something essentially elitist about a higher educational establishment separate from everything else. Only certain people are allowed in. It is supposed that it is the only place where people can learn. We contend that it is a confidence trick designed to keep knowledge from the people. True there is a great opportunity to learn things while in such a place - but the myth maintains that it is possible to learn only in such a place. This is false, though everything possible is done to make it appear true. Another myth which goes with this is the myth of 'equality of opportunity', which is widely believed. It runs something like this - we don't quite have equality, that is impossible, since some are naturally cleverer than others. What we do have is Equality of Opportunity. This came in with Truth and Freedom.

Equality of Opportunity means that the son (not so much the daughter) of a dustbinman can 'rise' to be the Chairman of ICI (and exploit his less fortunate friends). The way to do this is to learn all the specialised knowledge doled out at school.

He will then eventually arrive at the college/poly/university (or whatever). By this time, however, he has become one of the top few per cent, he has had to reject his own background, and become entirely different from the person he started out as. Only a tiny percentage actually 'make it'. Some do, but this is not so revolutionary. It is allowed for. It rejuvenates the ruling classes, and causes people to think in terms of 'climbing' and 'making it'. Figures on this, for the statistics freak, are readily available - see the class breakdown of the student population. Very interesting.

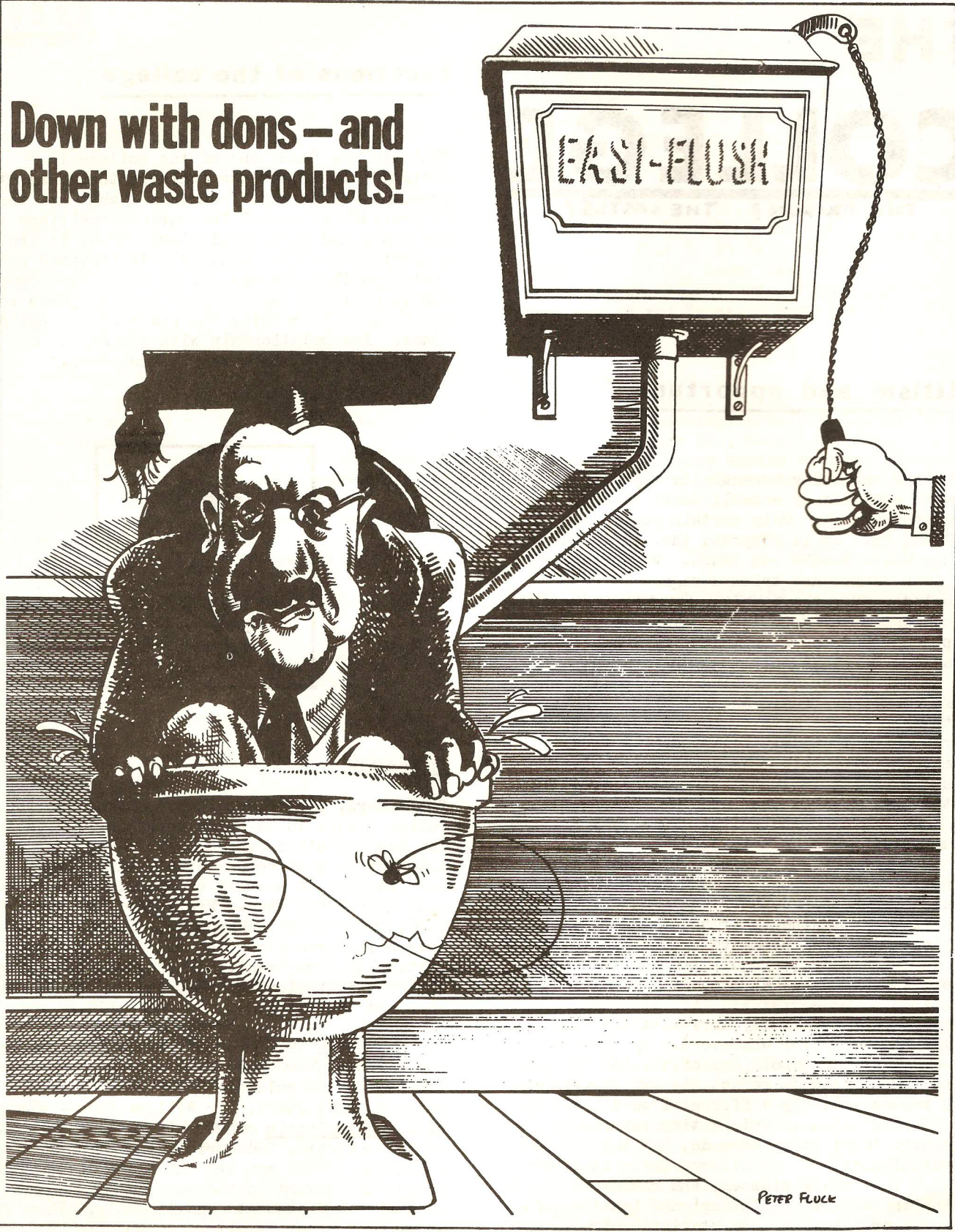


## Professors

Professors, vice-chancellors, and so on, the ruling groups in colleges intermingle with the Top Dogs in other spheres. They have an interest in getting research financed by firms, for example. A network of acquaintances can be most useful for this. Professors are highly paid, from elite backgrounds, and often have shares in firms financing research in their particular department. In short, they have an interest in tailoring the truth to fit the way they and their friends run the world.

You may think that professors are the Top Dogs, but way way above even them are the National Top Dogs - the galactic heads such as Lord Robbins, Lord James, Sir William Pyle - who hold intergalactic conversations with the chiefs of the security, industrial, and finance galaxies. These men are the elite of the elite: racist and sexist to the core, they despise academics and students and liberals. They talk about 'the Beast is stirring' and they celebrate our murder in their ritual of the hunt which still binds the aristocracy together.

**Down with dons – and  
other waste products!**



PETER FLUCK

