

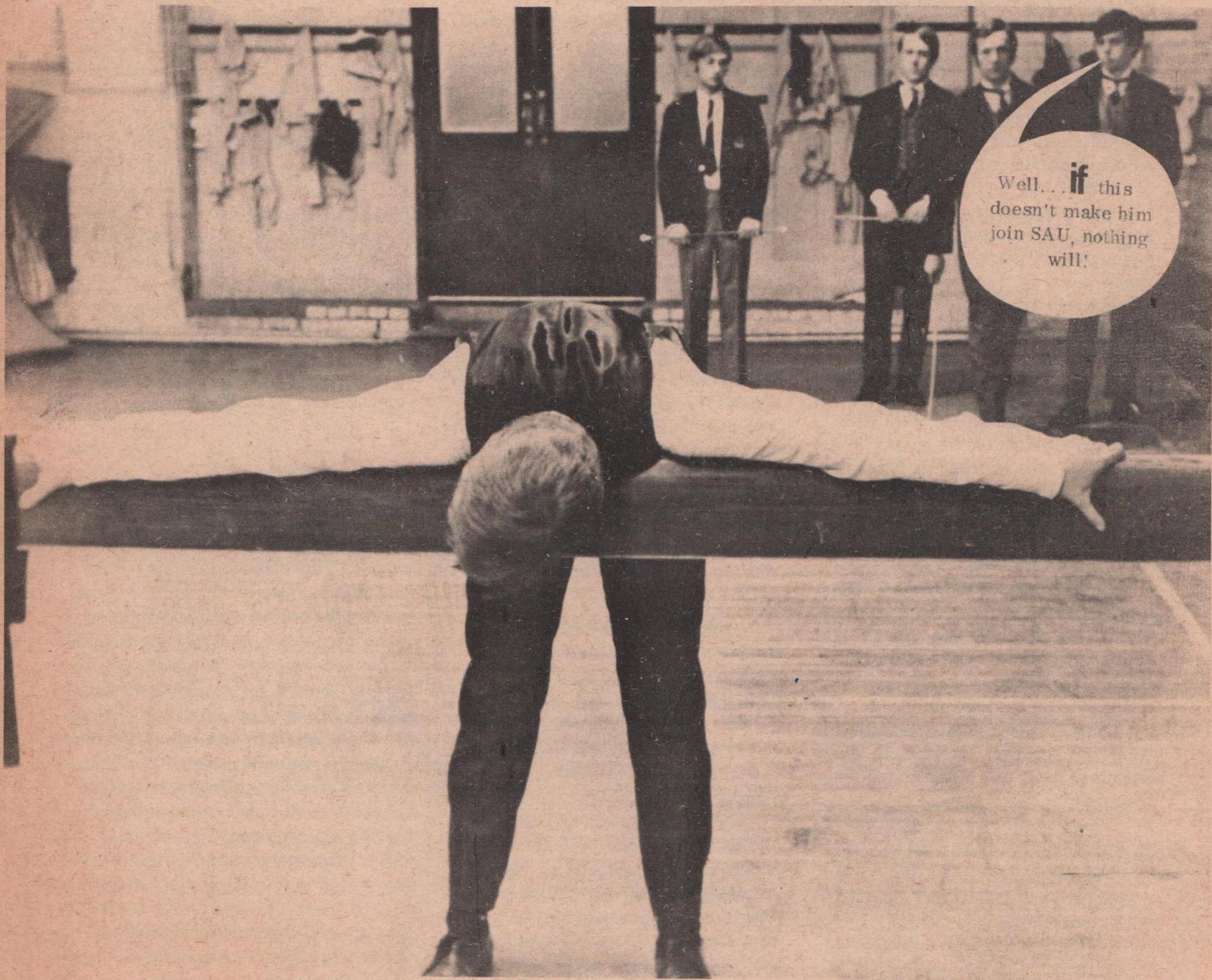
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# Vanguard

Journal of the Schools Action Union.

NUMBER EIGHT

SIXPENCE



## ACADEMIC THUGGERY:

VANGUARD comment on the "Black Paper"  
See pages 6-7

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### editorial

This issue of VANGUARD is, we feel, the first step in an academic year which is going to see more and more school students becoming involved in struggles for a democratic educational system. In the past

from minor victories here and there the progressives have got nowhere in their struggles. The contradictions in society between progressives and reactionaries have today become more intense as more and more people demand the right to decide their own -(PTO)

# LETTERS

utures for themselves and say "no" to the ruling class's plans for them. There is at least one common factor shared by all of these struggles, whether they be industrial strikes, anti-racist campaigns, struggles such as that in Ireland, or university student sit-ins etc, and that is that they are only ever successful when those taking part do so in a unified and organised way. This is a major lesson for us in the Schools Action Union. When the SAU was formed in January, it was with the intention of organising school-students into one body under a set of aims to fight in a co-ordinated manner for a democratic educational system.

Over the last few months SAU, like every new organisation, has experienced 'teething-troubles' due mainly to inexperience in propaganda work, and waging protracted struggles in schools or in local areas. However, while we have faced difficulties, so we have overcome them to a large extent, and have increased the membership and following of SAU on a national scale. With each difficulty overcome, we have widened our experience of different types of struggle, and this helped us no end

In the past few months, we have learned that the key to victory in our fight against the school authorities is organisation coupled with determination. School students far outnumber the local reactionaries who run the school, and thus, providing that everybody is prepared to fight for as long as is necessary, and is organised to fight a highly-organised enemy in a similarly highly organised way, our struggle will be successful.

"Vanguard" is the means whereby school-students involved in struggle all over the country have a platform to tell others of valuable experiences, and to learn from those of others. In effect "Vanguard" is your magazine: it can be used for the co-ordination of regional struggles, for the discussion and development of ideas, and as SAU's major medium of propaganda. This can only be accomplished if you and your group write for it, send us criticisms, and distribute it, thus helping to spread the ideas of the Union, and helping to build SAU into an organisation which even the most reactionary of authorities will have to recognise as the voice of all progressive school-students and teachers.

Everyone at "Vanguard" wishes you the best of luck in your struggles in the coming year.

## GLASGOW

The time has now come, after just over six months of Glasgow & district SAU's existence, to take stock of our progress.

The eleven-point programme adopted at our founding meeting has been the basis for our work and recruiting: but it must be recognised that until the working-class as a whole moves into political action the gains of the SAU will be minimal by nature.

However, local support can be gained on the basis of consistent local work e.g. meetings/propaganda inside schools, with such campaigns as improvement of meals conditions. But if advances are to be consolidated, clear-cut plans of action will be very necessary.

Of real significance, however, is that we have made a real advance in integrating the SAU with the working-class and Labour movements. This has been done by working on the massive problem of unemployment which affects workers and school-leavers equally. We have participated in demonstration of workers against unemployment, marching in one body with the youth and Labour movements of North Ayrshire. Several of our members have also spoken at various Labour parties on the SAU.

Education is a class issue: the SAU must line itself with the organised working-class the only class which can change society.

A.W. (Convenor,  
Glasgow & dist. SAU)

## SWANSEA

We shall attempt to relaunch the Swansea Union with a 3 day seminar on perspectives aims organisation, etc specifically to clarify the mood and degree of consciousness of UPS early next term. Apoliticism must be dropped - this is the growing feeling among the active membership of Union of Progressive Students

## SALISBURY

At an inaugural meeting at the end of last term a provisional committee for Salisbury SAU was set up and a set of aims, based on those of London SAU, temporarily agreed upon. We cannot operate in the open as yet, and Vanguard has to be sold underground, but hopes are high for the next school year.

## MANCHESTER

Dismayed at the apparent lack of activity in the SAU's first six months, the N.W. SSUs (Secondary Schools Students Unions) based on Manchester, Stockport, Oldham etc, are holding two weekends of meetings.

On the 6/7th of September, a Get Together of Old Militants and New Ones will discuss future action. On the 12/13/14th a Revolutionary Festival of politics and art will be held at the University's Owens union

Both of these are designed to boost morale and support for the New Year, and are backed by the radical paper Grass Eye, as is the new research bureau to discover and distribute information.

One feature of the 1969-70 campaign is 'w. a. g. e.' (which rather obscurely stands for - We Aint Bein Educated) a demand for a grant towards full time school over leaving age. We all agree that this is desirable and reasonable, and hope it will soon seem more realistic than it does at present.

## ANONYMOUS

The headmaster of a Grammar school recently gave a speech to the prospective sixth-formers in his school. The essence of his speech was that in spite of 'O' and 'A' level results their jobs and university places depended on a recommendation from him. He went on to say that anyone who did not 'co-operate' or was, in his opinion, 'a shady character' could be expected to be given a 'truthful', harmful reference. He explained that anyone remaining at school who was older than school-leaving age was not 'obliged' to, and if they were 'unco-operative' they could very well be asked to leave. The conclusion drawn from this speech is that the authority of the headmaster must go unchallenged at all times and that no-one at all times and that anyone who does challenge it does so at the risk of expulsion. And what is a 'shady character'? In this case, presumably someone who mixes in the politics opposed to those of the headmaster opposed to those of this headmaster: he is a Tory councillor!

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# TEACHERS: ENEMIES OR ALLIES?

The schools movement has, in the past, been hindered all too often by a really fundamental misconception of the enemy.

Time after time we have been too eager to plunge into action, and so have chosen for our enemy the most convenient and readily available school authorities, the teachers, instead of making a real attempt to understand the concrete situation which is facing us. The SAU, as an organisation, has to a large extent avoided this problem, but there are still many misconceptions among us, and if the movement is to grow, and if we are to play a part in the struggle for a democratic society by striking at the corrupt education system, then we must have a clear perspective for the future.

It is obvious that the teachers are not responsible for the system of 'education' as operated in this country: there is only one force in this society which could run such a system, and which has done so since it began: that force is the ruling class of the day, through its State machinery.

The State maintains its 'educational system for one reason only - self-preservation. As society develops, so must the educational system in order to sustain the development. Under feudalism, for example, there was no need to educate the labouring classes very much at all, and the aristocracy could be educated privately; thus no State education developed to any great degree. As production assumed an industrial nature, there was a distinct need for a semi-educated labour force, and, when skilled labour was required, a smaller part of the population was better educated, or at least more highly trained, to provide it. The managerial elite was obtained by selecting individuals who showed promising symptoms of conformity, i. e. 'good' examination passes, and training them at a much higher level than the masses of the population could be trusted with. This was the situation until recently, and explains

the phenomena of 'secondary mods.' 'grammars', and the elitest universities. Now, as technology advances, industry demands that the level to which the labour force is trained be generally raised - and so the 'comprehensives' are born. So we can see that the development of 'education' has nothing to do with the platitudes dribbled by the Statesmen about making the system more egalitarian, equal opportunity, etc., but is controlled by the State to meet its economic requirements.

It is the State machine which controls this whole education set-up, structure, course-content, and the methods of teaching, and so we must recognise it and its servants as our enemies, if we are to have any effect.



Where do the teachers stand? They can be seen as the pawns of the indoctrination game, manipulated by the State to do the dirty work in the front-line. When the teacher begins teaching he is in a position of just having finished his term of academic training, and of having finished it successfully, i. e. having conformed to the established standards, and so is automatically if only partially, prejudiced in its favour; this prejudice may harden, as the years of 'teaching' pass, into total opposition to individuality in, and experiment by, the school students, demanding of them only what is needed by the Statesmen, i. e.

conformity to their academic and social laws, loyal service to their society, and just enough knowledge to make this possible. When this situation comes about, the teacher has become the real enemy of the school students, as he is playing the role of the State: it is for this reason that it is almost impossible to win 'headmasters' to a progressive position, since they are selected for their past services to the establishment.

However, not all teachers are infected by this servile way of thinking: many of them are sickened by what they have to teach, and the methods they have to use. Their 'liberal' training is negated by what they have to do in practice with warped and distorted 'facts' (e. g. history, economics) superstition and prejudice (religion, patriotism), and brute force. They may reject only the way in which the system operates, and not the system itself: in this case they must be seen as potential allies, and we must work closely with and for them: others reject the system as a whole and recognise that if education is to be democratised, it must be completely rebuilt on a democratic base. Any separation of the work of these teachers from our own would be thoroughly artificial and damaging.

We must overcome the prejudices which separate progressive teachers and students, and constantly hold in mind that they are artificially fostered by the State management of education to make their moulding processes easier for them.

IF WE ARE TO DEFEAT THE CORRUPT SYSTEM, WE MUST FIGHT THE REAL BOSSES OF EDUCATION, THE STATESMEN, AND FIGHT FOR A DEMOCRATIC EDUCATION SYSTEM WITHIN A DEMOCRATIC SOCIETY.

UNITE AND FIGHT!

B. G.

## NATIONAL CONFERENCE.

The National Conference of the Schools Action Union is due to be held this term. Since the London Committee has been in charge of 'Vanguard' etc., it has offered to look after the preliminaries to the conference. Any suggestions for the organisation of the conference should be sent to - Sec. London SAU 63, Commonfield Rd., Banstead, Sy. These will be circulated to all groups

# IS YOUR SCHOOL FREE ?

## IS YOUR SCHOOL DEMOCRATIC ?

What say have you in the running of your school ?  
What notice does the Headmaster or Headmistress of your school take of your opinions ?

## IS YOUR SCHOOL FREE ?

Are you free to do and say what you want when and where you want? In many schools, SAU supporters have been picked out threatened, and in some cases expelled for expressing their opinions and selling our magazine Vanguard. Does or could this happen at your school? The SAU demands freedom of speech, assembly and organisation and political activity inside schools. This is an accepted freedom outside schools so why not inside too?

## DID YOU FAIL YOUR 11+ ?

And get put right away into a Secondary Modern school? Or did you pass it and get into a Grammar? The SAU demands a final end to both types of school along with Public and Direct Grant schools so that all schools in the country are comprehensives. Grammar Schools may be good schools but they're not much good to the 80% who can't go to them ! But these comprehensives won't be quite like those of today - they will not be streamed. What is streaming? On the surface it's a way of allowing the 'bright' students to get on faster, but in fact the people in the lower streams are neglected, not being thought worth the best teachers and equipment and are stigmatised as being 'dim'. In unstreamed classes no-one is 'held back' as some people would have us believe and in fact the less intelligent are helped by the more intelligent. The SAU demands an end to streaming, to the system that's more like the promotion and relegation of a football team than anything to do with education. And then those exams which are used to grade us and sort us out - are they really a way of determining ability or are they just a way of sorting us into groups for the kind of life they want us for?

## IS THE CANE USED IN YOUR SCHOOL ?

The SAU demands the outlawing such punishment. No other country in Europe uses the cane, a remnant of the brutality of the last century. But we also want the end of other punishments that are arbitrarily imposed often by whim such as detentions, extra work etc.

We want an end to the system whereby the school picks out 'reliable and trustworthy' people and giving them special privileges gets them to enforce the petty rules of the school. The SAU demands the abolition of the prefect system.

And this is not all we want an end to as this is not all that is wrong with today's schools.

ARE YOU FORCED TO WEAR SCHOOL UNIFORM... FORCED TO GO TO ASSEMBLY... FORCED TO DO GAMES AND P. T.... FORCED TO DO CERTAIN SUBJECTS... FORCED TO DO THINGS YOU DON'T WANT TO DO???

The SAU demands the abolition of school uniforms: many people including all headmasters argue in favour of uniform because 'the poor will not become jealous of the rich who would come in better clothes'. We don't agree: uniform is being used to cover up the inequalities

in society. If schools want to give a real education then they should not try to hide the differences between rich and poor that you can see outside school

We want the immediate and complete end of religious education and morning 'worship'

We demand an end to compulsory physical education - games and P. T. though of course they should still be available to anyone who wants to take part

## WHY IS EDUCATIONAL EXPENDITURE SO LOW ?

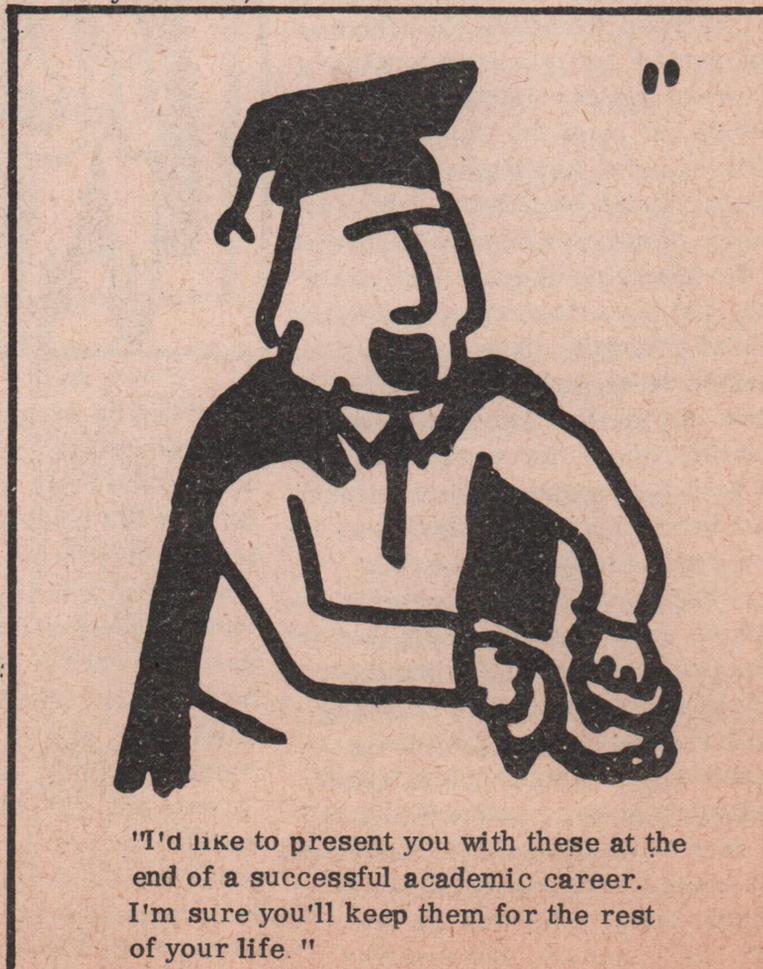
Why are there education cuts right left and centre, why can't teachers get jobs when there are still hundreds of slum schools and thousands of classes of over 40 students? The SAU demands that the government spends more on education - building more schools, paying teachers more and doing away with the tumbledown 70 or 80 year old buildings that all too many schools are at present housed in

## WHO SHOULD CONTROL THE EDUCATIONAL SYSTEM ?

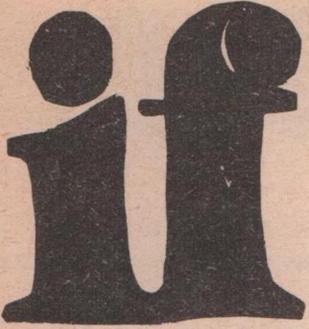
This is the most important question of a This is the most important question of all: we cannot allow the industrialists through their governments to go on controlling what the children of the entire British learn. The SAU says that ultimate control of the educational system should be in the hands of the majority of the population, the working class and its supporters and allies.

FIGHT FOR YOUR DEMOCRATIC RIGHTS  
FIGHT FOR A BETTER EDUCATIONAL SYSTEM AND AGAINST TREATMENT THAT NO-ONE OUTSIDE A SCHOOL WOULD TOLERATE. FIGHT WITH THE SCHOOLS

(this is the text of a recruiting leaflet which you might want to use in your area)



"I'd like to present you with these at the end of a successful academic career. I'm sure you'll keep them for the rest of your life."



The film industry, like television, likes to think that it has developed a social conscience and is a reflection on how people are thinking over burning issues of the day. The question of U.S. imperialism was dealt with in a film called 'Mr Freedom', which portrayed Uncle Sam as a bully but with great emphasis on satire, so that while the people eventually got rid of U.S. imperialism, no alternative was put in its place. Over the past few years the question of workers' power has cropped up continuously as workers became even more restless about spiralling prices and taxes and diminishing pay packets. 'The Big Flame' a Wednesday Play, was supposed to deal with this and was regarded as very daring by the BBC. While it seemed very revolutionary, it showed the workers making no attempt at state power, and instead showed them defeated by the police and troops. The film 'IF' is the latest in a long line of this 'revolutionary' culture which attempts to deal with the frustrations and grievances which have caused school students to join the fight for a democratic education inside the Schools Action Union.

The film is based in an upper middle class public school where the older "whips" are given privileges and exert their authority over the younger boys and school students who are as not as privileged as they are. Not surprisingly, this causes resentment on the part of some boys - particularly the older ones - 3 of whom find themselves increasingly coming into conflict with the 'whips'. Mick, the hero, makes a number of silly and misleading statements, in particular when he says "One man can change the world with a bullet in the right place". This is a typically unrealistic and romantic notion of a small army going round shooting enemies but never being able to change the status quo because of having no firm roots in the working class, which is the most oppressed class but potentially the most revolutionary class. We see, then, 'If' being very rebellious in outward appearance, but the ideas portrayed in it are hardly likely to meet with success, and if anything are harmful

to a cause setting out to change society. Eventually, Mick and his two friends form a secret society determined to struggle against the system. Working to defeat the system is a first step forward but by the very fact that the society formed involves only three of them, leaving out the mass of their equally trodden upon fellow students, then so the society is doomed to failure in the long run.

Open day arrives and the "Crusaders" as they have called themselves, are on the roof of one of the school buildings facing the entrance to the school hall, where a Prize-Giving ceremony with boys parents and governors is taking place. A smoke bomb is set off under the stage and forces everybody to flee the hall in panic. As the crowd bulges out, coughing and trying to recover from the smoke, Mick and the others open fire on them with machine guns. By this time the film has lost all credibility and ends with a fantastic image of what rebellion is like.



'THE GIRL'  
SHE JOINED THE REBELS

The theme of "If" is certainly very topical in that it deals with resistance to right-wing authoritarianism, but the type of resistance it portrays is futile and ineffective in the long run. The Crusaders have no sympathy at all for all the other school students - they fight and shoot anybody and everybody - even their potential allies. It is this aspect of the film which is particularly misleading as up to now student movements round the world have united all those school students

able to be united on a particular issue. Most students realise that they are not in a special class of their own but are part of a very small class which can never hold power: thus, while making mistakes in the past, they have tried to ally with local workers, supporting strikes and being supported in return by the workers.

On the publicity hand-out for 'If' the last sentence says "The Establishment counter-attacks. Mick is firing with his back against the wall..." This situation is applicable to people in the S.A.U. who should remember that while short-term victories are satisfying, nothing is really as good as long term success which only comes about when school students have allied with their potential allies the even more exploited working class.

## INTERNATIONAL CONFERENCE.....

On the initiative of the French CAL, 6 people met in Paris in late July to plan a European-based schools conference. After 3 days discussion it was decided to arrange an international conference of Revolutionary movements specifically concerned with schools, to take place in Brussels at Christmas.

Five delegates from each country will spend 5 days discussing reports and texts on each national situation, the role of the school student in social struggle, strategy and further European co-operation.

The Schools Movements International Conference or SMIC is being co-ordinated by CAL, SAU and the Belgian CLES, and will be in English and French.

Members of CAL were here in January and we recently repaid this goodwill visit. Although the situation there is very different, we might get a few more ideas from them. They have offices in Paris and elsewhere, although we could not find them. They also canvas sympathetic celebrities for financial help which has been very successful, and are experts at street graffiti. In addition, please note, it pays its committee members to travel to virgin cities and abroad to spread the word.

One problem of summoning the 60-100 odd emissaries will be that many countries have several different groups, divided geographically or politically. It is hoped, however, that at least all major national organisations will attend. Our 5 men will be elected at conf.

The progressive movement for a democratic education system has been mounting now among university students for over two years now. Undoubtedly this movement acted as an inspiration to many school-students to fight, and many groups were formed all round Britain with such aims in mind as democratic school councils to run the schools: these groups eventually formed the Schools Action Union, a national movement to co-ordinate regional struggles. This was in January of this year. Just as the student movement has come under fire from all sorts of reactionaries so in the short time that SAU has existed, we too have been frequently made fun of by the Press and TV alike. People in SAU have been referred to as "pimple-faced school-girls and runny-nosed schoolboys copying their older brothers and sisters at university". This is trivial, however, when compared to the much more serious criticisms of more dangerous reactionaries, which have recently been gathered together in one book called "Fight for Education: A Black Paper."

POLITICAL BANKRUPTCY

In the opening paragraphs of the introduction to the book, the editors talk of the desperate situation of the educational system and how it has degenerated over the last few years. Even at this early stage in the book, one notices the way these people talk about the "high standard of education" in this country being "in danger", about the "progressive collapse of education", and how they use words such as "sacrificed", "betray", "destroy", speaking of "fine schools..... deliberately destroyed for an envious belief". There is a remarkable similarity between this style of emotive phraseology and that used by Enoch Powell, to stress the "danger" looming ahead. Just as Powell's speeches are a poor cover up for political bankruptcy so the authors of the Black Paper use similar phraseology to him and, like him, appeal to "British traditions" etc.

PRIVILEGE

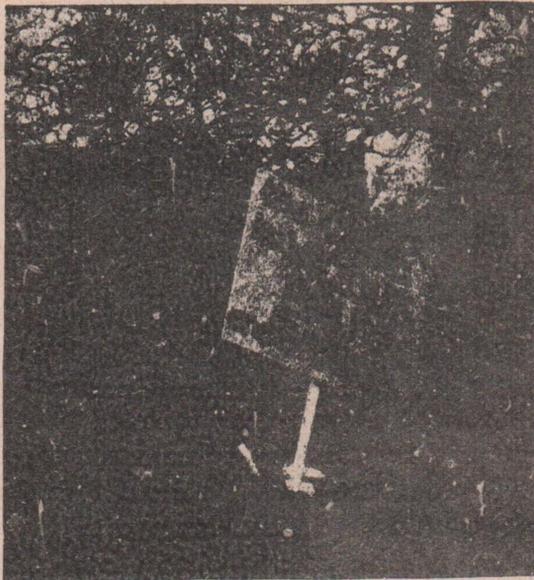
In his article "The Egalitarian Threat", Angus Maude launches a big attack on the people who are striving for a democratic education system, saying that they "seek to destroy or transmogrify those schools which make special efforts to bring out the best in talented children" and that the egalitarian "seeks the easier way, of trying to prevent parents from buying a better education for their children, than the

# black paper; a c

tax-payer and rate-payers are prepared to pay for in the maintained system". Both of these statements are important for us to understand, because they reveal the nature of the reactionary and his outlook on the progressive movement in education. The schools which do the best to "bring out the best in talented children" are, of course, the grammar schools, direct grant schools and public schools, all bastions of privilege. Maude bemoans the fact that the egalitarian seeks to prevent parents from buying a better education for their children; the fact is that the only people who can afford to pay for their children's education are people of the middle and upper class bracket, who do not have the same difficulties of the workers, who would find it impossible to pay for his child's schooling. It is recognised that 'public' and grammar schools regularly produce the vast bulk of those who go to university and who subsequently obtain good, well-paid jobs because of their qualifications and also because of the school they went to.

Later

in the same article, Maude goes on to say "no society can abandon all toughness in its educational system without, in the end, becoming soft



itself.....if it becomes soft, it will not survive". This shows us that Maude is determined to hold on to his reactionary ideas and believes in no softening of the system at all. We should not pick out Maude for special criticism, because his outlook is shared by many other people, who run the education system, and who thus help maintain the "status quo" in society generally. We should be prepared for his type who

will oppose us more resolutely as SAU launches new campaigns in the coming months.

REPRESENTATION

In talking about who should run a school, C. L. Mowat says in "A Community of Scholars" that it should not be school students because they spend only a short time at school, and thus aren't consistent, which is correct; he concedes that teachers are better established to help in the running of a school but he says nothing at all about the majority of the population, the working class. The presence of workers' representatives on a school governing body, along with school students and teachers, would add stability to such a body as well as exert a good influence on the other people on the body who at present have a tendency to think of themselves as self-important intellectuals. SAU claims to be fighting for a democratic educational system, and just as school students and teachers have a rightful place on a school governing body, so does the majority class in society, the working class, which works harder than any other class, and which produces the wealth of the country; also, of course, the majority of the children in schools are from working class homes, and it is correct that their parents should be represented on the body which determines how and what they are taught, in the light of practical day-to-day experience.

"CULTURE"

The pattern of the Black Paper is consistent, and Robert Conquest's article "Undo the boys' Hall" is all in favour of school-students learning about remote authors and composers as he argues that a good "cultural background" is essential for somebody who intends to go to college or university after school. At present a school curriculum is made up of subjects which have fine theory, but little relevance to the needs of society. Conquest criticises those subjects in the social sciences like sociology, politics and economics, which are slightly more relevant to society, though the ruling class's theories of social science cannot generally be applied to the very real problems of the majority of the population, the working class and its allies. However,

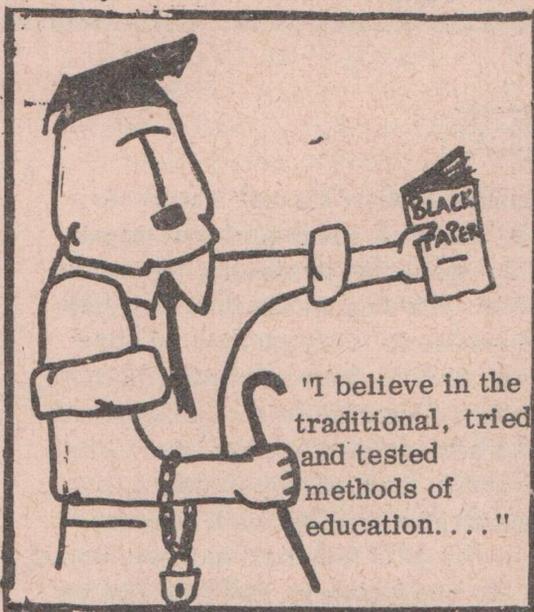
# critique

it is from the students of the social sciences that the bulk of criticism of society has come over the last few years, and so Conquest opposes their being taught in schools and universities, as they are likely to generate opposition to his own reactionary ideas. Conquest's solution to the present crisis in education is to make sure that school students "without minimal cultural qualifications" are not admitted to university (thus openly discriminating against working class people, who do not share his culture, and, quite rightly, don't want to), that the teaching of "non-subjects and pseudo arts" (social sciences) be phased out and that teachers "observe the disciplines of their profession". We can see by now whose children all this is designed to help, and whose children would be at a greater disadvantage than they were before, if that is possible.

## EXAMINATIONS

C. B. Cox, in answer to the many people who have seen through exams and want them abolished, has written an article entitled "In Praise Of Examinations", in which he says, quite rightly, that exams are essential in our class society. He says they have an "essential social purpose", but he does not elaborate on the social purpose for which examinations are used by those who control education. Examinations are in fact, but a tool of the educational system whereby "more intelligent" children (i. e. those who share the examiners culture, the middle and upper class kids) are creamed off from the "less able" (i. e. the majority who have a different culture, the sons and daughters of the workers) Cox claims that examinations and subsequent qualifications arising out of them help the public: what he means of course, though he seems too shy to say so, is that industrial bosses can look at a school student's qualifications and appreciate his level of "education", high grades revealing a high degree of indoctrination and conformity to ruling class views and values, while 'below standard' result for either a working class kid, or or someone who, for some reason, has rebelled against the ideas put before him by his teachers, meaning, of course, a disbelief in and rejection of bourgeois ideology, and therefore a poor employment prospect. The

only other 'ability' involved in examinations is the ability to store knowledge: even a kid who is completely subservient to what his 'education' has taught him is no good to the bosses if he cannot apply his newly-gained bourgeois philosophy to every-day problems, and so exams present hyperthetical problems and measure the examinee's ability to solve it in a way which would help to maintain the present structure of society.



## PRIVATE/STATE CONTROL?

Towards the end of the Black Paper, the authors concentrate on different schools, trying to reveal some as God's gift to the "talented" children, and another type as the scourge of the earth! In talking about direct-grant schools, J. M. Cobban claims that there is no typical direct-grant school, although all of them are fee-paying, all are regarded as public schools, and all are independent of state control, being run by a board of governors. In almost every direct-grant school, a minority of students win scholarships to attend, although parents must still make regular payments. Cobban defends the direct-grant school rather meekly over its middle-class nature, and goes on to say unashamedly "the charge of privilege is always a difficult one to answer without becoming metaphysical. . . . if it comes to the crunch, must quality always be sacrificed to equality?" This statement speaks for itself, as does the gibbering of Donald McLachlan, who in support of public schools, "academic standards" and "discipline" says that such schools should be located at the "growth points of business and industrial life", and who would like to see new public schools founded by private enterprise.

## COMPREHENSIVISATION

The authors of Black Paper are so reactionary that they even attack the present 'comprehensive system' (which is anything but comp-

rehensive). R. R. Pedley says, "I am particularly concerned here with the able minority, for it is on the talented that national welfare ultimately depends". Firstly, what does he mean by "able minority"? Obviously, he is referring to the minority of school students who accept and can apply the reactionary rubbish which he and his kind spoon out. The vast majority, then, who either refuse to accept it or cannot apply it, he believes should only receive secondary, cursory attention. What does he mean by national welfare? If he means security for the state against internal dangers, e. g. a rebellious labour force, then he is right that his system of privilege would be effective (whether the system be public, d-g, grammar sec. mod., or the present 'comprehensive' schools), since it produces, or is designed to produce, a ruling elite fully indoctrinated with its arrogant ideology, and a passive labour force. Therefore, we can see that Pedley is openly defending the class structure of Britain, and is becoming worried lest a turn in educational events endangers it: he needn't worry, the state won't allow the system to change until we push them so far that they are forced to. Another of Mr. P's criticisms of the 'comprehensives' is that the people who run them are insincere: many headmasters and members of staff send their kids to independent or d-g schools: this is certainly true, and emphasises the need for a school council including representatives of students, parents, teachers and domestic staff to run the school, instead of leaving it in the hands of the people who, as friend Pedley points out, have already succumbed to bourgeois ideology and arrogance. Pedley goes on to underline the class structure of society determining the structure of education. ". . . the Cabinet minister's son or daughter shows no particular eagerness to bring the bus conductor's child home to tea". Right again, Pedley! Until we smash the class structure as a whole, we can't smash it in the schools. But we in the SAU are damn well going to knock holes in it, and work for its complete destruction, so you'd better remember it.

The reactionaries can rave and gibber all they like, but they won't be able to hold back the march of progress. In the schools we'll fight for democracy, always keeping in mind that our struggle must be a part of the struggle for a democratic society as a whole.

And when that struggle is  
(cont. back page, col. 1)

# SCHOOL REPORTS

## St CLEMENT DANES

The trouble at St. Clement Danes has arisen for two reasons: 1) because the constitutional approach was slow and unsuccessful. 2) because Badcock's regime became too much to bear passively.

Two suspensions over length of hair, and a complete rejection of our six proposals in the Autumn term started the situation ticking, while four expulsions on doubtful grounds kept it going during Spring. But the summer saw the A-levels,

and the most stupid piece of authoritarianism for a long time. Badcock walked into the Art exam and told a boy to get his hair cut before the next day or have his paper destroyed. The boy was leaving the following week anyway, so he didn't return to school, and his exam paper survived. This incident prompted two letters from

"pupils of St. Clement Danes" to Dr. Badcock calling on him to publicly apologise or resign, one to the governors suggesting that they take some disciplinary action, and one from SAU to Badcock deploring his action. Meanwhile a school council had been called for, and was supported by most of the students, but was interrupted by later events.

An SAU member was summoned to the headmaster, and told that he was 'not welcome' at the school, as he wrote on a 'confidential' application for careers advice that he believed that the questions asked were rubbish, and could have no relevance to his future job. He was then sent home: SAU called a meeting attended by 250, which decided on a walk-out but it was blocked by teachers, prefects and barred gates. Another scapegoat was made 'not welcome' at the school for inciting a

'disturbance/riot', and informing the press. Other charges were dropped. The other boy was allowed back providing he wrote a letter resigning from SAU disclosing the names of other sympathisers, and denouncing the aims of SAU.

Next day, the headmaster gave the sixth-form a lecture on 'sixth-form anarchists', a list of whom had been drawn up, and threatened to 'pounce' on them. The next day, the scapegoat's parents withdrew him from the school to avoid further victimisation.

That Friday the SAU arrived gave out 500 leaflets, and tried to give Badcock a letter, which he refused. We were then moved on by the fuzz, brought by Badcock.

Before we finish, a warning, Syph, (we know you read Vanguard) St. Clement Danes SAU will reawaken in September to fight on.

## TULSE HILL

Tulse Hill Boys' School has 1800 students: perhaps it is because of these very large numbers that the authorities there feel they have to protect themselves and their system with extreme violence, but whatever their reasons, it is certainly used.

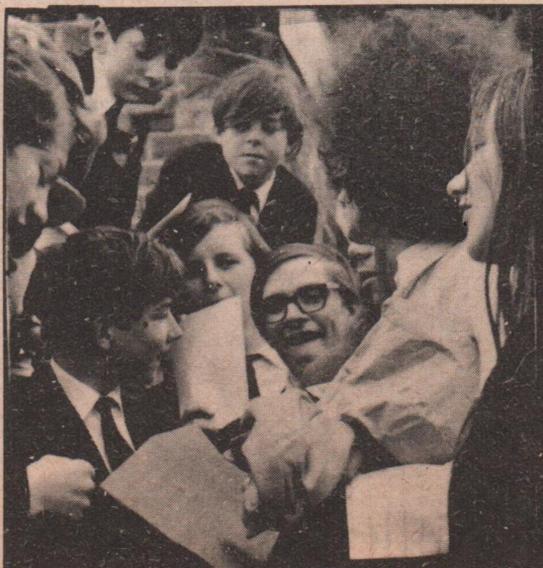
For this reason several of the boys contacted SAU and worked out a plan of action, which started off at the end of last term with the distribution of 1,000 leaflets attacking the 'education' system which relies on terror to preserve itself. There was immediate response, and the hard-core of 12 members of SAU at the school were contacted by many of their fellow-students. SAU is underground at present, but with the large-scale support won so far, the authorities had better watch out this term. . . .

F.I. (Tulse Hill Boys' SAU)

Photograph of the events at Harrow School is by courtesy of "Harrow Observer - Wembley News"

HAS ANYTHING HAPPENED AT YOUR SCHOOL THAT SHOULD BE PUBLISHED? Anything the school's done and got away with anything you've done to try to get the rights and freedoms due to you any struggles still going on. WRITE TO US - WE'LL ALMOST CERTAINLY PUBLISH IT.

## DEMYSTIFYING THE 'OTHER HALF'



## HARROW

'Harrow', someone said, 'Harrow the public school, Harrow school, what about that'. 'Yeah, sure'.

So on Saturday about a dozen of us marched - up the Hill past dizzy shoppers and waited and waited. A trickle of boys was drawn into discussion and swelled into a large crowd. 'Can you all come back on Thursday?' pleaded a boated guy with Che in one pocket and fags in the other, 'cos we have this crazy parade in full regalia. Afterwards we were invited inside for a chat.

On Thursday 26 of us dutifully arrived with a special Harrovian leaflet and an escort of bright-eyed cameramen, to talk and talk, and found plenty of agreement, even on the injustice of privilege and the need for a social revolution.

A local reporter covered the event and compiled a list of pupil grievances; we made several contacts and demystified the 'other half'.

## DULWICH

June 21 was the 50th anniversary of the founding of Dulwich College, and the school authorities held an open day to celebrate. The local SAU and supporters decided to demonstrate to test out the openness of "open" day/to oppose public school privilege/to call for genuine comprehensive education for all. We had a special issue of our newsletter, containing a detailed report on the College, methods of repression used, and copies of signed statements from students there about violence used by the regime, and naming the masters involved. We distributed a general leaflet on comprehensive education, also.

The demo was attended by 70 comrades, the overwhelming majority of whom were school students, though the press described them as university students or teachers etc.

A College official said "The college by no means serves the top strata. Caning is abolished, and the boys are not EXCESSIVELY repressed from expressing their views. A majority of boys at the school come there with a scholarship and these are from all sections of society." However, the college does indeed serve the top strata. It creates an intellectual elite, which holds the majority of school students and the rest of the population in contempt. This prepares the students for their future privileged role as the technological elite of the ruling class. The cane, though rarely used, is not yet abolished, and the authorities, together with the prefects, employ an extensive system of petty victimisations and beatings to beat the



students into conformity.

While it is true that boys are drawn from all sections of society, it is not correct to infer that class proportions are the same inside the college as in society. Only 22% of working class kids in the ability range 55-57 get into grammar schools, compared with 51% of middle class kids in the same ability range. Furthermore, scholarship students are chosen by college authorities (draw your own conclusions), and finally, local scholarships not long ago amounted to 90% of the entry: now they are 60%. Dulwich is a school of privilege. Supported privately, and by the state, it is a bastion of the ruling class.

When the demo arrived, the gates of the college were closed, and protected by police. We gained access through a side entrance, but were cut

off by the fuzz again. A large crowd gathered to watch, as we demanded the right to discuss our aims with the students, and saw the police give a few comrades the push/pull/punch treatment. BBC filmed this, but didn't see fit to broadcast it.

We had a discussion with a large crowd of boys, who defied the head's orders and approached us. They were sympathetic and took leaflets and newsletters to give to their friends.

Meanwhile some SAUers had infiltrated the school, and propagating the aims of SAU at various gatherings inside.

We demonstrated clearly that the violence employed by the school authorities to ensure slavish conformity is the same violence as that used by the fuzz to stifle legitimate protest. M. H. (S. London SAU)

## HAROLD MALLEY

At Harold Malley Grammar School for Boys in Solihull, sixth-formers were ready to start their 'A' level exams. Mr Collins the headmaster approached four of the students and giving them shaving equipment ordered them to shave off their sideboards immediately.

Two of the boys did this reluctantly but Stephen Hill and David Livingstone both refused, the result being that the headmaster barred them from taking their 'A' levels.

Immediately the sixth form was solidly against the Head, and were supported by younger sympathisers. The Press stirred up the trouble, and finally Solihull Education Board stated that although Collins acted within his powers he might have used his discretion in this case.

Although David and Stephen are

certain now to sit their 'A' levels, the incident has aroused other issues at local schools. A Schools Action Union branch is now under way in the area along with the Birmingham branch. We are determined to be treated like responsible young people in our schools.

- D. C., Solihull SAU.

to become a (Tory) city Councillor, tore down the notices, objecting--he said--to the word "Union", although the name had been approved by the Head. As a result the name of the society was changed to "Kosmos" (?) at the Head Master's "suggestion". In addition, school affairs and local politics were not to be discussed. At the first meeting of the new society, a motion was

## BISHOP WORDSWORTH

At Bishop Wordsworth's School an organisation known at first as the School Students Union was set up for conducting discussion and debate. SSU notices which were posted round the school inviting people to an opening meeting provoked an incident which showed the reactionary opposition in its true colours. The Deputy Head, who has now retired

passed almost unanimously deploring such interference in activity and free speech. "Kosmos" frightened the Head Master and is being constantly interfered with by him.

However, considerable interest in the SAU has already been shown, and given a bit of luck, hard work and the regular appearance of Vanguard, it should increase a lot.

# perspectives for s.a.u.

The two ideas which appear to cover the SAU's programme of internal school reform, and which are peculiar to the SAU (they do not as yet figure prominently in the campaigns of any group of politicians/parents/teachers/progressive educationalists) are those of freedom and democracy. Although despised by many as meaningless and irrelevant words, leftovers of a past age, or only to be evoked by tired consensus politicians, they have not yet been surpassed.

Of the two, I personally think "freedom" is the most important as aim and tactic, which involves a libertarian approach. This does not mean emphasis on 'bourgeois individualism', as I am not a member of the bourgeoisie and do not think that personal revolution is really possible: but people can, and will change as part of any real group revolution.

For many schools the control by students and staff is a plausible ideal to unite for, but when as in many cases a puppet council with differing degrees of power is instituted, the establishment authority reigns supreme, whilst the "agitators" can be ignored and lose face. A totally representative non-bureaucratic body (if that is possible) might prove reactionary, as many people are totally "canned", even to the extent of believing school uniform is good for them, although it would appear to contradict their own self-interest.

The 10 or 11 "freedoms" demanded in the London aims threaten the system far more than token democracy, especially an indirect one ever could. They give us scope to build up the SAU, appeal to the interests of the students, and give self-confidence, as it is our campaign. Certain concessions can always be tolerated by the powers-that-be, only to later impose harsh sanctions.

The important lesson about freedom is that it is never given, it must always be taken, and it can be taken. We must go on working, regardless of threatened reprisals. We can refuse all punishments, and show solidarity against victimisation. The UCCA form is ~~one~~ major hang-up, but this may be a bad report anyway, its the exam results that really matter.

Now from the schools. a short critical look at SAU itself. A brand new movement in England, fired with enthusiasm. . . . unfortunately

this enthusiasm has not been very well channelled, as the communications have been controlled by people over-zealously pushing their own organisation or point of view, though I think, sincerely. One of the weaknesses of having committees as steering devices has been shown up. The Left, as it is by nature always questioning, tends to be fragmented which is not disastrous, providing it can unite on specific issues.

Therefore, an organisation like SAU ought to have working groups of volunteers and representatives equipped to handling particular tasks such as publicity (so far lacking, save erratic press), 'Vanguard', activities etc, communications (which should be as numerous as possible, not the opposite). When we have built up a powerful and coherent campaign in schools, on school issues, we can face the outside world to take part in the greater, broader struggle that concerns us all.

N. K. (Middx & Herts SAU)

## PERSPECTIVES.

SINCE ITS INCEPTION SAU HAS INCLUDED PEOPLE WITH VARIOUS OPINIONS AS TO HOW IT SHOULD GO FORWARD. "PERSPECTIVES" PROVIDES A REGULAR DISCUSSION PAGE FOR THESE VIEWS. LETS HEAR FROM YOU. WRITE TO - "VANGUARD", 42, LLANVANOR RD., LONDON, NW2.

Comrades of the SAU!

Do you really think that you can improve the educational system (or perhaps "non-system", can you see system in this mess?) by producing your news-sheets, papers stating your demands, and talking about education ? True, you can get your so-called 'giant intellectual cabbages' thinking, but what power have you got. Where have the American students got with their continued protesting?

Power in this country is in the hands of the capitalists, the people who control production. The government, whatever party, is bound by these people who control

the money - the gnomes of Zurich the International Monetary Fund, etc., we have no say in matters running our own lives. At our age we can't even vote, though that won't help much. And these capitalists don't want the government to spend on education. They like the system as it is. What use have they for young people who can think, and see the sickness of society? They want people to work in the factories they own, and put money in their pockets without asking why. . . They want teachers and politicians who do not look around them and see what is wrong. This is the problem. The small group of people who really have the power want to keep society as it is. They have it good.

But the majority of the people living in this society want change. All the time, different unions of workers go on strike for some claim or other. There is all the time some form of protest taking place, usually on specific issues, but taken all together they show that this society is outdated and sick. Some are rolling in money, others don't know where their next meal is coming from. Science and technology are running far ahead. It is time for society to get a move on. Some societies have long ago, e.g. 52 years ago. The longer we wait, the more difficult it will be. It is no use simply to fight on specific issues; the thing to do is to unite and fight the root of all the evil, the capitalist system.

Students and workers unite, and fight for socialism. That is the only way we can ever win our demands and the workers can win theirs. Society has remained standing for too long. People are getting tired of it. Some go on strike, others protest by disassociating themselves and forming such movements as the "hippies", or by taking drugs to get away from reality.

Society must move forward and change. Once we have taken the last step in the evolution of society, then there no longer will be any need for strikes and protest and movements such as SAU.

STUDENTS AND WORKERS-  
UNITE TO FIGHT FOR SOCIALISM  
That should be our slogan.

I. I. (North London  
Collegiate Sch.)

## LONDON REGION CONFERENCE

The London Region SAU conference was held in Ladbrooke Grove on Saturday May 24th. The conference was due to have been held three weeks earlier, but due to organisational difficulties no suitable hall could be found; finally a small hall was booked.

In the morning reports were given by the retiring committee (which incidentally had dissolved itself half way through its term of office), and these were followed by reports from various schools in London, telling of progress and of local gains, while calling for a better organised London SAU than the one which had previously existed. It was decided that the conference should make no decisions on the aims of London SAU but should only discuss them. Discussion in the afternoon centered around the lack of activity in London, which was put down to the lack of organisation and the fact that the London committee had become divorced from the mass of school-students, though it was pointed out that the 'organisation' cannot be seen in the abstract, and the membership must get active before SAU can get under way.

Many people agreed that no-one should be singled out as scape-goat but that due to inexperience on everybody's part mistakes had been made which people should learn from.

"Vanguard" was discussed, and criticisms were put forward and everybody resolved to improve it, and sell more than had previously had been sold in London.

The decision of the morning was reversed and the aims for London SAU were discussed and adopted as the set of aims which all groups in London would work on, so as to co-ordinate our struggle.

The aims of London SAU are:

1. Freedom of speech assembly & political activity: the right to organise inside schools. No censorship of school magazines, clubs and societies.
2. Effective democratic control of the school by representatives of students teachers, parents and domestic staff, with ultimate control of the educational system in the hands of the majority of the population the working class and its allies.
3. The abolition of selective examinations. Assessment to be controlled by the democratically elected authorities in the school.
4. The abolition of corporal and all arbitrary forms of punishment, of the prefect system, and of school uniform.
5. A free, non-segregated non-streamed (by class, race or sex) comprehensive education system excluding all other types of school.
6. Educational establishments to become local evening centres of educational and cultural activity and discussion run by representatives of workers teachers and students.
7. Sufficient maintenance grants for those unable to continue their education because of their economic and social environment.
8. Abolition of all religious instruction and the act of morning worship in schools.
9. General increase in government expenditure on education including more pay for teachers.
10. Abolition of all military training in schools.
11. Abolition of all compulsory physical education.
12. The immediate raising of school leaving age to 16.

## news

Since 'Vanguard' 7 came out several months ago much has happened concerning the Schools Action Union in different parts of Britain.

If the 'Evening News' is anything to go by, then it seems that some headmasters involved in the Headmasters conference (to be held in late September) have become worried about the threat to their schools presented by the SAU in different parts of the country.

Public school headmasters, in particular, should worry about their future if what happened at three notable public schools recently is an omen for the coming year. Harrow school, Eton college, and Dulwich college were all visited by members of SAU, and were warmly received by pupils at all three, despite attempts by headmasters to prevent such gatherings (see pages 8&9). Another school which got a lot of publicity a few months ago was St. Clement Danes Grammar school where much opposition to the headmaster was caused by the head's own bloody-mindedness (page 8).

London Region SAU conference was held on May 24th where much worth-while debate took place (see page 11).

On 27th June at the conference of the London Revolutionary Socialist Students Federation, the Secretary of London Region SAU was given the opportunity to speak about London SAU's aims. He was warmly received as it became apparent that we were both working for a democratic educational system.

Also in London, on July 9th, 7,000 teachers from Inner London Education Authority schools took part in a demonstration for an interim pay award. This is a very important issue for teachers: SAU, supporting their demands, took part in the march.

As you may have read in newspapers the Living School which was to have been held at the LSE was prevented from doing so after a decision by Walter Adams shortly following a Commons debate on this 'summer school for young subversives' (Dame Irene Ward, Tory MP). The school was held instead at Conway

Hall, where in three days of discussion and argument certain conclusions were drawn on strategy & tactics for SAU in the schools movement. French, German, and American school-students from their respective organisations spoke on tactics to be used in various struggles; while much of this info was not really practical at this stage the most important thing to emerge from the discussion was the need for organisation.

We hear from Swansea that the Union of Progressive Students (UPS) is planning a three day seminar in the coming months to discuss strategy and tactics for Wales.

Finally, we sent a message of support to the people of the North of Ireland in their struggle for a democratic society, a struggle which in no way can be separated from our struggle for a democratic educational system.

# BLACK PAPER

(Continued from page 7)

victorious, the people who have for so long been denied an education and allowed only indoctrination, and who have thrown off the shackles of that indoctrination, will decide what to do with the reactionaries who were their oppressors.

STUDENTS UNITE AND FIGHT FOR DEMOCRACY IN THE SCHOOLS

UNITE WITH ALL PROGRESSIVES AGAINST THE REACTIONARIES, TO ESTABLISH AND BUILD A DEMOCRATIC SOCIETY.

STUDENTS AND WORKERS, UNITE!

P. L. (London SAU)

If you would like to receive more information about the SAU would like to receive copies of VANGUARD in the future, can sell it to friends or in your school, or can make a donation to the SAU then why not fill in this form and send it with your money (!) to:

send it to: VANGUARD, 63 Commonfield Road, Banstead SURREY.

I WOULD LIKE MORE INFORMATION ABOUT THE S. A. U.

I Would like to Order ..... copies of Vanguard, on a regular basis as from the next issue.

I enclose ..... for a sub. to Vanguard for ..... issues at 1/- an issue.

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NAME .....

ADDRESS .....

SCHOOL (if at school)

(Please Print)

# GROUP ADDRESSES.

Barnsley SAU - Chris Houston, 7, Churchfield Terrace, Cudworth Barnsley, Yorks.

Bradford SAU - Kevin Hingston, 14, Leaventhorpe Ave., Fairweather Green, Bradford 8 Yorks.

Cheltenham SAU - Tony Hogarth, 35a Clarence Sq., Cheltenham, Glos.

Coventry SAU - Ian Johnson, c/o 53, Palmerston Road, Coventry.

Croydon SAU - Stuart Roach, 64, Hartley Down, Purley, Sy.

Dover SAU - Peter Hall, 1, Wilton Rd., Deal, Kent.

Fife SAU - Ian Paton, 57, Crossgate, Cupar, Fife, Scotland.

Harrogate SAU - Richard Mellard, 16, Beckwith Road, Pannal Ash, Harrogate, Yorks.

Hull SAU - Sean Hutton, 20, Pearson Ave., Hull.

Leeds SAU - Bob Evans, 7, Orville Gdns., Leeds 6, Yorks.

Leicester SAU - John Wright 24, Park Rd., Birstall, Leicester, LE4 3AU

Liverpool SAU - Lesley Farrar, 74, Bull Lane, Aintree, Liverpool 9.

London SAU - Bill Greenshields, 63, Commonfield Rd., Banstead, Sy.

Middx & Herts SAU - J. Smith, Poste Restante, Watford Central P.O., Watford, Herts.

Nottingham SAU - Peter Ratcliffe, 17, All Saints Street, Nottingham.

Portsmouth SAU - Graham Cambell, Portsmouth Coll of Tech, Students' Union, St. Pauls Rd., Portsmouth Hants.

Reigate SAU - Janet Bentley, 109, Bell Street, Reigate, Sy.

Salisbury SAU - Bruce Garrard, "The Shooting Box", West Winterslow, Salisbury, Wilts.

Sheffield SAU - Kim Kaiser, 4, Edmund Ave., Sheffield Yorks.

Stevenage SAU - Sue Eldridge, 87, Peartree Way, Stevenage, Herts.

Stoke SAU - Graham Thompson, 84, Magdalen Road, Blurton, Stoke-on-Trent, Staffs.

Tunbridge SAU - Helen Yates, Broad Oaks, Benenden, Kent.

Tyneside SAU - Pete Dellow, 1, Lansbury Gdns., Heworth, Gateshead 10

West of Scotland SAU - Harry Hatton, 79, Victoria Park Drive South, (Glasgow) Glasgow 4.

York SAU - Paul Deeson, 35, St. Pals Terrace, York.

Other groups in the schools movement.....

Bristol Secondary Schools Alliance, Bill Giles, 48, Lawrence Grove, Henlease, Bristol.

Cardiff Union of Secondary Students, Oliver New, 23, Black Oak Road, Cyncoed, Cardiff.

Reading Schools Liberation Front, Dave Hall, 179, Caversham Rd., Reading, RG1 8BB.

Manchester Secondary Schools Union, c/o "Grass Eye" 52, Corporation Street, Manchester 4.

N. B. .... N. B. .... N. B. .... N. B.

There are many sections of society who oppose SAU and its fellows in the schools movement: they are not all as stupid as each other, and some, recognising the rise in school militancy, attempt to divert it into harmless channels. STEER CLEAR OF THE "NATIONAL UNION OF STUDENTS". This is a classic example of a phoney organisation set up by our enemies: it has never yet conducted a struggle by which students have benefited either in the short or long term: it has many times sold them out. There are other enemies in friend's clothing, but "NUS", has managed to top the tricksters' charts by fooling the most people. Don't you be fooled.

# help sell vanguard