

Que savent les professeurs ?

Ce qu'il savent sur les enfants, la société et le monde, ce n'est pas par expérience directe que beaucoup de professeurs l'ont appris, c'est parce que sur les bancs de l'école puis de l'université on leur a enseigné que les enfants, la société et le monde étaient comme ça. La plupart n'ont jamais travaillé avant d'avoir terminé leurs études supérieures, sauf peut-être à certains moments mais jamais très longtemps. L'histoire d'un professeur, c'est une série d'écoles et de diplômes. Ils vont en classe, passent leur CEP*, puis trois ans après leur BEPS*, puis trois ou quatre après leur Bac. Ensuite ils vont dans une Faculté ou une Ecole normale pour préparer une licence d'enseignement et après, quelquefois, une agrégation.

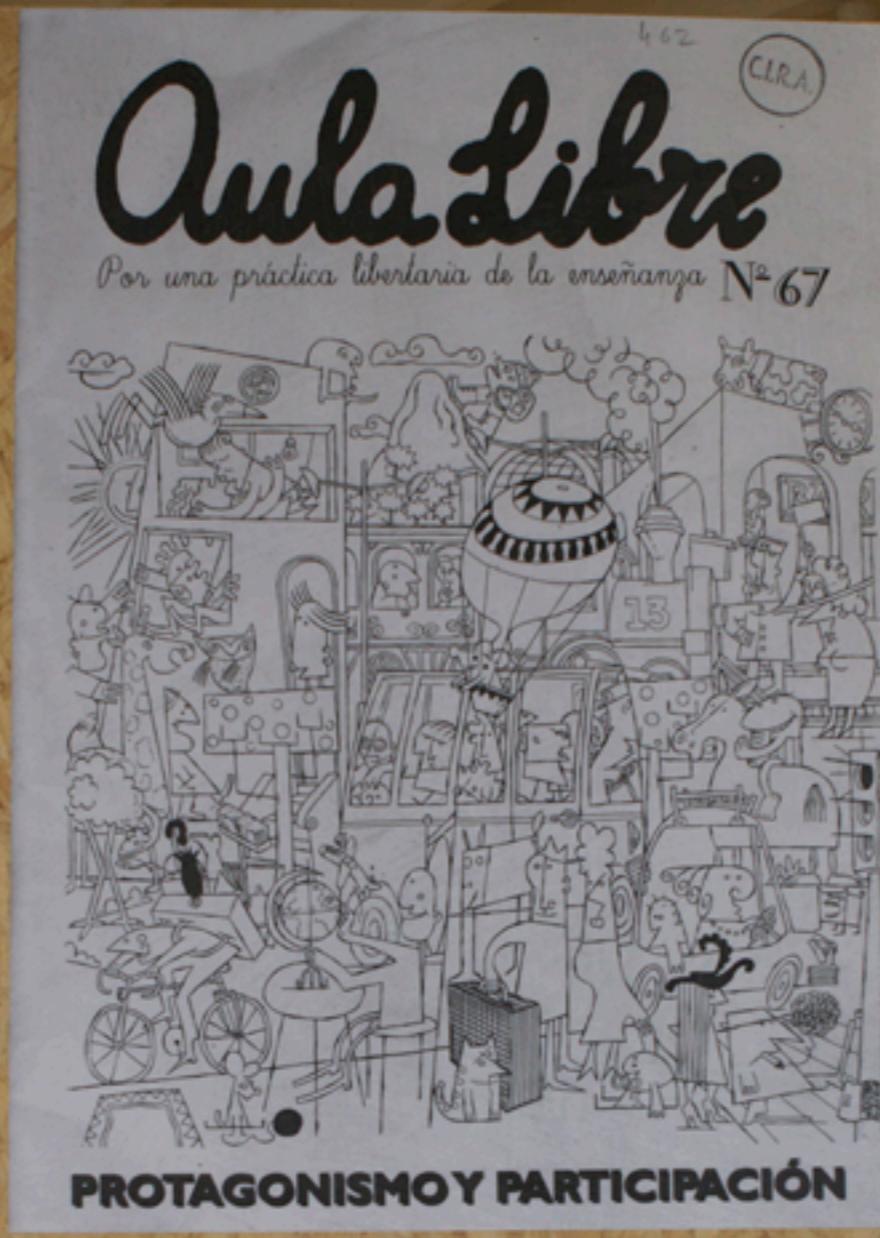
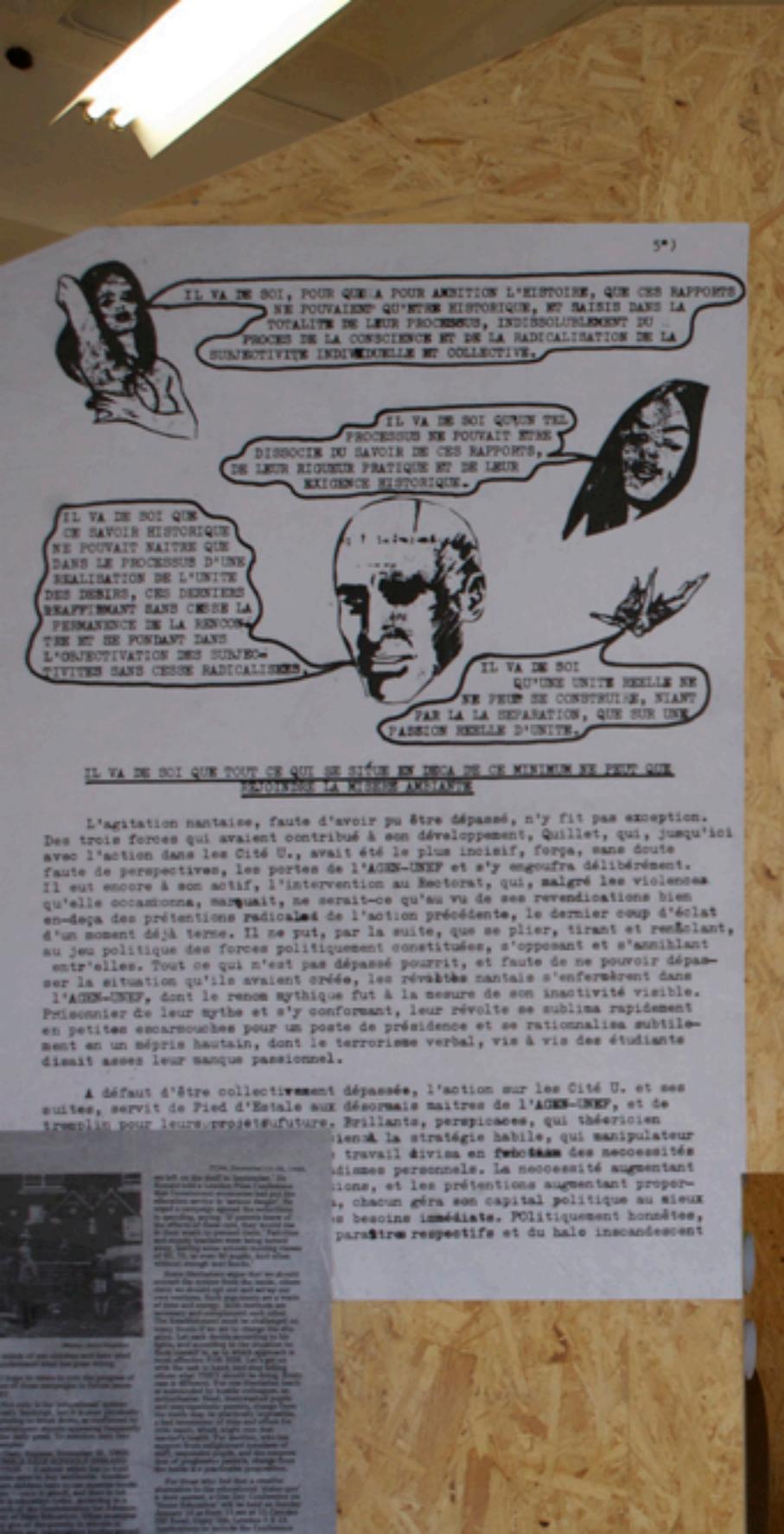
Pour passer une licence, il faut trois ou quatre ans d'études après le Bac, pour une agrégation, il faut au moins six ans et souvent sept ou huit. Les professeurs sont licenciés ou agrégés dans une matière, histoire, géographie, anglais, maths, et c'est dans cette matière qu'ils ont le plus de connaissances.

Il n'est pas rare qu'on demande à des professeurs licenciés d'enseigner dans une autre matière que celle où ils sont licenciés et qui ne les intéresse pas beaucoup ou même qui les énervent : par exemple, on demandera à un licencié de philo d'enseigner le français ou le latin et à un licencié de lettres d'enseigner l'histoire ou l'économie. Souvent les professeurs, surtout quand ils sont jeunes, n'ont pas le choix :

s'ils n'acceptent pas d'enseigner dans une matière, même s'ils ne l'aiment pas du tout, ils n'ont pas de poste.

L'enseignement que les professeurs reçoivent à la Faculté ou à l'Ecole normale n'a jusqu'à présent qu'un seul but : en faire des spécialistes dans une matière ou une branche déterminée du savoir. Ils ont appris beaucoup de mathématiques, par exemple, ils savent les capitales de presque tous les pays du monde et les dates des batailles et les noms des rois et des présidents, mais ils savent en général très peu et très mal comment transmettre ce qu'ils savent à des élèves. On leur a aussi expliqué mais de façon purement théorique ce que c'était que les élèves et les adolescents, mais ce n'est que le jour de leur première rentrée scolaire, lorsqu'ils se trouvent pour la première fois devant une classe, qu'ils doivent confronter leur savoir théorique sur les enfants et l'expérience concrète des enfants. C'est pourquoi vous pouvez être sûrs que les nouveaux profs, ceux qui sortent directement de l'Ecole normale ou de la Faculté, même s'ils sont très forts dans leur spécialité, ne savent pas grand-chose sur l'art d'enseigner et la façon d'organiser leur enseignement.

Il y a toujours pas mal de profs à trouver que quand ça ne va pas comme il faudrait, c'est d'autres qui sont les vrais responsables. Ils sortent des grandes théories sur les enfants et la jeunesse en général qui depuis quelques années, disent-ils, sont particulièrement difficiles. Ou bien alors, si ça ne va pas, c'est parce que les conditions de travail qu'on leur impose sont impossibles. Ce peut être aussi la faute du directeur, du proviseur ou du censeur, ou encore celle des parents. Si les professeurs cherchent des « vrais » responsables, c'est parce qu'ils se sentent mal à l'aise dans leur peau de professeur. Pour leur donner l'idée qu'ils pourraient peut-être faire quelque chose pour changer la situation, il suffit de leur dire que vous êtes d'accord pour les aider à l'améliorer ou à la changer.



Participación formal del alumnado.

ORGANOS DE REPRESENTACIÓN EN UN I.E.S.

"Mor de Fuentes". Monzón. Guillermo Uguet Carrasquer. Luis Gonzalo Larena.

Desde comienzos del presente curso estamos implicados en la tarea de conseguir que la participación del alumnado en todas las tareas del Centro sea una realidad que impregne todas las actividades del mismo.

Hemos analizado detalladamente todos los aspectos que pueden estar relacionados en dicha tarea. Hemos diagramado numerosos esquemas conceptuales hasta llegar a una especie de propuesta programática en la que quieran los diferentes modos de participación del alumnado.

Pretendemos potenciar los siguientes aspectos participativos:

. IDENTIFICACION del alumno con el Centro y con su responsabilidad en el mismo.

.Aprender a gestionar, a concebir la LIBERTAD

.CRITICA Y AUTOCRITICA, discutir de todo razonadamente

LA AUTONOMÍA personal, social, moral, académica y emocional

. ALUMNOS ACTIVOS sin olvidar que tienen sus propios intereses

.RESPECTO MUTUO, cooperación,
reciprocidad

.SIGNIFICATIVIDAD del sistema normativo, mediante la discusión del mismo, para que tenga sentido para ellos, para su interiorización

.DERECHOS Y DEBERES, como las dos caras del mismo proceso. Tener derechos se corresponde con deberes en el colectivo de referencia



-Aula Libre

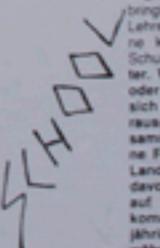


Fuck School - The Kids Are Alright Das ist das Motto des "School Stoppers Handbook", das von Anarchos an englischen Schulen verteilt wurde. Schon bald eindrangen in Bradford die Schüler, Schulen brannten und Schulbanden verprügelten einen Bulle.

- Hier einige Kastproben aus dem Handbuch:
- "Wieder in der Schule, wieder Langeweile. Gehirnwäsche und Bestrafung. Das alle Spiel von den Lehrern, die Dir Dinge erzählen und Dich zwingen, Sachen zu lernen, die Du nicht wissen willst, ein Wissen, das Du nie brauchst."

Schule ist Scheiße. Im ganzen Land haben Schüler ihre Schule schon kaputt geschlagen. Wach auf und mach mit! — Sekundenkleber in Schlossern schafft sie — Organisiere eine

Suche nach verorengegängen Kontakttanten! — Läßt Niemanden den Korridor langlaufen, weil sie sonst auf die Linsen treten — Staph! Alles, was nicht niet- und nagelfest ist, und wer es weg- oder gibt es Deiner Anarchogruppe am Ort. — Macht Ihr das 2 Wochen lang, ist die Schule weg! — Suchte Adresse und Te-



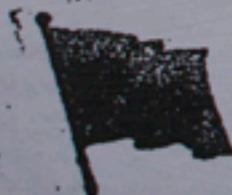
**Social
Exclusions?**

STUDENT LIBERTARIAN ACTION MOVEMENT

(This is a xerox copy of the original 8½x11-inch, mimeographed or offset, black-on-white leaflet, folded in fourths, that I received from Samuel Edward Konkin III in February of 1973. He issued this in 1972, on his own, and as he says in NEW LIBERTARIAN NOTES No. 34/35, pp. 15-16: "... when I issued this ..., Fred [Woodworth] promptly made me the national office."

Though few people realized it, SLAM was pretty much a "paper group" only, and was quite dead when Konkin, who (like me) was a "member," issued this hoping to help increase membership.

--Beni (January 1975)

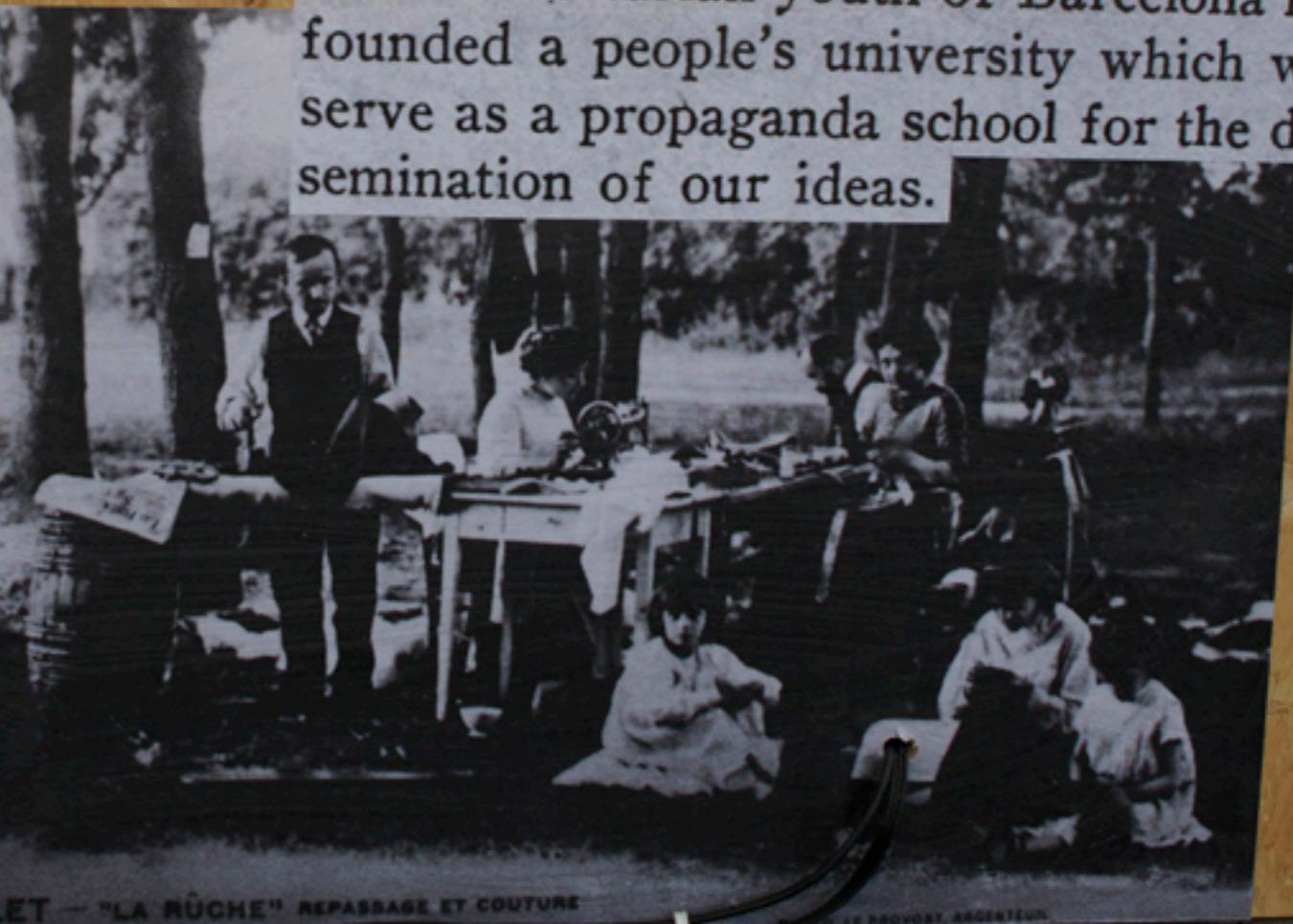


SLAM

Libertarian Youth Organize the People's Univ. of Barcelona

BARCELONA, SPAIN, July 30, 1936.

—The libertarian youth of Barcelona has founded a people's university which will serve as a propaganda school for the dissemination of our ideas.



th
People's
Barcelona

, July 30, 1936.
of Barcelona has
iversity which will
chool for the dis-

RESURGENCE

PUBLICATION OF THE
RESURGENCE YOUTH MOVEMENT

Issue number three published July, 1965 by the Manhattan, Brooklyn, Long Island Groups. Printed, composed, and bound by 100% union labor of the New York I.W.W. Distributed by hand and sold at the New York I.W.W. 336 east 4th street apt. 4 / The Peace Eye Bookstore 381 east 10th street and a few other bookstores. Two bits a copy. No subs. We have already been asked for back issues of RESURGENCE. We regret to say that issue one (articles on Surrealism, poetry, the Harlem Uprising, and the Manifesto of the R.Y.M.) is no longer available. Issue two (articles on Rock n' Roll, more poetry, the teen revolt, and Youth Revolution) is still available but going fast. With this issue we double our circulation, but there is still room for growth. The problem is broad. We accept donations. We could really use them (\$\$\$) to try and undermine the need for them. You dig this magazine? It's yours, as much as anybody's.

SPONTANEOUS EDITORIAL BOARD :

L. Cranston
Walter Thurrell
Groono Crosby
Thutch Fenderson
Charles Pingler
Jonathan Leake
William Butler Yeats
Ruth Segal
Arg Kwong
James Mowry
Winston Smith

FOR THE
WORLD
REVOLUTION OF
YOUTH!
BARBARIANS-UNITE!
LET THE STATE DISINTIGRATE

TF's -- CONGRATULATIONS!

Congratulations for recognizing that we all have vested interests in maintaining the University in its present form. Your demands reflect a mature restraint that we heartily endorse. They have not attempted to undermine any of the institutions and traditions we all deem important. Together we must responsibly maintain the more necessary features of this University (e.g.: grades and exams, hierarchy and bureaucracy). As states the American Association of University Professors' motto: "Knowledge for knowledge's sake, Art for art's sake".
YE HAVE FOLLOWED THY LEADERS AND YE HAVE DONE WELL.

Vote Yes on Academic Masturbation

We are gratified that T.F.'s and students rarely attempt to eliminate role-playing in the classroom, and never try to rebel totally against their studies. (After all, where would that leave the instructors?) A few, admittedly, are in the system only for what they can get out of it, and revel in subverting the University at the highest level. This tiny minority is of course insignificant, and there are few signs that students and T.F.'s as a whole won't "beat off" for us.

Long live Boredom

Our role as professors has always been one of mystification and confusion. We help students find a specialty - within the framework of freedom of choice - with which they can find a niche for themselves in society. Students and T.F.'s rehearse their future roles as passive consumers by passively consuming whatever drivel we as professors dish out. Good T.F.'s conscientiously reproduce our personal mannerisms and course irrelevancies; the best T.F.'s even reproduce our boredom.

If You Strike--
Don't Strike at the Heart--
Reformist Demands Only!

American Association of University Professors

FREE SCHOOLS CAMPAIGN

THE STUDENTS REVOLT REALLY STARTS LONG BEFORE COLLEGE OR UNIVERSITY. IT STARTS IN THE HEARTS AND MINDS OF THE YOUNG IN SECONDARY SCHOOLS. UNTIL RECENTLY, HOWEVER, IT WAS NOT VISIBLE TO THE PUBLIC.

The Milwaukee Declaration, however, has and continues to emerge as one of the most important documents of our times, defining and establishing basic principles in our society, through which education, suppression, non-cooperation ("Nonconformity"), passive resistance, and other forms of social control are exercised. This document is an individual level related to the people's only weapon against oligarchical authority: non-cooperation. It is a call to action, a demand for a creative system and from serious, demanding parents and from schools, demanding values.

It is not surprising that in this time of division we have seen the formation of groups who seek the freedom of our so-called "educational" facilities, whereby the needs of a conforming society are fulfilled.

All over the country, young who have chosen to live their lives according to their own principles, in order to have a say in the running of their own lives, the majority, quietly righteously, without fanfare, have chosen to do what is right, and to do what is right. Nonconformist Century authoritarianism has given way to the new life-style of Nonconformist Century nonconformist and social revolutionaries.

One of the most active and well organized movements in this field is the FREE SCHOOLS CAMPAIGN, which was started about 12 weeks ago by a group of students at the University of London. It now has 30 or so schools, mostly in South London. Of the 1,000 people now involved in the campaign, a third are teachers. From at least 11 schools, The FSC has no political aims. It is a movement of students, doing everything with enthusiasm, cooperation, participation, nonconformist subjects, school assemblies, prize-giving days, examinations, and so on. It is a movement of students, of over 1,000 students, some of whom are people, some to teachers and teaching-teachers, and others to parents, as well as 100 present parents.

The campaign has been widely reported in both local and national newspapers, and has received a friendly response throughout the country. It is based in Lewisham, SE 13, London, with an office of about 22. These are probably impressive by the standard of respectable, middle-class nonconformist, conservative and democratic nonconformist, and kindly, informed atmosphere induced by leaders.

The Free Schools Campaign is growing rapidly and is already working with many other organizations. In addition to the Free Schools Campaign, the National Union of Progressive Workers, the Liberal Teachers Association, the Lewisham Association, and other organizations work to support the Free Schools Campaign. In January it planned to hold a One Day Conference in Central London, and in the New Year, the FSC plans to hold a similar one to raise funds. As a result of the campaign successfully continuing, the first students' strike in England for 100 years was demanded.

The implications of this campaign are beyond its original demands. It raises the whole issue of "What is education?" It is a question of an issue of fundamental importance, a concern for workers, for the most educated workers, etc., who will produce their tools and talents in a peaceful, who will maintain a sick society, who will grow, who will be controlled by the forces of capital, who will be controlled by the forces of power, who will be controlled by the forces of death, whose people were demanded?

A democratic educational system, together with a democratic education, which will develop the individual, his potentialities, his abilities, his talents, his interests, his knowledge, his goals, his values, and his way of living and relating to each other. The second part of the campaign is to uncompromisingly defend the cause, as well as a defense of a democratic and nonconformist, democratic and nonconformist, educational system.



Photo: John Hopkins

the minds of our children and have tried to understand what has gone wrong.

I hope to make to you the progress of some of those campaigns in future issues of E.S.T.

Non only is the "reformist" system morally bankrupt, but it is even physically beginning to break down, as confirmed by establishment reports appearing daily in the daily press. "To mention only two

(Daily Express, November 20, 1969)

SECONDARY SCHOOLS DEMAND ACTION — A school which has to hold meetings to buy textbooks. Another school which has to pay £100 for books takes twice as long, and there is lack

in this education budget, according to a branch of the Confederation of Autonomous Units of Secondary Education, which organizes the campaign. The demands of the teachers include:

"... teachers leaving secondary school buildings to buy cheap, used texts books, and art classes where the only materials available are old newspapers."

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beginning to break down, as confirmed by establishment reports appearing daily in the daily press. "To mention only two

(Daily Express, November 20, 1969)

TEACHERS THREATEN TO TEACHERS — A teaching trade unionist has a very good reason for threatening to teach teachers. He has been dismissed before, but now we are struggling just to maintain a living standard. These demands have always been met, but when the government gives this job to their unwilling drivers, we don't

get paid. (See "The Liberator," November 20, 1969.)

Those who wish to work build the strength in order to win the struggle. Those who do not know why you shouldn't do both can contact THE FREE SCHOOLS CAMPAIGN, 83 Totnes Road, London S.E.13 (phone 01 581 5172 or 518 8752).

Education is the last topic of our times and the most vulnerable link in the chain of exploitation. Every teacher can do his share to ensure that our children, today's youth and tomorrow's citizens, get every opportunity to play up to their full potential. Every teacher who does this will drive the revolution forward that lies dormant in each one of us.

1969, December 21-22, 1969
Ronald Gold, London Press Conference
that Communists demanded but put off
education service in various danger. He
spoke of spending, "If you want to
know how much they would be
in their world to prevent them. Part-time
and night school fees were increased
from £10 to £12, and some schools charging
£10, £12, or even £20 pounds. And other
without enough free books."

Some communists argue that we should
protect the teachers and the schools, the schools
we should not mind and not care about
our own interests. Such arguments are a waste
of time and energy. Both methods are
inefficient and accomplish such nothing.

The communists are not interested in
many books if we are to change the situation.

Let each decide according to his
rights, and according to the situation he
finds himself in. In all cases, the best way is

most effective in all cases. Let each decide
with the last in hand, and stay fighting
others what THEY should be doing.

Every teacher is entitled to a reasonable
allowance for books, but not necessarily
an authoritarian bleed, bureaucratized pupils
and unrepresentative parents, change from
a bad teacher to a good teacher, for
little result, which might cost that
teacher's health. For another, who has
nothing from enlightened members of
the teaching profession, change from
a progressive teacher, change from
the books is a preferable proposition.

For those who feel that a creative
alternative to the educational "status quo"
is their purpose, a One-Day Conference on
"Education and Revolution" will be held on
January 19 at 10 am at 100-102, 83 Totnes
Road, Croydon S.E.13. Applications to include the Conference
Fee of £1. (Mark p.).

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INITIATION RITES FOR STUDENTS

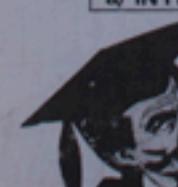
1. ORIENTATION: CONTENT OF THE EDUCATION

a) THE LIE	b) THE BUREAUCRACY
 <p>University education begins with Freedom, Democracy, Free Enterprise, the official MIT which covers up the bureaucratic CORPORATE and MILITARY REALITY.</p> <p>PROFESSOR OF APPLIED SCIENCE</p>	 <p>University education continues by teaching the student to accept authority and obey orders. He is taught to manipulate others without being conscious that he is manipulated.</p> <p>PROFESSOR OF APPLIED SCIENCE</p>

2. THE FUNCTION OF THE CAPITALIST UNIVERSITY

a) STUNTING	b) MAIMING	c) HOUSEBREAKING
 <p>SPECTACLE</p> <p>STUDENT</p> <p>The student whose energy has not yet been killed by elementary and high school education will want to DECIDE, to ACT, to CREATE. The University STOPS HIM. He is taught that the social system is NATURAL and ETERNAL, and that he is IMPOTENT.</p>	 <p>SPECTATOR</p> <p>If living energy still remains, IT IS REMOVED. The student is reduced to a SPECTATOR. He is not given THE ABILITY TO DEFINE HIMSELF AS A CONSCIOUS AGENT WHOSE SOCIAL ACTIVITY CAN OVERTHROW THE CORPORATE-MILITARY SYSTEM.</p>	 <p>The student is stuited and maimed, BUT NOT DESTROYED; housebroken, but not broken. Once he learns his place, he is TRAINED and PROGRAMMED to serve the system without questioning it.</p>

3. THE MEANS

a) INTIMIDATION	b) AUTHORITY	c) CONTROL
 <p>If the student is tempted to attack the bureaucracy or question the myth, he is intimidated by the ENORMITY of the institution and by the infinite mass of measured DETAILS poured on him by "objective" and "neutral" PROFESSORS.</p>	 <p>Once he understands that decision and creative social action are ABOVE HIS REACH, the student is ready for graduation. He understands the basic lesson of the University: SUBMISSION TO AUTHORITY.</p>	 <p>University professors and administrators ENFORCE CORRECT LEARNING by means of TESTS AND GRADES; they reinforce it with the threat of military induction. When this control system breaks down, clubs, gas and lethal weapons are used.</p>

et les adolescents, leur première rentrée scolaire, lorsqu'ils se retrouvent pour la première fois devant une classe, qu'ils doivent confronter leur savoir théorique sur les enfants et l'expérience concrète des enfants. C'est pourquoi vous pouvez être sûrs que les nouveaux profs, ceux qui sortent directement de l'Ecole normale ou de la Faculté, même s'ils sont très forts dans leur spécialité, ne savent pas grand-chose sur l'art d'enseigner et la façon d'organiser leur enseignement.

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Real work in a real shop begins in the fifth grade. (Gary, Ind.)



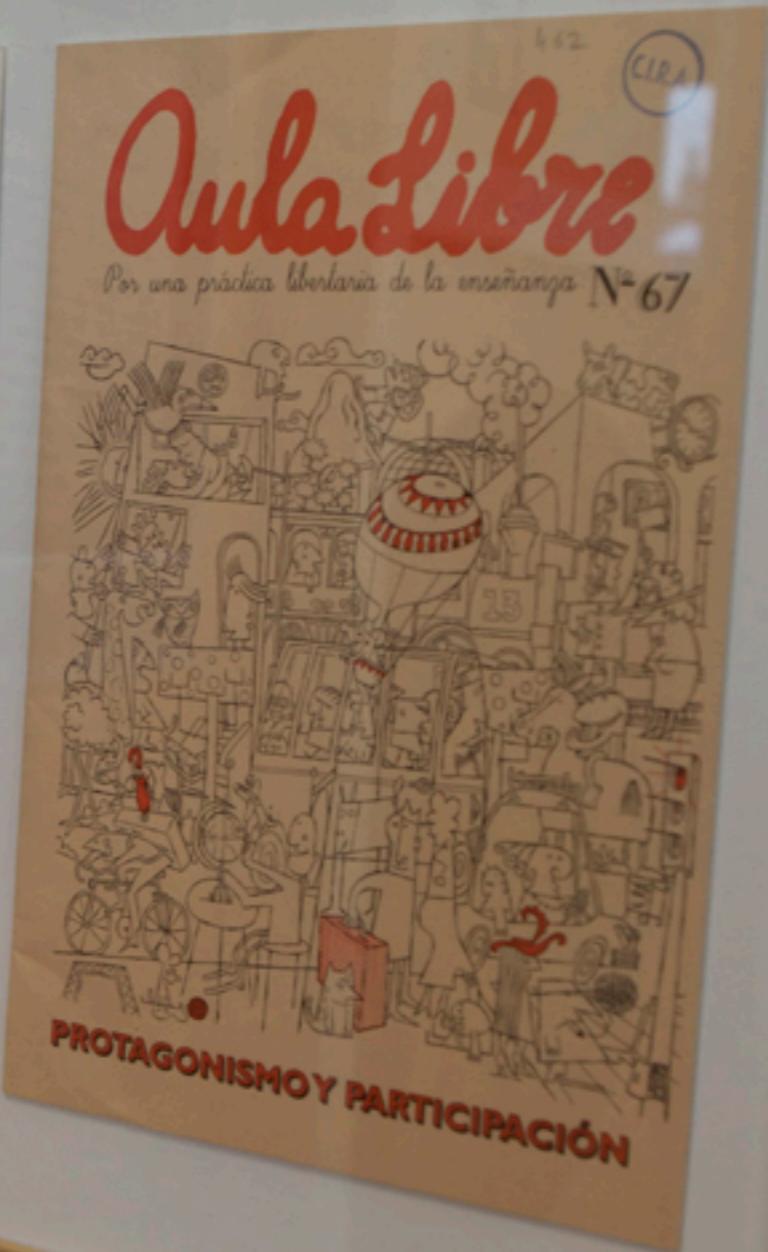
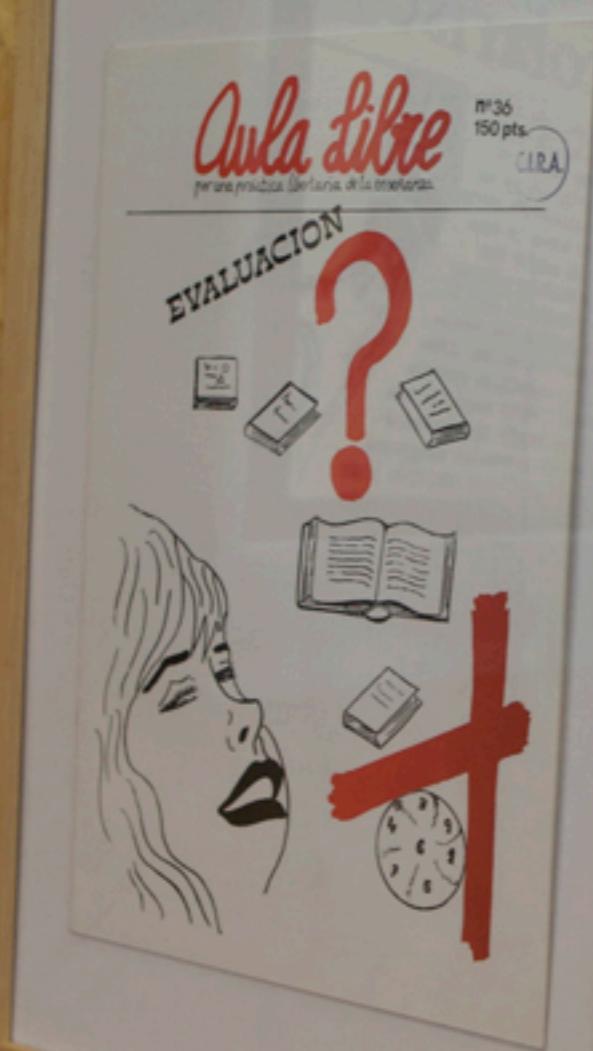
The pupils build the schoolhouses. (Interlaken School, Ind.)



Learning molding, and manufacturing school equipment. (Gary, Ind.)



Solving problems in school as they would have to be me
(Francis Parker School, Chicago.)



HORNSEY-THE FLOWER BREAKS THE CONCRETE

IMAGINATION MUST TAKE OVER



A black and white line drawing of a butterfly perched on a hand. The butterfly is on the left, facing right, with its wings spread. The hand is on the right, with fingers slightly curled. The background is plain.



FRONT COVER AND TEXT WRITTEN
BY THE AUTHOR
THREE MEMBERS OF HERBIE
CLIQUE OF NEW YORK.

Woodstock Anarchist Party (WAP)



EXAMS -

ARE A WEAPON OF
SOCIAL CONTROL.

THEY ARE THE ULTIMATE THREAT IN A SYSTEM WHICH CONTROLS WHAT WE LEARN, HOW WE LEARN IT, WHEN WE LEARN IT, AND TELLS US WHAT THE RIGHT ANSWERS ARE

Our whole day is completely and entirely regulated as we are forced from place to place at the command of numerous bullies, within our specified classes we are taught, for protection, memorization of facts and ability to recite what is demanded of us by memory. We are pitted against one another in order to encourage "competition". And to save our reward of marks, we must learn exactly what we are told without question. This is, in fact, the major function of exams - to force students to learn what would otherwise be unnecessary to them. The only satisfaction for the student in this system is to get one up on his fellows by getting higher marks and an exam result from authority figures (parents, teachers and friends). Some students who have a genuine interest in a subject are disillusioned by the oppressive nature of exams, forcing classrooms, and teacher opinions. From their only hope is to pass the exams by fair means or foul, and to get out of the school system as soon as possible, as they sincerely believe they will find freedom in another institution.

IT MAY BE TOO LATE TO CHANGE THE SYSTEM THIS YEAR, BUT AT LEAST RECOGNISE THE EVILS OF THE SYSTEM YOU'RE GOING THROUGH & NEXT YEAR -
QUESTION, ARGUE,
CHALLENGE; DEMAND
CHANGE

PRINTED FOR ---
STUDENTS BY STUDENTS

FREE EDUCATION

Recently members of the Berkeley Free Speech Movement joined with other sectors of the campus community to form the FREE STUDENT UNION whose members subscribe to the following statement of student rights:

As students we have certain rights which no agency can legitimately grant or deny, among them the right to govern our own internal affairs; to set up our own standards of conduct; and jointly with the faculty to determine the form and nature of our own education.

We are inviting colleagues in all parts of the country to send delegates to Berkeley for a FREE STUDENT CONFERENCE to be held beginning 25 August 1965 and lasting four or five days. There will be general assemblies with lectures, panels, and debates. In addition smaller workshops on specific issues will enable participation in the formation of position papers and together would comprise a national student manifesto.

It is possible that out of this conference will arise the beginning of a nationwide association of free student unions, organized by students on the various campuses to act in the interests of students. An association of these unions could coordinate their common activities (e.g., a national strike of students and teaching assistants against the war in Vietnam). We urge all students to join us in the discussion and implementation of a viable student role in America.

BERKELEY COMMITTEE FOR A FREE STUDENT CONFERENCE
c/o 2215 Grant Street #3 Berkeley, Cal.

Announcing the opening of the FREE UNIVERSITY OF NEW YORK
in response to the Cold War and the Garrison State
in revolt against the bankrupt educational system
in quest of passionate involvement with the ideas of our
revolutionary socialism . . .

Many friends of the Resurgence Youth Movement involved with the FREE UNIVERSITY, and a few members will probably be registered at F.U.N.Y. this July. Write for a catalogue to: Free University, 20 east 14th street New York, N.Y. 10003 Phone OR 5 7424

The May 2nd Movement, an anti-imperialist student radical movement is publishing an excellent national student newspaper (the FREE STUDENT, not to be confused with the Student Resurgence publication of that era of a year ago). Besides general news on the student movement, M2M is stressing a strong anti-imperialist line and identification with the national liberation and guerrilla movements. Contact : May 2nd Movement, 640 Broadway, room 307 New York 10003

NO EDUCATION

The Chicago Branch of the I.W.W. has been distributing a leaflet which reads as follows :

HIGH SCHOOL STUDENT — WHY STAY IN SCHOOL ?

Parents, teachers, employers, ministers, the government, the Boy Scouts, the D.N.C.A., the Communist Party, Mayor's Committee and Harry Goldwater are all united in agreeing that high school students should stay in school.

(continued)

32309

CREVE Sslope!

C.I.R.A.

ORGASME DES LYCEENS REVOLTES N° 01

CAMARADES DE TOUS LES LYCÉES ET AUTRES MILIEUX

CHIATIQUES : SORTONS DE CE MILIEU

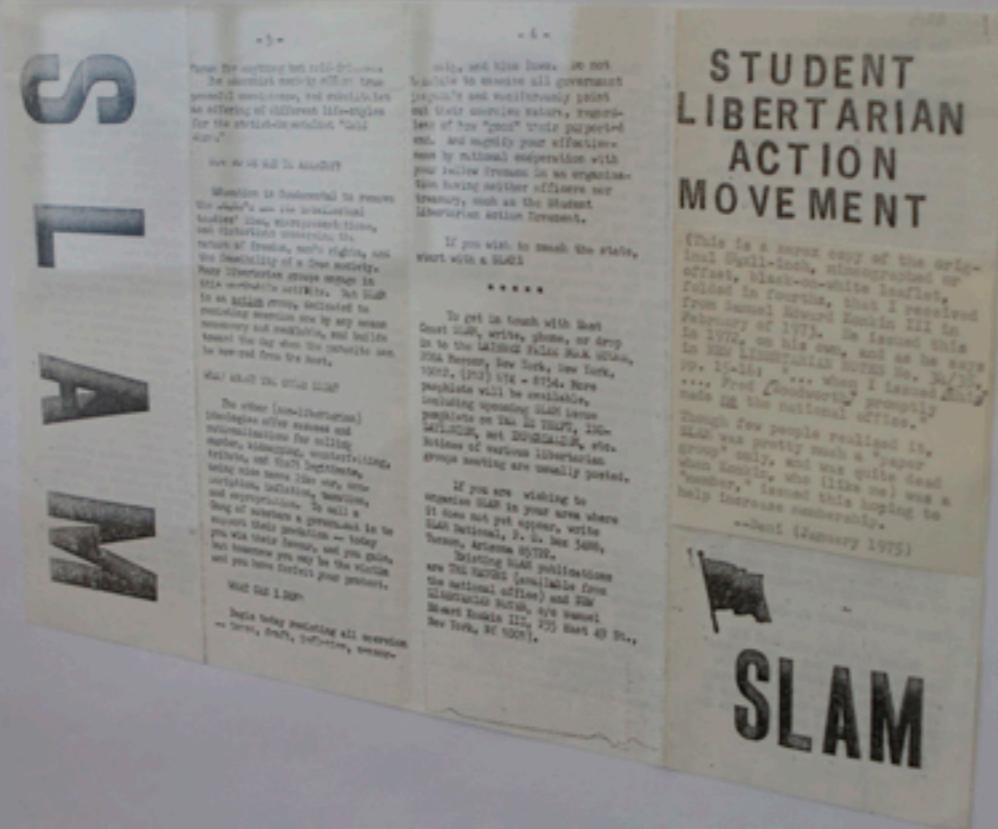
MISERABLE !

JOUONS !

BAISER !













Jean-Pierre Le Goff



C'est l'anarchie !

Les enfants, les jeunes... c'est l'anarchie !

Réfractaires n° 16 - Les enfants, les jeunes... c'est l'anarchie !

Les enfants, les jeunes... c'est l'anarchie !

L'ENFANCE RETROUVÉE

