

STUDENT BLOC NYC

*Agitation
Education*

OUR EDUCATION IS UNDER ATTACK!

Higher education is suffering from an ongoing assault by neoliberal ideologues, corporate power and the complex forces of militarization. Standardized methods of instruction suppress creativity and critical thinking. Endless tuition hikes impose record debt burdens on students and deny marginalized youth the right to higher education. Unaccountable administrators and boards of trustees normalize fiscal mismanagement, prioritizing their own financial gain to the detriment of the students and faculty. Opaque bureaucracies leave no effective channels for students to challenge the corporatization and privatization of the university structure.

In response to this crisis, students across the city are reclaiming and re-imagining our educational spaces. We are experimenting with direct and creative means to confront irresponsible administrations and illustrate the blatant contradictions between our institutions' stated missions and their actual practices. Through press conferences, demonstrations, banner drops and occupations (and more!) , we strengthen our collective voice and pressure our universities to respect the universal right to education.

Our universities and colleges differ in their cultures and histories, but our grievances frequently overlap. We are united in our commitment to free and accessible education—not merely free from tuition but free from all oppressive and exploitative structures. We are determined to acknowledge illegitimate hierarchy and subvert all forms of privilege as we strive for a liberated education space.

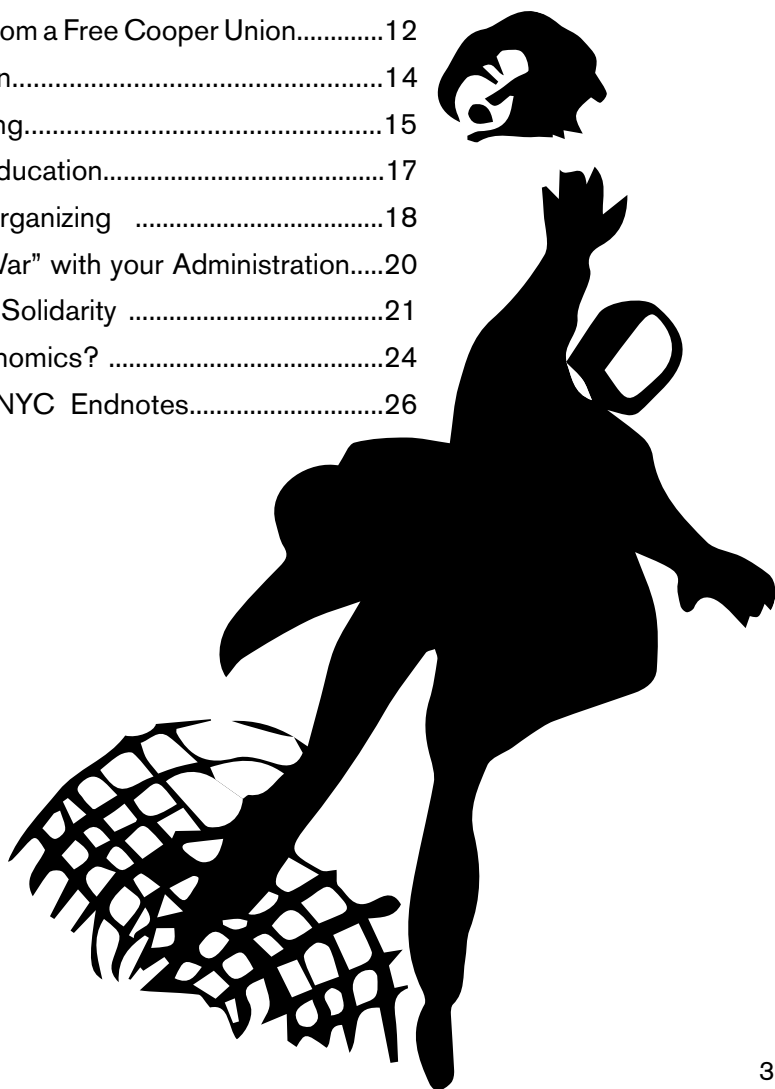
Our interventions intend to challenge the dominant paradigms that dictate the education process. We seek to expose contradictions poisoning our educational experiences and to incite each other to deconstruct our schools' masquerades of democracy. Meanwhile, we create free education in experimental classrooms, community free school initiatives, and radical study groups, in order to boomerang these practices back into university life. As Assata Shakur reminds us, "No one is going to give you the education you need to overthrow them."

**Transform our schools! Take the streets!
Free Education and Free society!**

LA BEAUTÉ EST DANS LA RUE

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To whom it may concern,

We are pleased to inform you that your local and federal governments have decreased funding for need-based grants and scholarships. We are picking up the slack and providing you with the life-changing opportunity to pay for your education! After filling out obscure forms, clicking a few buttons, and waiting in long lines to talk to a worker (even more baffled by the whole process than you are), we will happily drop tens of thousands of dollars into your bank account. Do not worry about how you will pay this back at interest rates far higher than we, your gracious lenders, pay on our loans. Do not worry about the money we will take out of your paychecks for the next thirty years. Do not worry about where that money goes or who decides how to spend it. Don't even think about it. Just sit back and relax, keep studying and keep borrowing. WE'LL BE THERE FOR YOU WHEN YOU GRADUATE.

In case you still have concerns, let us dispel a few misunderstandings about this whole process, by addressing some frequently asked questions by our debtors:

Does my indebtedness at least pay for increases in professors' salaries, who will then have more time and energy to devote to teaching? Not likely. Adjuncts, often paid at or below the poverty line with few benefits, are increasingly placed in professorial positions at cost to themselves and their students. The number of tenured positions in U.S. universities has been cut in half from 1970s levels.

Okay, well, how about smaller class sizes? Nope. Sorry. Many students find themselves registered for seminars and have to sit on the floor.

If my debt is not going toward improving my education, where is it going? Glad you asked. To turn the hallowed halls of universities into ever-expanding malls managed by administrators, whose salaries, unlike those of the faculty and staff who actually maintain the university, have skyrocketed.

Your invisible, overpaid army of unaccountable administrators will design shiny new consumerist paradises and will provide you with the biggest and best trans-national corporations have to offer: shopping, food courts, cafés, swimming pools, gyms, study parlors, CitiBike racks... Just imagine: a Starbucks in every building! The Lockheed Martin School of Engineering! The Dow Chemical Chemistry Department! We hope our note helps explain the reasons for the increased debt (and higher tuition too!) despite the diminishing quality of education.

Sincerely,

YOUR STUDENT LOAN PROVIDER

THE STRUGGLE TO FREE CUNY



The City University of New York (CUNY) and Cooper Union are two local examples of schools whose legacies of free tuition should be remembered and which can be reclaimed. CUNY was FREE for 129 years – from its founding as the Free Academy in 1847, through two world wars, and a Great Depression. CUNY's history is filled with countless radical people and events. In the 1930s, it housed poor radical European immigrant students and teachers committed to anti-racism, anti-fascism, and thriving intellectual debates on campus. Over time CUNY became a predominantly white middle-class moderate institution that didn't reflect a working-class city of diverse backgrounds. But by the late 1960s, coalitions of students, faculty, and community members worked to transform the university through petitions, protests, and direct actions.

In one famous event, the April 1969 City College Takeover, students occupied seventeen buildings with 5 demands, including the creation of "Third World" Studies (Black, Puerto Rican, and Asian) and new student orientations. Another demand was that the racial composition of all entering classes should reflect the population of the city's public high schools. The 1970 creation of an 'Open Admissions' policy allowed all graduating high school students to enter CUNY. Though administrators refused to increase resources for this major influx of students, this decision influenced policy on higher education nationwide, and was a profound step closer towards the original endeavor of the Free Academy: **"whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few"** *(continued on the following page).*

CONTINUED...

THE STRUGGLE TO FREE CUNY

The celebration was short-lived. In 1976, tuition was imposed at CUNY after a New York government and big business-manufactured fiscal crisis almost bankrupted the city. Over three decades later, in 1999, the Open Admissions policy was consigned to the history books by racist administrators who believed that CUNY standards would be diminished by student body composed predominantly of students of color. Since then, ever-rising tuition fees, more exclusive admissions policies, increased militarization of campuses, lowered teaching salaries and resources, and skyrocketing administrators' pay have dramatically reversed CUNY's radical legacy.

However, right now may be our CUNY movement moment. The concerns of students, faculty, and staff workers now align more powerfully than ever. With long-time Chancellor Matthew Goldstein's retirement, the new top administration is unsteady, inexperienced, and vulnerable to collective action. Public outcry at war criminal David Petraeus's Macaulay College teaching appointment, and the return of ROTC across several CUNY campuses, has produced a counter-militarization campaign. The Pathways Initiative has ground to a standstill, and college governance is being fiercely protected from below. Student organizations rise again in clear-sighted direction, as new and continuing students open themselves to radical ideas and activities. Overworked and underpaid faculty and staff demand better contracts, and look to strikes happening around them as inspiration to take bolder steps to transform our university. Now, more than ever, we can Free CUNY!



OVERWORKED + UNDERPAID: THE ADJUNCT

Whether attending a public or private school, students today are more than likely to find themselves taught by underpaid adjuncts with no benefits. Over a million U.S. college educators are non-tenure track. Some are paid only \$1,000 to teach a class. Almost 34,000 people with PhDs are on food stamps. As administrators drastically decrease tenure-track positions, this growing population of contingent workers has less and less time to prepare for class, grade work, and respond to student needs. Adjuncts, who are often students themselves or recent graduates, are largely deprived of adequate health benefits, and the nature of their short-term contracts offer minimal job security. The effects of these disadvantages are often passed down to students.

Low Pay		Bad Teaching
No Job Security	==	Rich Administrators
No Benefits		Gentrification

It's hard to believe that even when more than half of all courses are being taught by adjuncts, that administrations regularly impose steep tuition hikes. Administrators cut costs by exploiting cheap adjunct labor. Meanwhile, the quality of education declines and cost rises in the form of tuition and fees. Wages stolen from adjuncts are reallocated to pay administrative salaries. For example, NYU President John Sexton's \$1.5M annual salary will be supplemented by a \$2.5M bonus in 2015 and a \$800K per year upon retirement. Administrations redirect the money towards expansive building projects that drive the displacement of local communities. Instead of providing living wages for adjuncts and other university employees, the prevailing university model perversely rewards the growth of administrative bloat and bureaucratic processes.

Debt-ridden students and exploited adjuncts must pressure administrations to provide appropriate working conditions and quality, accessible education.

STUDENT-FACULTY-WORKER SOLIDARITY

Who creates the university every day? Students, cafeteria workers, teachers (adjuncts/junior faculty/tenured faculty), cleaning and building operations employees, librarians, staff teams in departments/financial aid/registration/admissions/research centers, IT tech employees, and more... Although our experiences vary, we share many needs and aims for how the university can best operate as an intricate institution of socially interactive study and action. The university runs because of our collective input.

At the top of the university structure stands the administration – the university chancellor, board of trustees, college presidents, provosts (vice prez), and inside teams of advisors. This small, unelected body of people make frequently unilateral decisions that hold disproportionate power over the whole of the university, while rarely setting foot on campus grounds.



Moreover, administrators set lavish annual salaries for themselves – Columbia president Lee Bollinger: almost \$2 million; NYU president John Sexton: \$1.5 million; CUNY Chancellor Matthew Goldstein before his Spring 2013 retirement: almost \$700,000 and a house, car, and chauffeur; New School president Bob Kerrey made 3 million before leaving at the end of 2010, and still enjoys half a million dollars through 2016 as president emeritus. Administrators squeeze wages, work, resources, profits, and ideas from all of us who create the university underneath them, while using an ongoing economic crisis to justify new rounds of tuition increases, budget cuts, privatization, layoffs, program closures, and assaults on workers' rights and resources.

Over the past 30 years, administrators have concocted a new ideal type of teacher, staff worker, and student – overworked, underpaid, indebted, part-time, precarious, and powerless. But this is precisely the ground from which solidarity can flourish. Because our grievances are connected, and the university gathers us in one place, administrators produce their own gravediggers – if we choose to pick up the shovels.

Student-labor solidarity has already gained momentum in recent years. Columbia Faculty House workers, NYU graduate student teachers, CUNY Research Foundation workers, and more have faced off management by undertaking direct actions like occupations, strikes and rallies, which disrupts daily campus affairs and profit flow, while also showing whose work actually makes universities run. Meanwhile, students who feel the pinch of higher tuition and living costs see commonalities with these labor struggles on our campuses. Many of us are already forced to take on large debt burdens, compete for low-paid work-study jobs or unpaid internships, or seek outside employment in addition to our course demands. We see that fighting today shapes the conditions we inherit tomorrow.

By establishing collective strength and rejecting the misleading “worker or student” binary inherent to the profit-driven model of higher education, integrated student/faculty/staff solidarity groups can effectively organize around concrete goals towards an alternative non-market paradigm—centered on a community of shared rights—for the university's improvement as a whole.

EDUCATION AS ENFORCEMENT

Right before our eyes, CUNY education is becoming *The Hunger Games*. Since the ending of Open Admissions low-income students have been forced to fight for entrance at CUNY schools. But the problems only begin with admission process. Instead of being afforded stability, students are subjected to harsh realities on campus. The militarization of CUNY is ever increasing. Even as the administration continues to cut financial aid programs lobbied for by predatory student loan companies it looks for a way to avoid the inevitable PR disaster if CUNY were to become a white upper-middle class institution overnight. This shift would abandon CUNY's stated purpose of uplifting the working class of New York City and make it clear that education is for the privileged elites. The implementation of ROTC (Reserve Officers Training Corps) programs allows low-income students to get college scholarships on the condition that they enlist into the military when they graduate. Do you see the connection to *The Hunger Games* now? Students, primarily low-income students of color, are channeled into the US war machine, fighting abroad in the destructive interests of imperialism. Even as these students put their lives on the line for the maintenance of the US's global empire, they are subjected to racial discrimination and sexual assault that runs rampant and unchecked. Students must literally fight for survival in order to have a chance to access jobs that a college degree promises.



Participation in the military machine should not be viewed as a necessary evil on the road to personal betterment. Its detrimental effects inevitably come back to haunt our society. As Malcolm X reminded us: "The chickens come home to roost." Militarism affects our most valued institutions and even once-radical social movements. It is in this light that we should critically view the lauded repeal of "Don't Ask Don't Tell" by the US military. This struggle for LGBTQ liberation has devolved into an individualistic quest for assimilation into American society and has acquiesced to the prevailing logic of militarism.

One of the most stark examples of the application of military logic in our society is our K-12 education system. In the United States we now use more resources to criminalize youth than to educate them. In a country with the highest incarceration rate in the world, our prisons are overwhelmingly filled with African-Americans and Latinos.



This process of incarceration starts early and often in public schools that are increasingly focusing on the criminalization of their students. Following the Hart-Rudman commission's designation of education as a national security concern in 2000, children are explicitly subjected to military-style modes of discipline and are viewed as disposable populations, rather than future citizens.

This barbaric socio-political and economic strategy to marginalize and oppress youth with the intended goal of incarceration is known as the School to Prison Pipeline. It is characterized by a number of punitive policies:

- zero-tolerance discipline
- no regard for individual circumstances, such as expelled for bringing scissors (generally classified as a "weapon") into the classroom for art project
- racist double standard in enforcement
- school-based arrests
- Reliance on law enforcement, rather than teachers and administrators, to handle minor school misconduct.
- Resource allocation for the presence of police officers and security personnel, rather than basic educational resources like textbooks and libraries
- Soaring rates of suspension, overwhelmingly for children of color.
- Depending on the location students who have been suspended or expelled have no right to an education at all. In others, they are sent to disciplinary alternative schools and funneled into the juvenile justice system.

Students pushed along the pipeline end up in private, for-profit juvenile detention facilities, many of which provide few, if any, educational services. Though many students are propelled down the pipeline from school to jail, it is difficult for them to make the journey in reverse. The vast majority of these students never graduate from high school.

Most universities present themselves as institutions of progressive learning, intellectual freedom and academic integrity, but it is critical to examine our educational institutions' role in society beyond this ideal image. We must be conscious and critical of our own schools' integral role in actively supporting and perpetuating the ever-growing US military empire. The growing presence of the NYPD and overbearing private security on our campuses and the surveillance of marginalized communities such as Muslim students should remind that the effects of militarism in our lives are immediate and pernicious.

REFLECTIONS FROM A FREE COOPER UNION

The Cooper Union for the Advancement of Science and Art, founded in 1859, is one of the last remaining free universities in the United States. In October 2011, President Jamshed Bharucha announced that the school's endowment was running a very large deficit. Very few board members accept any culpability as to how that debt was acquired, even though it has very much to do with the construction of the new academic building, widely considered too costly at best and entirely unnecessary at worst. It was apparent that breaking with the school's 150 year history of free education and charging tuition had become an intentional goal as part of the board's strategy to rebrand and expand the school. In opposition to Cooper Union's original charter, the board seeks a more corporate model that can bring in profit.

After the students and faculty had tirelessly tried for months to engage the administration, we decided to address the public and let them know that the school was in a crisis that was being misconstrued by the administration. A group of thirty of us planned carefully for two months for a physical lock-in with barricades of the Peter Cooper suite, which is the eighth-floor clock tower. We held the space for a week in December, 2012, to demonstrate that students are more important than the administration.

We had three demands: 1) the administration reaffirm the mission statement, including the full tuition scholarship; 2) drastic changes be made to the schools governance, which would include putting students and faculty from each of the schools as voting members of the board; 3) Jamshed Bharucha step down.

In April 2013, the chairman of the board announced that starting in 2014, the school would charge 50% tuition valued at \$20,000 a year. Left with no other means to hold the administration accountable to the school's mission, we took over the president's office and established not only a physical occupation of the space that lasted 65 days. We also demonstrated what a model of collective governance by students, faculty, alumni and workers – committed to the school's mission of "education as free as air and water" – could look like.

In response to our taking over the president's office, the full-time faculty in the School of Art passed a vote of no confidence. The student body of the School of Art and many faculty of the School of Architecture and Engineering signed as well. The adjuncts, which make up nearly 80% of our faculty, were threatened that if they signed this vote of no confidence, they might not be invited back. Due to the precarious nature of being an adjunct, they don't have a way to voice how they feel. This is a problem that also occurs at other schools.

We envision a future where we're not at the hands of unaccountable administrations and boards. We know that the governance problems we face are but a microcosm of those that others are dealing with across the city and country. We all share these same grievances, whether they manifest in terms of tuition, expansion, fees, or cuts. The problem always stems from profit-driven administrations and the lack of democratic participation from students, faculty, staff and alumni. It seems arbitrary the way we allow hierarchies to exist in these institutions. At Free Cooper Union, we envision a school with more cooperative administrative forms in which decision-making power would be vested in a group of students and deans.

We will continue to our fight for a tuition free Cooper Union in the Gural-Borowkosky working group established in the wake of the occupation to reopen the tuition question. If we fail to stop the implementation of tuition, the entire higher education community stands to lose. The Cooper Union administration's message is that full tuition scholarships, although a widespread model in other

industrialized countries like Denmark, are not a sustainable way to run a school. In reality, it is the bloated administrations and their complete lack of fiscal transparency that is not sustainable.

As students, it is our right and responsibility to play an active role in the governance of our universities - the institutions, spaces and communities that we build and maintain through our intellectual and social engagement. The recent events at the Cooper Union show that we are not only able, but obligated, to fight for real meaningful participation of all members of the university's community in decision-making processes that determine how our schools are run. The current response to the Cooper Union crisis is just one step in the direction of more participation by students, alumni and faculty in the struggle for a solution to the most important challenge the school faced in its entire history. We invite you to imagine what forms democratic, inclusive governance could take at your school and how you might be able to achieve them.



GENTRIFICATION

: (noun) process by which existing neighborhoods, institutional spaces, and urban environments are expropriated and forcibly reconstructed for the benefit of a dominant social class.

Side effects include: occupation by police forces, empty high-rise apartment buildings, abandoned houses, displacement of residents. May lead to a proliferation of coffee shops, cupcake boutiques, and other trendy sites of consumption.



NYU/Columbia: two private institutions escalating their subordination of surrounding communities on opposite ends of NYC. NYU's infamous 2031 Expansion Plan is a menace to the diversity and culture that made Greenwich Village desirable real estate in the first place. Columbia's expansion into Harlem has a sordid history of displacing residents by buying up residential property for student and faculty housing. The current "Manhattanville project" expands the university from 125th St to 133rd St and uproots residents and businesses in that area through eminent domain and "rezoning."

Medgar Evers College: a predominately Black CUNY college currently under threat of a takeover by the CUNY Board of Trustees. Aided by eager bureaucrats and private forces, the Board relentlessly seeks to undermine the accessibility of education by "revamping" the institution into a profitable private enterprise. Thus far, student involvement in the governance structures and determined community resistance has hindered the Board's attempts to dismantle the existing college.

GREENWASHING

Your campus is not sustainable, no matter how many recycling bins it has.



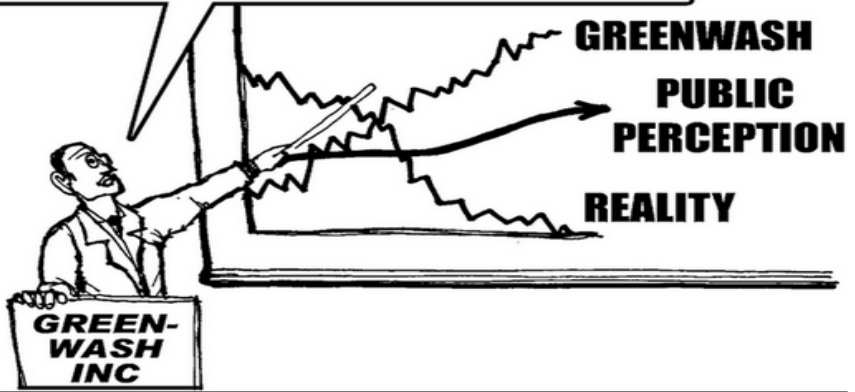
brought to you by



Recently, to make room for yet another campus building, NYU bulldozed a community garden that had long been a site of resistance to the real estate industry's exploitation of the Lower East Side. This is but one example of NYU's detrimental environmental impacts. Despite elaborate, high-profile sustainability programs, Columbia and NYU's endowments both invest heavily in the fossil fuel industry and many of the other top 200 corporate polluters.

CUNY is no better. Its sustainability efforts merely draw attention away from more fundamental change. Every CUNY campus has its own sustainability task force composed of students and faculty that campaign for local 'green' initiatives in collaboration with business interests. These have included obtaining hybrid and electric vehicles, an expansion of recycling facilities and water fountains, and a stronger commitment to 'local' food production. At first glance, these projects might lead us to believe that our universities and colleges are leading the way to a brighter and greener future. However, these "green" initiatives are insufficient. The truth of the matter is that most waste is generated by industrial production (*continued on the next page*).

**YOU CAN IMPROVE PUBLIC PERCEPTION BY
OFFSETTING THE REALITY OF YOUR PROJECT
WITH MORE INVESTMENT IN GREENWASH INC**



Our water is stolen from the Adirondacks and will shortly be contaminated by fracking, and New York City's food production and distribution systems are irreparably tied to fossil fuels. Sustainability is a buzz-word manipulated by corporations to sell us new products: organic cotton t-shirts, Whole Foods, and compostable food containers. Unless we're able to recycle steel and composite materials without fossil fuels, long-term sustainability is an impossible task. Solar and wind power both require new resource extraction and cannot currently meet the needs of industry.

Our environmental problems stem from measurable and easily recognizable sources. Ride a bike behind a diesel truck, live under a congested flight path, or try swimming in the East River if you're a non-believer. Unless we confront the systems of resource extraction and industrial pollution, sustainability belongs to the marketing departments that brought us CitiBike.

Even divestment from the fossil fuel industry, though a lofty (some say attainable) goal, fails to address the root problems of the crisis. Industrial civilization has commodified life, creating systems that make the very reproduction of life impossible. Anything less than a radical repurposing of our methods of production will only perpetuate trendy "lifestyle environmentalism" in which our universities engage. Instead, we need to explore innovative, system-changing solutions to the environmental crisis.

HACK YOUR EDUCATION

Well, you've signed on the dotted line, you're here. Now what?

Own your studies. Work with your professors to fulfill the course requirements while simultaneously brainstorming and enacting social justice. Whether you're studying mathematics or music, ask yourself: "How can my studies contribute to this struggle I care about?" The more unlikely the pairing, the more you can expand the horizons of the people you encounter. We need innovative approaches to social justice in every subject, not just the humanities and social sciences. For example, climate change cannot be addressed without radical new perspectives in the fields of ecology, urban design. and civil engineering.

Build relationships. It's easy to become disconnected from political activity/issues in the community while trying to keep up with classes. To get around this, actively pursue relationships with community organizations. Look for mentors, develop ties with folks at other schools, discuss new ideas, and bring people to events. Encourage people with diverse backgrounds, different participation styles, personality types, and interests to contribute in ways that are fun and meaningful for them.

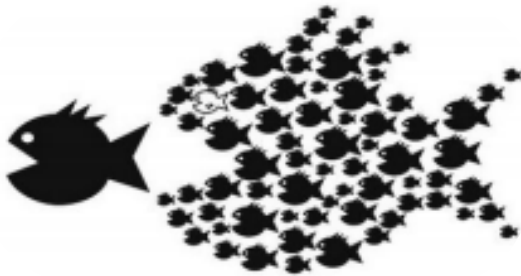
Share resources. As a student you have access to tons of resources – some encouraged by the administration, others not. Take advantage of all of them:

- Reserve space, take space and claim it.
- Tap into student organization money: form "club fronts" and use the university money
- Link up with rad, sympathetic professors
- Reach out to alumni as needed, especially for extra support and institutional memory
- Access to creative supplies: dumpster abandoned art supplies, gain access (officially or unofficially) to studios or labs.

Extend this list! Look for opportunities to share these resources with people and campaigns outside your school.

ORGANIZE! ESCALATE!

Welcome to school. This is your home, work, social life and your community. If there is anything you don't like, get up and change it. Don't just take things as you find them, recognize that you along with others have the agency to change them. Things will happen but you are going to have to make it happen. Administrations respond to student pressure. Organize. Once you've organized, it's time to turn up the flame and let them BOIL.

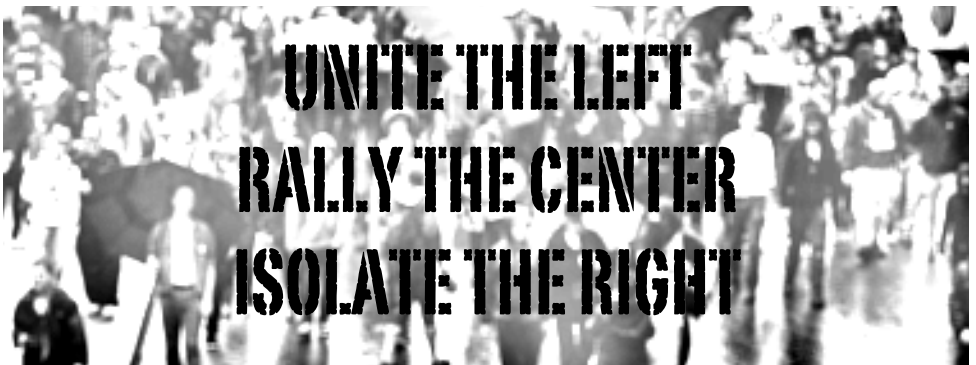


Some aspects to consider when planning to organize:

- **Political demands:** Use smart demands like crowbars to drive a wedge into the status quo. While working towards the resolution of immediate contradiction, keep long-term goals on the horizon.
- Generate both internal and external **legitimacy**.
- **Alliances:** Forge strategic alliances with other groups and individuals who share your goals.
- **Diversity:** Strive for a vibrant diversity of people and ideologies. Avoid being too homogenous, dogmatic or isolating.
- **Draw from history:** Learn from the past and be prepared for various challenges.
- **Escalation of tactics:** Tactics needs to develop cohesively within a steady progression, exhausting the more conventional approaches (such as petitions) before moving on to bolder, more confrontational approaches. This creates evidence of past efforts to show critics how attempts to create change within the system through more conventional means were unsuccessful.

SPECIFIC TACTICS

- Organize a massive information campaign on campuses. Getting your message out constantly is crucial. Get everyone talking and build buzz for your cause.
- Distributed printed materials all the time; flyering teams conducting constant outreach.
- Intensify in conjunction with escalation. Flyering squads mobilize students: distribute flyers and engage in 5-10 min. long conversations with students while distributing materials. Do this nonstop.
- Information distribution examples: flyers, leaflets, posters, website, video clips, research papers.
- Have general meetings where eight to several thousand people can learn the basics. Have “mood watchers” at meetings and assemblies.
- Communicate with strong symbols like the red square.
- Food is important. Have food at events. People need to eat.
- Acknowledge people who do the most unpleasant but necessary work. Rotate these tasks when possible.
- Document all actions and learn from mistakes. Keep archives of everything.
- Publish the texts of your own dissenters; assimilate them, but do not let them distract you from making progress.
- Use punk tactics: It's important to be genuine and not cleave to traditional structures and forms of legitimacy
- Take advantage of the fact that universities are comprised of folks from all kinds of backgrounds. Physicists can be revolutionaries and useful to your efforts.
- Prepare for administrative and state repression. Coordinate with the National Lawyer's Guild. Form legal committees and hold workshops on safety, security and “know your rights.”



"THE ART OF WAR" WITH YOUR ADMINISTRATION

- **Find out who is really in charge.** Figure out who has the final say and only deal with him or her. Research who has the real power and do not let administrators defer to the president, or let the president send you to useless meetings with powerless people. They will try.
- **Never meet with an administrator without first organizing a group of students who share your goals.** Find some way to display this: a petition, lots of students at a meeting with administrators, or students wearing a symbol of support (Tip: never attend a meeting with less than three students.).
- **Know your administrator.** Keep detailed notes of all things s/he says. Play administrators off of each other. Make them seem like the brilliant ones for coming up with your idea. Find out who has the president's ear.
- **Beware of "death by committee."** After ignoring you, they may decide to "study" the issue with administrators, faculty, and perhaps a token student rep. Sometimes there is no way around a committee, but always give it firm deadlines and keep up the pressure, or all it will do is issue an inconclusive report. Demand that all committee meetings be open to the public.
- **Look to any places in your school that have "student representatives."** A student union, congress, council, etc. Sometimes these reps actually have power and take their jobs seriously (sometimes they don't). Again, be wary of "death by committee."
- **Have clear, short demands.** When your administrators don't act on your demands, make them. Hold a march, drop a banner, plan an occupation.

INTERNATIONAL SOLIDARITY

Quebec:

After several years of coalition building and organizing on both public and private school campuses, Quebec's Association for Student Union Solidarity (ASSE) initiated a massive strike against tuition hikes in the Spring of 2012. Following 100 days of campus occupations, neighborhood and city-wide assemblies, night marches, and police riots, the



National Assembly of Quebec passed an emergency law banning public assemblies, masks, and dissent of any kind. Bill 78, officially named "An Act to enable students to receive instruction from the postsecondary institutions they attend" was repealed after broad public condemnation. Tens of thousands took to the street during a weekend-long show of solidarity for the students, particularly emphasizing the interconnectedness between various social struggles. Despite the election of a new provincial premier, activists have continued to face state repression through less-than-lethal assault, raid of activist spaces, and mass arrests. The students of ASSE are seeking to connect with other international student activists and will be hosting the Montreal Student Movement Convention 2014, the first US-Canada student movement convention. *La lutte continue.*

POLICE PARTOUT; JUSTICE NULLE PART

"POLICE EVERYWHERE; JUSTICE NOWHERE"

Chile:

In 2011, Chilean students took their country – and the world – by storm, mounting some of the largest and most organized mobilizations for free public education in recent memory. Among their tactics: a choreographed reproduction of Michael Jackson's Thriller, a mass kiss-in for education, an 1,800-hour relay for education that circled outgoing President Sebastián Piñera's office for weeks, hundreds of student occupations, and weeks of marches that brought

tens of thousands onto the streets of Santiago and other Chilean cities. Two and a half years later, the students' demands that the state guarantee the right to free higher education and put an end to profiteering in the country's growing private university system have not been met, but the protests continue. Three education ministers have been forced from office and numerous scandals have been brought to light since the movement began. Now, just a few months before national elections, Chile's student movement has pushed education and inequality, more broadly, to the center of the country's electoral agenda. Many of the most recognizable student faces of protests, meanwhile, will be competing for seats in Chile's Congress, hoping to build a new popular front that can bring together the country's many social movements, all of whom seek the democratization of Chilean politics and the reclaiming of the commons.



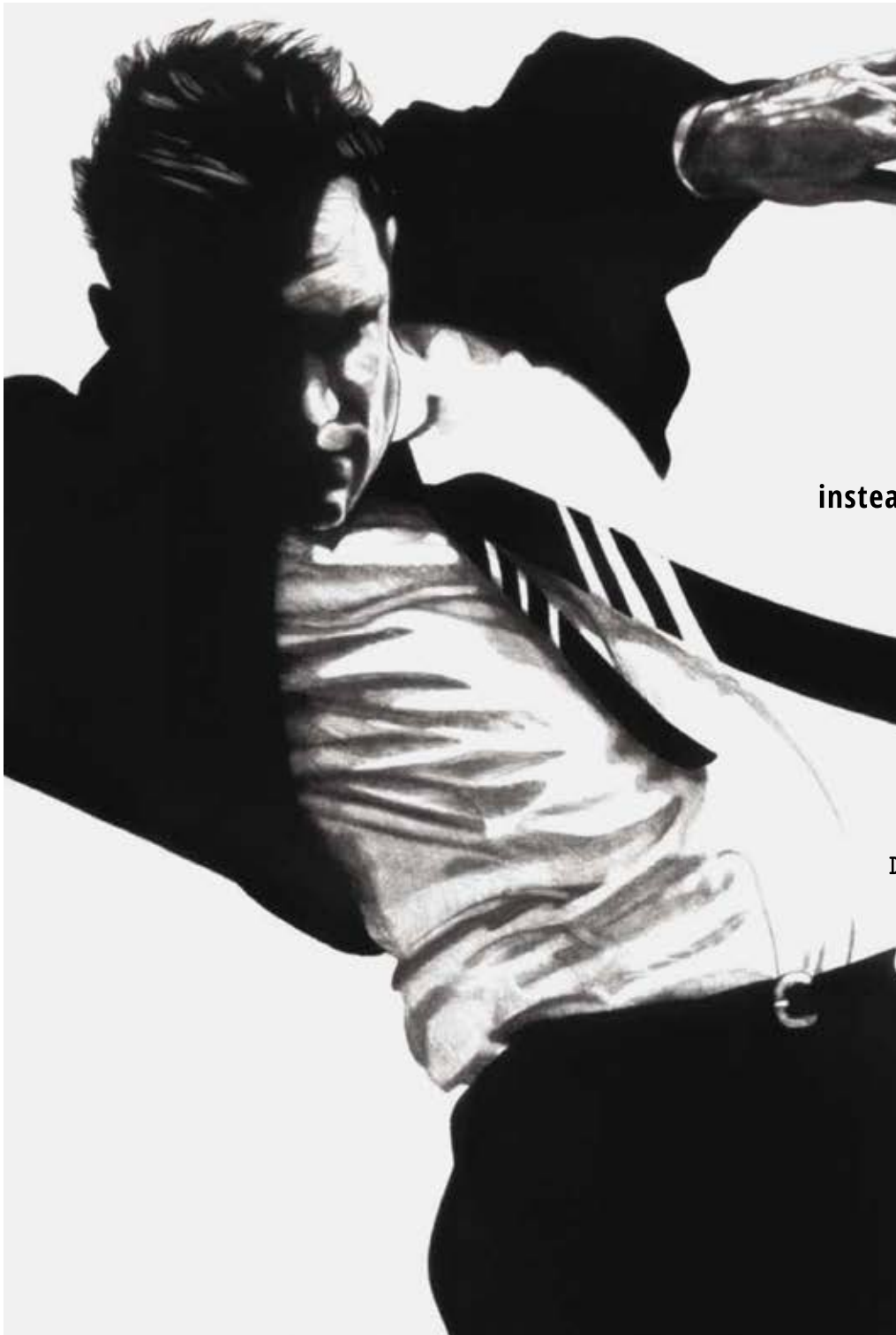
Puerto Rico:

May 2010 saw the student movement at University of Puerto Rico (UPR) reject the proposed \$100 million budget cut and \$800 fee hike with an indefinite strike that spread to 10 of the 11 campuses and shut down much of the university for close to 60 days. The university administration's failure to heed the students' demands continued a longer trend of privatization. Public funding for UPR since 1997 has been slashed by \$336 million, resulting in a significant reduction of students who can access the public university system. Students have organized a series of artistic, political, and academic activities, such as concerts, workshops, and dialogues, in order to raise awareness on campus and connect to broader social struggles, including against the colonial domination by the US. Resistance was met with severe repression: occupation of the campus and beating of student activists by the police. Despite this, the student movement continues to experiment with democratic modes of organizing, innovative protest methods, and grassroots media in order to advance the struggle for accessible education.

Greece:


22 May 1963: Student leader, Antifascist, antinuclear leftist member of Greek Parliament, Grigoris Lambrakis is assassinated by police and army thugs. 17 November 1973: A tank bursts into the occupied Polytechnic University of Athens, where students are protesting the U.S.-backed military junta ruling the country. Eighty three activists are left dead. 5 May 2010: Protests erupt across Greece as the Troika (the European Commission, the European Central Bank, and the International Monetary Fund) thrusts austerity down the throats of the people in an effort to keep their jobs in Belgium. A part of these reforms is the "Diamantopoulou law", which implements a series of dramatic privatization that would convert free public universities into private universities, following the American model. Students in universities and high schools across the country organize strikes, marching out of classes and occupying their universities. 283 of the 420 higher education institutions in Greece are occupied almost immediately after the reform is passed; all entrance exams are cancelled. Students take the streets, paralyzing the entire university system and bringing nearby transportation hubs to a grinding halt. They make their demand clear: it is not up to the Troika to decide their future for them. The feeling that the military junta never left is pervasive. It has been replaced by junta of capital. But students in Greece are no strangers to organizing. Exarchia, a neighborhood in the heart of Athens and perpetual leftist stronghold, is a point of organization. Students of the Polytechnic mingle with anarchists and socialists, organizing free food events every night and holding regular concerts. The space becomes more than a space; Exarchia itself becomes a part of the student movement. Police are barred from entering, pelted with rocks from every apartment building and street corner. From here, students launch their marches on Parliament and retreat when riot police begin to crack skulls and assault students on the street. The Greek student movement's demands go beyond free education. They confront the growing misery of life across all sectors of society under the imposed austerity regime. They struggle to create a political alternative to the neoliberal reforms that the Troika presents as the only way out of the economic crisis. Students in Greece are fighting to assert and reclaim their dignity.





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$$\frac{\partial V}{\partial t} + \frac{1}{2}\sigma^2 S^2 \frac{\partial^2 V}{\partial S^2} + rS \frac{\partial V}{\partial S} - rV = 0.$$

WHAT IS ECONOMICS?

is it merely the sum value of commodities?
the aggregate total of objects produced by our labor?

WHAT DOES SOCIETY DECIDE IS IMPORTANT?

important for who?

who decides?

*are we just numbers?
variables in an
equation?*

we could allocate for free education for all -
ad, the budget's a class war at home & abroad



THE INDIVIDUAL AGAINST THE WORLD, THE WORLD AGAINST THE INDIVIDUAL.

access to higher education is growing - but in the wrong direction.
with opportunity comes asphyxiating chains of DEBT.

how can a civilization ensure its continued existence
without securing the means of intellectual reproduction,
self-criticism, adaptation & implementation of new ideas?

THE ACADEMIES — instead of acting as spaces for brainstorming solutions collectively

to bring us out of A CRISIS WE ARE ALL IN TOGETHER

— ARE WROUGHT WITH AN INDIVIDUALIST VIRUS;

STUDENTS STEPPING OVER EACH OTHER TO GET AHEAD IN THE CAREERIST COMPETITION

DEBT for a degree for a job; a life of servitude
to serve the corporate masters
and to pay the spoils of our wages back to them

IN DEBT.

or should we
just be thankful

they've let us pay to play?

what are our values? : finance or access?

debt to society, or responsibility to uplift it?

why have we we moralized debt, at a deficit of morals?

*if you can't even get an education, how are you gonna DIG IT
that the education system is being hopelessly ravaged
by a corrupt plutocracy of finance capitalists
gambling away our future
into an abyss of debt
and destruction?*

WE ARE THE VOICES

OF A LOST GENERATION.

WE ARE NOT DERIVATIVES.

WE ARE NOT MARGINAL REVENUE PRODUCT.

WE ARE STUDENTS, NOT COMMODITIES.



FREE EDUCATION ■ DIRECT DEMOCRACY ■ TRANSPARENCY

STUDENTBLOC NYC is a coalition of students from public and private universities who have come together to fight for high quality, debt-free education. We envision a world in which spaces of learning are accessible to all and free from violence, racism, and the corrupting influence of big business and finance capital. Schools must be structured to serve the common good, not corporate interests. We demand an end to bloated administrations, unaccountable and all-too-powerful boards of trustees, and the presence of police in our schools. StudentBloc NYC works to organize students, teachers, workers, and community members across New York City to resist the current system in place and take back our schools!

EMAIL: STUDENTBLOCNYC@GMAIL.COM

FOLLOW @STUDENTBLOCNYC

TEXT @STUDENTBLOCNYC TO 23559 TO GET ACTION ALERTS VIA TEXT MESSAGE

ZINE CONTRIBUTIONS BY STUDENTS AT THE FOLLOWING SCHOOLS:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

BROOKLYN COLLEGE

CITY COLLEGE OF NEW YORK

COOPER UNION

COLUMBIA UNIVERSITY

CUNY GRADUATE CENTER

NEW YORK UNIVERSITY

MEDGAR EVERS COLLEGE

THE NEW SCHOOL

QUEENS COLLEGE

2013

studentbloccnyc.org