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## **Youth Liberation: Burn the Schools and Destroy the Media!**

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*On 11 of November 2012, covered by the night and with desires of revolutionary solidarity to the imprisoned anarchists from around the world, we burnt one state elementary school in Paniki, Manado. We salute our action to all of our brothers and sisters from Informal Anarchist Federation – International Revolutionary Front (FAI – IRF).*

*The fire started at around 9pm. The entire school was burned out. 322 children now have a lot of free time without state education. There was not a single casualty. Following the previous ICR action in Manado on 5th November, the police organised a meeting specifically to discuss the situation, where media were not allowed inside to hear the proceedings. They are presumed to have decided on a policy of denial, to attempt to suppress the information about the attacks. Hence, the previous explosive device in Manado was declared only to be an “empty suitcase” mistaken for a bomb, and the arson of this school declared as an “electrical short-circuit”.*

*Maybe, many of the comrades will be asking why we put a fire in a school? It’s a simple answer.*

*First, school is a prison. And there’s no other excuse to defend the school and write it out from the list of targets of revolutionary actions. In school, we can’t learn about freedom, bravery, uniqueness and revolutionary solidarity. We learn nothing but the situation of society that imposes on our dignity as a human being.*

*We dedicated our action to remember our brothers, Eat and Billy who are still jailed by the state. Also, through this action we want to send our revolutionary greetings to Nicola Gai and Alfredo Cospito, members of Conspiracy of Cells of Fire, Theofilos Mavropoulos, Gabriel Pombo da Silva, Marco Camenisch, members of Revolutionary Struggle and the imprisoned anarchist in Chile and Bolivia. To Luciano Tortuga and Mario Tripa Lopez, we send you revolutionary hugs to both of you.*

*This action is part of our issue of Direct Action for one week to remember our brothers who are imprisoned by the state, the struggle against state, capital and society.*

that with the next generation?

### **We are All in Prison**

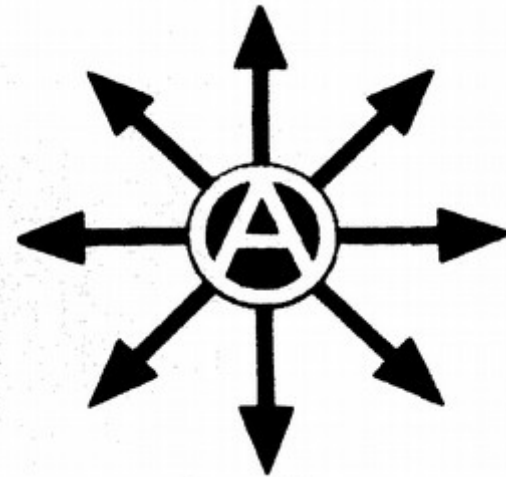
I don’t want to denigrate the uniquely awful experience of those actually incarcerated in real penal institutions, but most individual humans on the planet right now live day to day existences which are basically not so different from prisoners. Even for most of us living in first world luxury, from cradle to grave, school to work, with the gaps filled in by TV, our minds and bodies are not free.

I wish I had never spent the hours of my youth locked up in school or numbing the pain of that experience with more hours spent staring at a television screen and a computer monitor. In some ways it’s too late for me now, my spirit has been broken—but, just like a tamed elephant that one day snaps and tramples its overseers, I too can lash out and fight back against the voices that bent my soul, and in doing so maybe I can help to save the next generation from having their spirits broken.

Are you with me?

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*This text was originally found anonymously written in the compilation zine “Uncivilized: The Best of Green Anarchy” published by Green Anarchy Press*



youth liberation: burn the schools them. Observe the vacuous, worn out, dragged down lack of curiosity in many high school students—that is, beyond interest in product consumption, and media icon worship.

### **Making Some Space to Think In**

Most American public schools are severely understaffed and underfunded. They can ill afford to hire increased security or to rebuild following serious sabotage or attacks. If a campaign of such actions took place on a national level, where would this leave the youth of America? Well, not locked up in schools for starters. And, in a world where consumption and production reign divine, idle hands can be the tools of the devil.

Of course in such a scenario a lot of youth autonomy would be recouped by real prisons and private schools—and certainly by television. Unless of course, the equipment and buildings needed to broadcast and receive this pacifying influence were also under constant attack, at both a local and international level, by diverse small autonomous groups. The same strategy could also be used against the Internet, or any other electronic corporate media tools of social control.

If first world youth can't go to school, watch television or surf the web on a regular basis, and their parents can't reliably entertain, supervise, and pacify them with these innovations, what the hell happens then? I don't know—but it sounds like a scenario that's a lot more encouraging of spontaneous revolt than our current situation.

### **Providing Alternatives**

When and if thousands of bored kids start roaming the streets in hordes, it behooves anarchists to offer them access to radical ideas and tools for helping them deal with and understand their world. To this end, anarchists should start right now building up publicly accessible libraries, free school seminars, and personal repertoires of socio-political theory, historical knowledge, and more important by far, real hands-on skills of all kinds: from creating art and music to building and fixing your own cars, bombs, and bicycles; from permaculture to wild food gathering and hunting; from marksmanship to conflict resolution. I mean, don't we want to learn how to really live and share

*Never step back,  
Never unarmed,  
Never bow,  
For anarchy  
For the black international*

*International Conspiracy for Revenge (ICR)  
Informal Anarchist Federation – International Revolutionary  
Front (FAI – IRF)*

### **Youth Liberation: Burn the Schools and Destroy the Media!**

In order for civilized villagers in Southeast Asia to tame a wild elephant and use it for agricultural labor, they must first break its spirit. This is accomplished by luring an adolescent animal away from others of its species, and then chaining each of its legs securely to the ground. The elephant cannot move, cannot seek assistance from family or friends, cannot independently take care of itself. The poor creature is totally dependent, imprisoned, and surrounded by strange thin-haired apes, who laugh at or applaud its pain and misery. After this goes on for days, the elephant's wild spirit is broken, and it becomes a docile plough animal.

School serves a similar purpose for civilizing and breaking the spirits of young humans. At the tender age of 4 to 6 a child has just begun to articulate clearly in complicated symbolic language, as well as starting to master complex physical and mechanical tasks. It is at this point that vulnerable, fragile young humans are forcibly taken away from their family home, human neighborhood, and eco-system. With the threat of police violence and imprisonment or at the least kidnapping of their child, waved at parents to ensure compliance, countless children are loaded on mass transport carriers, and carted away. For the next thirteen years they spend as much as eight hours a day with hundreds of other displaced youth in massive, sterile, unfriendly institutional buildings. At these institutions they are trained, under constant threat of various cruel and unusual psychological punishments, to sit still, follow orders unquestioningly, and most importantly to fear what might happen if they ever stray outdoors beyond the walls or yard of their little prison and the watchful eyes of their overseers.

At the same time as young children are being schooled, another powerful force begins to fully eclipse and dominate their perception of the world. For many children in the first world, the flickering of the cathode ray behind TV sets and computer monitors, and the recorded sound vibrations of radio, record, tape and CDs may become essential to their perception at the earliest developmental stage possible—when their hearing and vision become clear and distinct senses. In other cases the child’s parents attempt to defer this experience until their kids reach the age of 3 or 5 or even 14—but beyond that point it becomes virtually impossible to save any human from the brainwashing experience of the commercial corporate media.

Sometimes these sounds and images offer children a rebellious voice, which seems to counter and subvert their schooling by extolling the pursuit of maximum “cool” social status via product consumption.

At other times the media simply parrots the same messages of obedience, fear and conformity first learned in the educational system. At all times TV, radio, stereos, computers and other electronic media are defining and delimiting a young human’s existence, from the level of the physiological to that of the mythical.

### **Fight the Real Enemy**

Certain contributors to this publication have suggested that those who wish to physically fight civilization should prioritize attacks on biotechnology and nanotechnology. These developments, which are not currently accepted as essential and inevitable by a majority of civilized people, make imminent the possibility of total ecological collapse at a basic molecular and genetic level—as well as the more frightening possibility of total human control over the basic building blocks of life, a “post-ecology world” as the proponents of nanotech admit they are working towards. All these reasons put biotech and nanotech high on the list of important targets for calculated outbursts of rage against the machine.

Yet at the same time, in giving material manifestation to one’s love of life and hatred of the gears of death, informed people should not forget that a few main institutions are primarily responsible for molding human beings into citizens, consumers and capitalists—namely: mass corporate media, the nuclear family, and the

compulsory education system. Finding ways to attack and transcend these evil influences is essential to moving beyond civilization. Of the three, only the mass media and the schools have clearly identifiable centralized offices of operation. And just as the people most essentially responsible for killing the earth have names and addresses, so the buildings and equipment which are most important for indoctrinating youth and maintaining control of the minds of adults are quite obvious in any town or city—they are usually clearly listed in telephone books, and in many cases (unlike prisons, government centers, or resource extraction corporation offices) they have little security to speak of.

### **This is Personal and Political**

I spent 13 years being educated in the public schools, I have watched loved ones waste decades working at them, and I have even spent several years as a wage slave in the school system myself. Based on this experience, I have decided that from an anarchist point of view, and especially a green anarchist viewpoint, there is almost nothing redeeming about the experience of schooling and the public school system. Any helpful ideas and emotional support that youth get from a stray iconoclastic teacher, tutor, or counselor are completely outweighed by the nature of the educational system as a whole: a mass bureaucratic machine of increasingly militaristic and inherently prison-like institutions, whose admitted purpose is to mold humans from their natural wild state into the roles of good citizens and docile workers. For anyone who claims to oppose government, authoritarianism, or hierarchy (let alone civilization) to apologize for or support the public school system is sheer hypocrisy and back-stepping.

Though my personal economic survival is still partially dependent on wage slavery in the public schools, I would be overjoyed to see every burned to the ground.

If you doubt that the youth of today are turned into docile consumer drones by the double whammy of school and the media, I suggest that you spend some time around masses of young people.

Listen to the way small children parrot the lines of movies and TV shows, and structure their entire identities and daily routines around