

THE  
REPRESENTATIVE  
ASSOCIATION  
OF  
STUDENTS

We, the students of a free society, hereby declare ourselves members of a sovereign and student organization. The oppression of the Student Government upon the learning-group Union of Students can no longer be stood by.

Chief of our Principles:

1. Upon the collapse of the Student Government, a Council of Students shall be created. A Secretary-General shall be named leader of this Council.
2. The fair, free, and equitable distribution of resources of all participating members.
3. The formation of the United Student Republic (USR).
4. The declaration of loyalty to the United States of America, and its constitution, not destroying the rights of the students.
5. The destruction of the institution of private property and the common-holding of all things.
6. The ownership of the common material by the group of students.
7. The management of common material by the Council.

Distinguishing ourselves as a Party of Students, petitioning for representation among the Student Government, declaring the current order unfair and unfit to govern the student body, realizing the stagnation that has occurred among the population, demanding the distribution of resources including but not limited to school supplies among the population by the Secretary General.

All members of the USR shall receive weekly stipends of resources as seen fit by the Council; additional resources can be petitioned for by any subject of the USR.

Signed into Order by the Secretary General of the USR,

X\_\_\_\_\_

Are You:

- Unhappy with the way the school is being run?
- In lack of school supplies?
- In need of basic resources?
- Denied help by the Student Government?

Then support the Representative Association of Students! The responsibility of the Student Government Association is to do the will of those who have elected them; the officers in command of the student population have only prospered from our work, and have given nothing in return.

The RAS calls for a change in leadership. Formed is the United Student Republic (USR), distinguishing itself as a free and separate organization from the body of students managed by the Student Government. At the head of the USR is the Secretary General, a member of the student population.

The collapse of the SGA is imminent! We need Student Government to help secure our future!

-Upon the collapse of the SGA, a council of students shall be created. A Secretary-General shall be named head of this Council.

-The fair, free, and equitable distribution of resources of all participating members. The formation of the United Student Republic (USR).

-The declaration of loyalty to the United States of America, and its constitution, not destroying the rights of the students.

-The destruction of the institution of private property and the common-holding of all things.

-The ownership of the common material by the students.

-The management of common material by the Council.

## THE MANIFESTO OF THE STUDENT PARTY OF SOUTH LAKE

A spectre is haunting South Lake — the spectre of the free representation of students. All the powers of the old school, the Student Government, have entered into an alliance to destroy this spectre:

Where is the party of students that has not been decried as evil by the Student Government? Where is the opposition that has not hurled back the branding reproach, against the more advanced opposition parties?

Two things result from this fact:

I. Student representation is already acknowledged by all school powers to be itself a power.

II. It is high time that Students should openly, in the face of the whole school publish their views, their aims, their tendencies, and meet this nursery tale of the Spectre of Students with a manifesto of the party itself.

To this end, groups of students have assembled in South Lake and sketched the following manifesto, to be published in a language understandable by all students.

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## Overview

The essential conditions for the existence and for the sway of the Student Government is the formation and furthering of power. The condition for power is student's work. Student work rests exclusively on fighting between the students. The advance of our school, whose involuntary promoter is the Student Government, replaces the isolation of the students, due to fighting, by the revolutionary combischool, due to association. The development of our modern school, therefore, cuts from under its feet the very foundation on which the Student Government produces and appropriates products. What the SGA therefore produces, above all, are its own grave-diggers. Its fall and the victory of the students are equally inevitable.

1. There was once a system of school, before the fighting between the Acadmies, in which the students lived in peace.
2. By fostering competition and fighting between the Math/Science/Engineering, Arts & Communications, Business, and Health Acadmies, the Student Government Association has ruthlessly exploited us, the students.
3. The Students are exploited through the SGA's various schemes, such as prom, sports events, the selling of candy and soda, and other such things that they use to enslave us and profit for themselves in a selfish manner.
4. By doing this, the SGA divides itself and the entire school into two main camps: the Rulers, and the Students.
5. The Rulers are divided by those who side with the Students and those who are selfish and fight for themselves.
6. The students unite themselves into a cohesive and formal unit.
7. With the support of their faction within the SGA, they collapse the Student Government Association.
8. The SGA is then replaced by a government which represents the students and serves the student's interests.
9. This collapse is imminent, and with the support of the students, can happen. With this collapse comes equality for all students, and providing everything that the students may need.

## I. Student Government and the Students

### **The Formation of the Our School**

The history of all existing school systems is the history of struggles between Acadmies.

Government and student, group officers and learner, oppressor and oppressed, stood in constant opposition to one another in a fight hidden from open eyes. Now, the fight is being seen by all, it can be concluded that this fight will in time end, either in a revolutionary reconstitution of this school system, or in the common destruction of everyone.

In earlier history, we find almost everywhere a complicated arrangement of the school into various orders. These orders being the Health Academy, the Business Academy, the Math/Science/Engineering Academy, and of course Arts and Communications.

The modern school of these academies that has sprouted from the ruins of an old school system has not done away with student struggles. It has but established new academies, new conditions of oppression, new forms of struggle in place of the old ones.

Our time, the time of the Student Government, possess this distinct feature: it has simplified academic struggles. The school as a whole is more and more splitting up into two great hostile camps, into two great groups directly facing each other — The Student Government and the Students themselves.

### **The Formation of the Student Government**

From the students desiring change in their school, came the first oppressors of the SGA. From these oppressors the first elements of the academy system were developed.

The foundation of the system of Academies opened up fresh ground for the rising SGA. The current school system and the trading of ideas between the Acadmies brought communication and cooperation, an impulse never before known. This is the foundation of our revolutionary Student-run society.

The old way of doing things, in which students participated in closely guarded groups, now no longer sufficed for the growing wants of the new school system. The Academic system took its place. The group-masters were pushed on one side by the Academic Student group; division of students between the different groups vanished in the face of division of students in each single academy.

Meantime education kept ever growing, the demand ever rising. Even this Academic System no longer sufficed. Thereupon, an iron-fisted Student Government revolutionised the way our school is run. The place of the heads of the Acadmies was taken by the giant Student Government; the place of the

working student group was taken by ruling students, and the leaders of the whole clubs of students, the modern Student Government Association.

Modern education has established our complex system of interaction, for which the foundation of the Academies. This system has given an immense development to how we interact with each other, how we make friends, how we gain girlfriends, and boyfriends, and so on. This development has, in its turn, reacted on the extension of education. In the same way the SGA developed, increased its power, and pushed into the background every Academy handed down from the earliest bits of our school's history.

We see, therefore, how the modern Student Government is itself the product of a long course of development, of a series of revolutions in the modes of interaction and education.

### **The Role of the Student Government**

Each step in the development of the Student Government was accompanied by a corresponding advance of that Academy. An oppressed group under the sway of the most influential students, an armed and self-governing association in the olden time's commune.

Afterwards, in the period of proper interaction, the students are forced to serve the totalitarian student government as a counterpoise against the most influential students. In this, the Student Government has at last, since the establishment of Modern Education and of the school system, conquered for itself exclusive power in the modern representative school system. The executive of the modern school is but a committee for managing the common affairs of the whole Student Government.

The Student Government, historically, has played a most revolutionary part.

The Student Government, wherever it has got the upper hand, has put an end to all organizational, formal, idyllic relations. It has pitilessly torn asunder the outdated ties that bound man to his "natural superiors", and has left remaining no other nexus between student and student than pure self-interest.

It has drowned the greatest pleasures of religion, of rightful enthusiasm, and of foreign sentimentalism in the icy water of selfish calculation. It has changed personal worth into money, and in place of the numberless indefeasible chartered freedoms, has set up that single, unconscionable freedom — Educational Freedom. In one word, for exploitation, veiled by selfish political illusions, it has substituted naked, shameless, direct, brutal exploitation of the students.

The Student Government has stripped of its good nature every occupation that a student might possess, that is honoured and looked up to with reverent awe. It has converted the physician, the lawyer, the priest, the poet, the man of science, into its paid grade students. In a short, the Student Government has saddled the

student populace under a yoke of its own rule, selfishly exploiting it for its own gain.

The Student Government has torn away from the group of friends its sentimental veil, and has reduced the friendship relation to a mere money relation. Why else does every baseball, football, basketball game, school event, prom, homecoming, every other student-led event cost so much? It is the ruthless exploitation of the Student Populace for their money so that the SGA might profit off of it.

The Student Government has disclosed how it came to pass that the brutal display of vigour in the old days, which the more radical students so much admire, found its fitting complement in the most slothful indolence. It has been the first to show what man's activity can bring about.

The Student Government cannot exist without constantly changing the instruments of running school society, and thereby the relations of students to students, and with them the whole relations of the school.

Conservation of the old modes of our school in unaltered form, was, on the contrary, the first condition of existence for all earlier groups of students. Constant changing of our way of life, uninterrupted disturbance of all social conditions, everlasting uncertainty and agitation distinguish our time from all earlier ones.

All solid ways of doing things, with their train of ancient and venerable prejudices and opinions, are swept away, with all new-formed ones become old and outdated before they can completely form. All that is solid melts into air, all that is holy is profaned, and a student is at last compelled to face with sober senses his real conditions of life, and his relations with his kind, forced to ask, "What am I doing here?"

### **The Exploitation of the Students by the Student Government**

The need of a constantly expanding school system for its products chases the Student Government over the entire network of our campus. It must nestle everywhere, settle everywhere, establish connexions everywhere.

The Student Government has through its exploitation of the school system given a certain character to education and our school in every place. To the great chagrin of the Radical Students, it has drawn from under the feet of education the school grounds on which it stood.

All old-established school clubs and associations have been destroyed or are daily being destroyed. They are dislodged by new associations, whose introduction becomes a life and death question for all normal groups of students, by groups that no longer work up pure learning, but learning from the remotest zones; students whose products are consumed, not only at home, but in every quarter of the school.

In place of the old wants, satisfied by the education of that particular group



of students, we find new wants, requiring for their satisfaction the products of distant places and atmospheres.

In place of the old grouproom and area seclusion and self-sufficiency, we have intercourse in every direction, universal inter-dependence of groups of students. And as in material, so also in intellectual production. The intellectual creations of individual students become common property. School's one-sidedness and narrow-mindedness become more and more impossible, and from the numerous grouproom and local thought, there arises a school thought.

The Student Government, by the rapid improvement of all instruments of education, by the immensely facilitated means of communication, draws all, even the most barbarian groups of students into civilisation. The cheap prices of school products are the heavy artillery with which it batters down all walls, with which it forces the individual student's intensely obstinate hatred of outsiders to cooperate.

It compels all students, on pain of extinction, to adopt the SGA's mode of doing things. It compels them to introduce what it calls regularity into their midst, i.e., to become rulers themselves. In one word, it creates a school after its own image.

The Student Government has subjected the portables to the rule of the main school. It has created enormous structures, has greatly increased the regular school population as compared with the portable, and has thus rescued a considerable part of the population from the idiocy of portable life. Just as it has made the portables dependent on the main campus, so it has made individualistic and semi-individual groups of students dependent on the regular ones, groups of students dependent on groups of Student Government.

The Student Government keeps more and more doing away with the scattered state of the student population, of the means of our society, and of our property. It has collected population, centralised the means of our products, and has concentrated property in a few hands.

The necessary consequence of this was political centralisation. Independent, or but loosely connected areas of the school, with separate interests and ways of life became lumped together into one singular school, with one government, one code of laws, one Academic-interest, one frontier.

The Student Government, during its rule, has created more massive and more colossal forces than have all preceding generations together. The subjection of the entire school to its forced products and rule has created a situation of the singular exploitation of the student populace.

### **The Collapse of Student Government**

We see then: the means of production and of our way of life, on whose foundation the Student Government built itself up, were generated in an old society. At a certain stage in the development of these means of production and of our way of life, the conditions under which old society produced and lived, the old

organisation of students became no longer compatible with the already developed productive forces; they became obsolete. They had to be destroyed, and they were.

Into their place stepped the iron fisted but seemingly kind rule of the SGA, accompanied by a social constitution adapted in it with the sole rule of the SGA.

A similar movement is going on before our own eyes. The modern SGA society, with its relations students is a society that has conjured up such gigantic means of interaction; it is like the sorcerer who is no longer able to control the powers of the nether world whom he has called up by his spells.

For many years past the history of our modern school is but the history of the revolt of modern student relations against modern conditions existence against the interactions that are the conditions for the existence of the Student Government and of its rule. It is enough to mention the financial crises that by their periodical return put the existence of the entire SGA society on its trial, each time more threateningly.

In these crises, a great part not only of the existing ways of life, but also of the previously created ways, are periodically destroyed. In these crises, there breaks out an epidemic that, in all earlier times, would have seemed ridiculous — the epidemic of having too much.

School suddenly finds itself put back into a state of momentary anarchy; it appears as if a famine, a universal war of devastation, had cut off the supply of every means of survival; student interaction seem to be destroyed; and why? Because there is too much of an organized school, too much means of existence, too much interaction.

The forces at the disposal of our school no longer tend to further the development of the conditions of the SGA's power. On the contrary, they have become too powerful for these conditions, by which they are destroyed, and so soon as they overcome these destructions, they bring disorder into the whole of the SGA's society, endanger the existence of SGA's power.

The conditions of Student Government society are too narrow to comprise the power created by them. And how does the Student Government get over these crises? On the one hand, they get over them by the enforced destruction of a mass of forces. On the other, by the conquest of new groups of students, and by the more thorough exploitation of the old ones. That is to say, by paving the way for more extensive and more destructive crises, and by diminishing the means whereby crises are prevented.

The weapons with which the Student Government destroyed our old way of life are now turned against the Student Government itself.

But not only has the Student Government forged the weapons that bring death to itself; it has also called into existence those who are to wield those weapons: The Students.

## The Students

We, the Students, are created by the same way that the Student Government is. We are a group of students who flourish among others only so long as they find a way to serve the SGA, and who find a way do so only so long as their work increases the SGA's power.

We students, who must sell ourselves piece by piece, are a commodity, like every other article of life, such as pencils, paper, and books. We are consequently exposed to all the terribleness of competition, to all the fluctuations of the school.

Owing to the extensive use of large groups, and to the division of students, our work has lost all individual character, and, consequently, all charm for the student. We become an appendage of the machine, and it is only the most simple, most monotonous, and most easily acquired knack, that is required of him. Hence, the cost of survival of a student is restricted almost entirely to the means of subsistence that he requires for maintenance, and for the continuation of his friends. But the price by which we work is equal to its cost of production. In proportion, therefore, as the terribleness of the work increases, the grade decreases.

The modern SGA has converted the little group of students of the into the great factory of the exploitive ruler. Masses of students, crowded into the school, are organised like soldiers. As privates of the SGA army they are placed under the command of a perfect hierarchy of officers and sergeants. Not only are they slaves of the SGA, and of the SGA's government, they are daily and hourly enslaved by the machine, by the overlooker, and, above all, by the individual SGA representative himself. The more openly this dictatorship proclaims profit and goodness to be its aim, the more petty, the more hateful and the more embittering it is.

No sooner is the exploitation of the student by the SGA so far, at an end, that he receives his grades in grades, than he is set upon by the other portions of the SGA.

The lower bits of the student populace all dissolve into the working group of students, partly because their work does not suffice for the scale on which school society is carried on, and is swamped in the competition partly because their specialised skill is rendered worthless by new methods. Thus the student is recruited from all groups of the population.

The student population goes through various stages of development. With its birth begins its struggle with the SGA. At first the contest is carried on by individual students, then by the students in a clique, then by the operative of grouproom against the individual ruler who directly exploits them.

At this stage, the students still form an incoherent mass scattered over the whole school and are broken up by their mutual fighting caused by the SGA. If anywhere they unite to form more compact groups, this is not yet the consequence

of their own active union, but of the union of the SGA. For example, think of a group club; when does the SGA not have their hand in it?

In order to attain its own desires, the student is compelled to set the whole population in motion, and is able to do so for a time. At this stage, students do not fight their enemies, but the enemies of their enemies, the remnants of absolute rule. Thus, the whole movement is concentrated in the hands of the Student Government; every victory so obtained is a victory for the SGA.

But with the development of school society, the populace not only increases in number, but it becomes concentrated in greater groups. Its strength grows, and it feels that strength more. The various interests and conditions of life within the ranks of the population are more and more equalised.

The growing fighting among the Student Government, and the resulting crises, make the benefit of the student ever more changing. The increasing improvement of clubs, ever more rapidly developing, makes their livelihood more and more precarious. The fights between individual students and individual students take more and more the character of collisions between them.

### **The Assembly of the Students**

Thereupon, the students begin to form their own groups against the SGA; they club together in order to keep up the rate of how things are done; they make permanent associations in order to prepare for these occasional revolts. Here and there, the contest breaks out into riots.

Now and then the students win, but only for a time. The real fruit of their battles lies, not in the immediate result, but in the ever expanding union of the students. This union is helped on by the improved means of communication that are created by modern school, and that places the students of different areas in contact with one another.

It was just this contact that was needed to centralise the numerous local struggles, all of the same ideology, into one school struggle between the students and the SGA. But every struggle between the students and the SGA is a political struggle. While it took the rulers of the old system years to reach this level, it takes us only a few weeks.

This organisation of the students into a group, and, consequently into a political party, is continually being upset again by the fighting between the students themselves. But it ever rises up again, stronger, firmer, mightier. It compels the SGA's recognition of particular interests of the students, by taking advantage of the divisions among the SGA itself.

Further, as we have already seen, entire sections of the Student Government are dissolved into the student populace, or are at least threatened in their conditions of existence. These also supply the students with fresh ways of learning and progress.

## **The Victory of the Students**

Finally, in times when the struggle nears the final hour, it assumes such a violent, glaring character, that a small section of the SGA separates itself, and joins the revolutionary students, the group that holds the future of the school in its hands.

Just as in an earlier time, a section of the top students went over to the Student Governments, so now a portion of the SGA goes over to the students. In particular, a portion of the student ideologists, who have raised themselves to the level of understanding the student movement as a whole have joined us.

Of all the groups that stand face to face with the Student Government today, the union of students alone is a really revolutionary group. The other groups decay and finally disappear in the face of our society; the student union is its special and essential result.

The lower students, the business student, the math student, the art student, the student trying to earn his GED, all these fight against the SGA, to save from extinction their existence as fractions of the whole. They are therefore not revolutionary, but conservative. Nay more, they are radical, for they try to roll back the wheel of history. If by chance, they are revolutionary, they are only so in view of their impending transfer into the union of students; they thus defend not their present, but their future interests, they desert their own standpoint to place themselves at that of the student union.

The “dangerous group” the social scum may be swept into the movement by a student-led revolution; its conditions of life, however, prepare it far more for the part of a bribed tool of reactionary intrigue.

In the condition of the union of students, those of old society at large are already virtually swamped. The student union is without property; his relation to his friends has no longer anything in common with the SGA friends. Our modern school system, the subjugation to the furthering of the power of the SGA has stripped him of every trace of character. Law, morality, religion, are to him so many ruling prejudices, behind which lurk in ambush just as many SGA interests.

All the preceding groups that got the upper hand sought to fortify their already acquired status by subjecting the school at large to their conditions of slavery. The student union cannot become masters of the school except by abolishing their own previous mode of slavery and thereby also every other previous mode of appropriation. They have nothing of their own to secure and to fortify; their mission is to destroy all previous securities for, and insurances of, individual property.

## **The Union of Students**

All previous student movements were movements of small groups, or in the interest of small groups. The student union movement is the self-conscious, independent movement of the vast majority, in the interest of the vast majority.

The student union cannot raise itself up, without the whole of official society being sprung into the air.

Though not in substance, yet in form, the struggle of the student union with the SGA is at first a struggle of a single school. The students of each school must, of course, first of all settle matters with its own Student Government.

In depicting the most general phases of the development of the Union of Students, we traced the more or less hidden civil war, raging within existing society, up to the point where that war breaks out into open revolution, and where the overthrow of the Student Government lays the foundation for the sway of the Student Union.

## **Conclusion**

Every form of school has been based, as we have already seen, on the fighting of oppressing and oppressed groups. But in order to oppress a group, certain conditions must be assured to it under which it can, at least, continue its slavish existence.

The student, in the period of slavery, raised himself to membership in the small group of students, just as the petty student officer, under the yoke of the old regime, managed to develop into a formal government. The modern student instead of rising with the process of modern life, sinks deeper and deeper below the conditions of existence of his own group. He becomes an outcast, and this develops more rapidly than population and wealth.

And here it becomes evident, that the Student Government is unfit any longer to be Student Government in our school. It is unfit to rule because it is incompetent to assure an existence to its slave within his slavery, because it cannot help letting him sink into such a state, that it has to feed him, instead of being fed by him. School can no longer live under this Student Government. In other words, its existence is no longer compatible with our society.

The essential conditions for the existence and for the sway of the Student Government is the formation and furthering of power. The condition for power is student's work. Student work rests exclusively on fighting between the students. The advance of our school, whose involuntary promoter is the Student Government, replaces the isolation of the students, due to fighting, by the revolutionary combischool, due to association. The development of our modern school, therefore, cuts from under its feet the very foundation on which the Student Government produces and appropriates products. What the SGA therefore produces, above all, are its own grave-diggers. Its fall and the victory of the students are equally inevitable.

## II. The Student Representatives and the Students

### **The Formation of the Student Representative Party**

In what relation do the members of the Student Representatives stand to the students as a whole?

We do not form a separate party opposed to the other student groups.

We have no interests separate and apart from those of the students as a whole.

We do not set up any principles of our own, by which to shape and mould the student movement.

We are distinguished from the other parties by this only:

1. In the school-wide struggles of the students of the different schools, we point out and bring to the front the common interests of the entire student population, independently of all self-interest.
2. In the various stages of development which the struggle of the students against the SGA to pass through, they always and everywhere represent the interests of the movement as a whole.

We, therefore, are the most advanced and resolute section of the student groups of every school that section which pushes forward all others; on the other hand, theoretically, they have over the great mass of the Union of Students the advantage of clearly understanding the line of march, the conditions, and the ultimate general results of the student movement.

The immediate aim of the Student Representatives is the same as that of all other student parties: formation of the Union of Students into a group, overthrow of the Student Government supremacy, conquest of political power by the Union of Students.

The theoretical conclusions of the Student Representatives are in no way based on ideas or principles that have been invented, or discovered, by this or that would-be universal reformer.

They merely express, in general terms, actual relations springing from an existing group struggle, from a historical movement going on under our very eyes. The destruction of existing property relations is not at all a distinctive feature of Student Representation.

### **Private Property**

All property relations in the past have continually been subject to historical change consequent upon the change in historical conditions.

The distinguishing feature of Student Representation is not the destruction of

property generally, but the destruction of Student Government property. But modern Student Government private property is the final and most complete expression of the system of producing and appropriating products, that is based on group antagonisms, on the exploitation of the many by the few.

In this sense, the theory of the Student Representatives may be summed up in the single sentence: destruction of private property.

We Student Representatives have been reproached with the desire of abolishing the right of personally acquiring property as the fruit of a man's own work, which property is alleged to be the groundwork of all personal freedom, activity and independence.

Hard-won, self-acquired, self-earned property! Do Student Government mean the property of students, a form of property that preceded the Student Government form? There is no need to abolish that; the development of student society has to a great extent already destroyed it, and is still destroying it daily.

Or do Student Government mean the modern Student Government private property?

### **The Students and their Property**

But does student work create any property for the student? Not a bit. It creates power, *i.e.*, that kind of property which exploits student work, and which cannot increase except upon condition of begetting a new supply of student work for fresh exploitation. Property, in its present form, is based on the antagonism of power and student work. Let us examine both sides of this antagonism.

To be an abuser of power, a member of Student Government, is to have not only a purely personal, but a social *status* in production. Power is a collective product, and only by the united action of many members, nay, in the last resort, only by the united action of all members of society, can it be set in motion.

Power is therefore not only personal; it is a social power.

When, therefore, power is converted into common property, into the property of all members of society, personal property is not thereby transformed into social property. It is only the social character of the property that is changed. It loses its group character.

### **Student Work and Property**

Let us now take student work.

The average price of student work is the minimum grade, *i.e.*, that quantum of the means of subsistence which is absolutely requisite to keep the student in bare existence as a student.

What, therefore, the student worker appropriates by means of his work, merely



suffices to prolong and reproduce a bare existence. We by no means intend to abolish this personal appropriation of the products of work, an appropriation that is made for the maintenance and reproduction of human life, and that leaves no surplus wherewith to command the work of others.

All that we want to do away with is the miserable character of this appropriation, under which the student lives merely to increase power, and is allowed to live only in so far as the interest of Student Government requires it.

### **The Difference of an SGA School and an SR School**

In Student Government society, living work is but a means to increase accumulated work. In Student Representative society, accumulated work is but a means to widen, to enrich, to promote the existence of the student.

In Student Government society, therefore, the past dominates the present; in Student Representative society, the present dominates the past. In Student Government society power is independent and has individuality, while the living person is dependent and has no individuality.

And the destruction of this state of things is called by the Student Government, destruction of individuality and freedom! And rightly so. The destruction of Student Government individuality, Student Government independence, and Student Government freedom is undoubtedly aimed at.

Student Government is horrified at our intending to do away with private property. But in Student Government existing school, private property is already done away with for nine-tenths of the population; its existence for the few is solely due to its non-existence in the hands of those nine-tenths. Many reproach us, therefore, with intending to do away with a form of property, the necessary condition for whose existence is the non-existence of any property for the immense majority of society.

In one word, Many reproach us with intending to do away with their stolen property. Precisely so; that is just what we intend.

From the moment when work can no longer be converted into power or money into a social power capable of being controlled, *i.e.*, from the moment when individual property can no longer be transformed into Student Government property, into power, from that moment, Student Government say, individuality vanishes.

Student Government must, therefore, confess that by “individual” ,Student Government mean no other person than the Student Government, than the middle-group owner of property. This person must, indeed, be swept out of the way, and made impossible.

Student Representation deprives no man of the power to appropriate the products of society; all that it does is to deprive him of the power to subjugate the work of others by means of such appropriations.

It has been objected that upon the destruction of private property, all work will cease, and universal laziness will overtake us.

According to this, Student Government society ought long ago to have gone to the dogs through sheer idleness; for those of its members who work, acquire nothing, and those who acquire anything do not work. The whole of this objection is but another expression of the tautology: that there can no longer be any student work when there is no longer any power.

All objections urged against the Student Representative mode of producing and appropriating material products, have, in the same way, been urged against the Student Representative mode of producing and appropriating intellectual products. Just as, to the Student Government, the disappearance of group property is the disappearance of production itself, so the disappearance of group culture is to him identical with the disappearance of all culture.

That culture, the loss of which he laments, is, for the enormous majority, a mere training to act as a machine.

The selfish misconception that induces Student Government to transform into eternal laws of nature and of reason, the social forms springing from Student Governmentr present mode of production and form of property – historical relations that rise and disappear in the progress of production – this misconception Student Government share with every ruling group that has preceded Student Government. What Student Government see clearly in the case of ancient property, what Student Government admit in the case of feudal property, Student Government are of course forbidden to admit in the case of Student Governmentr own Student Government form of property.

### **Student Representation and Your Friends**

On what foundation is the present way friends are organized, the Student Government group of friends, based? On power, on private gain. In its completely developed form, this group of friends exists only among the Student Government. But this state of things finds its complement in the practical absence of the group of friends among the students.

The Student Government group of friends will vanish as a matter of course when its complement vanishes, and both will vanish with the vanishing of power.

Do Student Government charge us with wanting to stop the exploitation of students by other students? To this crime we plead guilty.

The Student Government clap-trap about the group of friends and education, about the hallowed co-relation of parents and child, becomes all the more disgusting, the more, by the action of student society, all the group of friends ties among the students are torn asunder, and their children transformed into simple articles of commerce and instruments of work.

## **Representative Collectivism**

The Student Representatives are further reproached with desiring to abolish individual school governments.

The working students have no organizational government. We cannot take from them what they have not got. Since the Union of Students must first of all acquire political supremacy, must rise to be the leading group of the school, must constitute itself *the* school, it is so far, itself related to the school, though not in the Student Government sense of the word.

School differences and antagonism between groups of students are daily more and more vanishing, owing to the development of the Student Government, to freedom of commerce, to the world market to uniformity in the mode of production and in the conditions of life corresponding thereto.

The supremacy of the Union of Students will cause them to vanish still faster. United action, of the leading civilised schools at least, is one of the first conditions for the emancipation of the Union of Students.

In proportion as the exploitation of one individual by another will also be put an end to, the exploitation of one school by another will also be put an end to. In proportion as the antagonism between groups within the school vanishes, the hostility of one school to another will come to an end.

## **The Student Representative Revolution**

The Student Representative revolution is the most radical rupture with traditional relations; no wonder that its development involved the most radical rupture with traditional ideas.

But let us have done with the Student Government objections to Student Representation.

We have seen above, that the first step in the revolution by the students is to raise the Union of Students to the position of ruling group to win the battle of democracy.

The Union of Students will use its political supremacy to wrest, by degree, all power from the Student Government, to centralise all instruments of production in the hands of the State, *i.e.*, of the Union of Students organised as Student Government; and to increase the total productive forces as rapidly as possible.

Of course, in the beginning, this cannot be effected except by means of dictatorial inroads on the rights of property, and on the conditions of Student Government production; by means of measures, therefore, which appear insufficient and untenable, but which, in the course of the movement, outstrip themselves, necessitate further inroads upon the old social order, and are unavoidable as a means of entirely revolutionising the mode of production.

These measures will, of course, be different in different schools.

### **The Principles of Student Representation**

In most schools, the following will be pretty generally applicable:

1. Upon the collapse of the Student Government, a Council of Students shall be created. A Secretary-General shall be named leader of this Council.
2. The fair, free, and equitable distribution of resources of all participating members.
3. The formation of the United Student Republic (USR).
4. The declaration of loyalty to the United States of America, and its constitution, not destroying the rights of the students.
5. The destruction of the institution of private property and the common-holding of all things.
6. The ownership of the common material by the group of students.
7. The management of common material by the Council.

When, in the course of development, group distinctions have disappeared, and all production has been concentrated in the hands of a vast association of the whole school, the public power will lose its political character. Political power, properly so called, is merely the organised power of one group for oppressing another.

If the Union of Students during its contest with the Student Government is compelled, by the force of circumstances, to organise itself as a group, if, by means of a revolution, it makes itself Student Government, and, as such, sweeps away by force the old conditions of production, then it will, along with these conditions, have swept away the conditions for the existence of group antagonisms and of groups generally, and will thereby have abolished its own supremacy as a group.

In place of the old Student Government society, with its groups and group antagonisms, we shall have an association, in which the free development of each is the condition for the free development of all.

### **III. A Student Representative Confession of Belief**

1. *We are Student Representatives.*
2. *The Aim of Student Representation is to organize school so that everyone can develop fairly and equitably.*
3. *We achieve this aim through the elimination of SGA held property and replace it with the student-owned property.*
4. *We base our student ownership of property on the developments of our school into a selfish organization, and a desire to give mutual happiness to all.*
5. *Our principles are that every individual strives to be happy, and that is to be unlimited.*
6. *We prepare our way by uniting and enlightening the Union of Students.*
7. *The Union of Students is a class of the school which lives by it's work with no gain from it, and whose welfare depends on the Student Government.*
8. *There has always been a student class, but not always a Union of Students.*
9. *The Union of Students arose through the exploitation of the students by the Student Government for their own gain.*
10. *The Student Union is different from the slave in that the slave is forever sold, while the Union of Students sells themselves to the SGA bit by bit. We are members of a cohesive society; slaves are not.*
11. *The Student Union differs from involuntary service in that the servant has something provided him; we do not. The Union of Students gain nothing from their labor.*
12. *The Union of Students differ from the hard worker in that the hard worker has a skill by which he can make himself useful; the students are but oppressed by the ruling class, and are unable to develop such skills as to be useful.*
13. *Student-owned property has not been possible in the past due to the oppression of the student government, and will only come about through the unity of the students and the willfull revolution of the student government.*
14. *All conspiracies are harmful to the students. We are to openly and confederately unite in the face of all, and shall peacefully assemble and revolutionize.*
15. *The replacement of the current SGA and it's society will not happen in a single deft stroke; rather, through the construction of a Student Representative government, and the unification of the students undet this government will the SGA fall.*
16. *The liberation of the students come through a common and binding constitution by which they rule themselves.*
17. *The first measure of the Student Representative government will be to ensure the survival and security of each and every student.*
18. *The survival and security of the student union is accomplished through the limitation of Student Government property and control. At first, through ceding control to the Student Representative government. Then, once the SGA is out of the way, to the students themselves.*
19. *All will be provided for in Student Representative run institutions.*
20. *All will be equal in the Student Representative society.*
21. *Individual groups are superceded by the United Student Republic.*
22. *Students may freely act as they will.*