SCHOOL BARRICADES: REVOLUTIONS, DEMONSTRATIONS AND SIT-INS, TAKING THE PUBLIC SPACE AS A POLITICAL ACTION

Visual Archive made as part of the course
Critical Strategies in MIARD (Master Interior
Architecture Design and Research)

Writting and Research by Maïlys Bonnet
Supervised by Andrea Bagnato

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This visual archive is divided in four categories to be able to navigate more easily between images types.

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Some images correlates directly to the essay in order to have a proper iconographic link when you read.

In the photographs of the demonstrations, many signs are visible, often with a short but important message about the struggle these people are engaged in. I have chosen to translate all these signs with my own words and explanations so that each person can understand the overall context.

TODAY'S SCHOOLS BARRICADES

This series of images is the one that most closely matches my subject for my essay. They show the type of barricades that I saw many times during my school years. Whether these barricades were in high schools or universities, they were very similar in terms of their effectiveness and the materials used, as well as the short duration of the barricades (which rarely lasted more than a few days).



Lycée Jean-Baptiste Dumas
Midi Libre, 30th March 2016
Photographs from an printed and online journal

Images showing high schools student use garbage cans, shopping cart and fences to block the entrances to their establishments, as here in front of the Jean-Baptiste Dumas highschool, Alès. Demonstration against the increase in the maximum number of hours per week for employees.



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Images showing high schools student use garbage cans and fences to block the entrances to their establishments, as here in front of the Jean-Baptiste Dumas highschool, Alès. Demonstration against the increase in the maximum number of hours per week for employees.

Writing on the fence «El Khomri, quelle connerie» can be translated as «El Khomri, what bullshit» (El Khormi reference to the name of the law increasing hours per week)



Lycée Voltaire, Paris
Tribune socialiste, 13th March 2016
Photograph and text from a printed journal

Images showing high schools student use garbage cans to block the entrances to their establishments, as here in front of the Cité Scolaire Voltaire, Paris. Demonstration against the increase in the maximum number of hours per week for employees

Writing on the fence « tu veux qu'on taffe 60h?» and «Garde la pêche» can be translated as «you want us to work 60 hours?» and «Keep it happy»
Writing on the garbage « jeunesse libre» can be translated as «free youth».
Writing on the pannel «Sédition = Solution» can be translated as «Uprising=Solution».



Protests in Rennes university
Le Point, 7th April 2016
Photograph and text from a printed journal

Images showing college student use chairs, garbage cans and metal barriers, piled one on top of the other, blocked the entrance to the university. Demonstration against the increase in the maximum number of hours per week for employees (El Khormi law)

Writing on the fence «Bienvenue à Rennes» can be translated as «Welcome to Rennes»



Lycée Dorian
La Croix newspaper, 23th February 2017
Photograph from AFP (Agence France-Presse)

Image of the blockade in front of Lycée Dorian in Paris. Filtering barricade preventing non-students from passing. Demonstration in solidarity with a young victim of police violence near Paris a few days earlier.
Barricade made mainly of garbage cans, fencing and chairs

Writing on the garbage «Niquons la Poulisse» can be translated as «let's screw the police».



Lycée Arago Paris
Tribune socialiste, 15th October 2017
Photograph from Révolution Permanente

Images showing high schools student use garbage cans to block the entrances to their school. Demonstration against the increase in the maximum number of hours per week for employees

Writing on the pannel «Ni Patron, Ni Macron» can be translated as «Neither Patron, Nor Macron»
Writing on the pannel «La jeunesse est contre les ordonnances» can be translated as «Young people are against the ordinances»



Université de Marseille
AFP, 19th April 2018
Photograph by Boris Horvat

Barricade in Marseille to protest against the reform of access to university. Barricades made of garbage cans and wooden pallets with signs.

Writing on the sign «Lorsque la lutte s'emballe, il y a des barricades de poubelles» can be translated as «When the struggle heats up, there are barricades of trash cans».

Writing on the sign «Si vous trouvez que l'éducation coûte trop cher, essayer l'ignorance» can be translated as «If you think education is too expensive, try ignorance».

Writing on the sign «Fac Occupée» can be translated as «Occupied Faculty».



Lycée Paul Valéry
January 2020
Photograph by AFP

Barricade and blocus in front of the highschool Paul-Valéry at Sète. Barricades made of garbage cans and metal structure with signs. This arrives just before COVID 19. The Baccalauréat reform is now in place but with a lot of malfunctions.

Writing on the sign «Bac 2020/2021, On n'est pas des Cobayes» can be translated as «Bac 2020/2021, We're not guinea pigs».

Writing on the sign «+600 épreuves différentes : où est l'examen national» can be translated as «+600 different tests: where is the national exam?».

Writing on the sign «Réforme du lycée = réforme pour la thune» can be translated as «High school reform = reform for the money».



No title
29 january 2020
Photograph by AFP

Barricades in front of the international highschool of Jaunay-Marigny (West of France), are made of garbage cans and wooden structure with signs. Blanquer was the minister of Education at that time. He was about to pass a law (that is now in place) to dismantle the high school system and create separate levels of classes and majors that will not be offered in all areas but only in the big cities, which will once again disadvantage small high schools in rural areas in terms of the quality and choice of teaching and learning.

Writing on the sign «Blanquer = inégalitaire» can be translated as «Blanquer= inegalitarian».



Lycée Gabriel Guisteau
June 2020
Photograph by AFP

Barricade in front of the international highschool Gabriel Guisteau in Nantes (West of France). Barricades are made mostly of garbage cans.



Lycée Dominique-Villars
Le Dauphiné, 20 May 2021
Photograph by Vincent Ollivier

Barricade and blocus in front of the highschool Dominique-Villars at Gap (South-Est of France).

Writing on the sign «Prennez vos Responsabilités pas notre avenir» can be translated as «Take your responsibilities, not our future».



Lycée André Malraux
April 2023
Photograph by Raphaëlle Gourin

Students from the Malraux secondary school (Biarritz, south-west France) set up outside the gates to filter entry.

Writing on the sign «Réforme des rats traitres» can be translated as «Traitor rat reform».
Writing on the sign «Si on avait voulu se faire baiser par le gouvernement on aurait élu Brat Pitt» can be translated as «If we wanted to get screwed by the government, we would have elected Brat Pitt».
Writing on the sign «Extinction de la démocratie» can be translated as «Extinction of democracy».
Writing on the sign «Non aux Mega Bassines» can be translated as «No to Mega Ponds» (Reference to the demonstrations against the mega-tank project, which is highly controversial because it is located in a protected area (see Les Soulèvements de la Terre in the last chapter of the archive)).

HISTORICAL IMAGES

These historical images shows the past that has France with public demonstrations and barricades in particular. Being outside and showing your miscontent or your union with others is common in France. I could put here thousands of photos of manifestations happening weekly, but I chose a few in direct link to my essay, and others that carries a strong symbolic, showing thus the plurality of barricades, but this is not an exhaustive list.



Barricade dans la rue Saint-Martin
25th february 1848
Image from a printed journal

Drawing for the local Parisian press showing the Saint-Martin street (3rd and 4th arrondissements). This iconography is not necessarily realistic, but shows all kinds of barricade materials and objects. Here, in this drawing, the barricade is more important than the rest of the street. It is represented as a strong symbol of France, along with other strong iconography (frigian bonnet, cockade and flags).



No title
18th March 1871
Photograph of an independant

Paris Commune, Chaussée Ménilmontant barricade. This iconography is, of course, eminently political. It presents the Communards as new heroes and attests to their takeover of the streets of Paris. Barricades made mainly of bricks and packed sand.



Insurrection de Paris, barricade à Belleville
J. Quéval, 1871
Stereograph, Albumen silver print

Images of the barricades during the Paris Commune at Place de Belleville, one of the Communards' strongholds that was at that time a large square.



No title
Tribune socialiste, 9th May of 1968
Photograph from DR

Behind the barricades set up in the heart of Paris's Latin Quarter, students and young workers await the outcome of negotiations, it was a climax to the confrontations with the French Gaullist government.



parce qu'ils le dirigent en fait. Il n'y a pas place pour les bureaucraties occultes et inavouables qui se constituent sans contrôle sous prétexte que le mouvement n'est pas mûr pour se donner une direction.

Nous avons combattu l'opportunisme politique sur le terrain de la lutte de classe — et nous avons partiellement gagné.

Nous devons aujourd'hui combattre l'opportunisme organisationnel qui sévit dans nos propres rangs.

RENFORCER LA J.C.R. ORGANISER EN DIVERSIFIANT

En brisant le rituel instauré entre les groupes d'avant-garde, en dépassant les débats stériles et les polémiques détachées de l'action, en organisant même la suspicion et les cabales contre le « chapeautage groupusculaire », le mouvement de mai a placé le débat politique sur son véritable terrain : vérifier dans la pratique les divergences d'orientation.

Mais c'est sous-estimer dangereusement le rôle joué par ces groupes dans le déclenchement de la crise et son approfondissement. Il faut comprendre que les courants politiques qui s'expriment sous la forme d'organisations séparées représentent les composantes essentielles du mouvement ouvrier international. Leur indépendance organisationnelle est le meilleur garant d'un débat politique clarifié pour peu que ces organisations mettent tout en œuvre pour réaliser l'unité à la base, dans l'action. Leur indépendance organisationnelle est partie intégrante du processus de construction d'un parti révolutionnaire.

La J. C. R. pour sa part, ne saurait se dissoudre en l'absence de ce parti : elle demeurera, fraction organisée — limitée certes, mais durable — du mouvement ouvrier.

NOS TACHES

Les tâches qui nous incombent sont claires : contribuer au renforcement de l'avant-garde révolutionnaire en participant à la construction d'un mouvement révolutionnaire. Prendre l'organisation non comme bien, mais comme moyen ; renforcer l'avant-garde révolutionnaire en renforçant la J. C. R — en contribuant à la constitution de **groupes communistes révolutionnaires**, regroupant sur des bases politiques proches de celles de la J. C. R les militants adultes travailleurs de toutes catégories décidés à poursuivre notre combat.

La jeunesse communiste révolutionnaire affirme qu'elle ne postule pas la direction monolithique d'un mouvement que ses militants ont contribués à développer, à organiser et à diriger à la mesure de leur force.

Aujourd'hui la J. C. R appelle tous les militants d'avant-garde à intensifier l'activité des

vive la lutte révolutionnaire des étudiants et des travailleurs

Les barricades de mai 1968 à Paris ont fait justice d'un conte que bourgeois et réformistes avait beaucoup répété et même fini par croire : dans notre société moderne, la révolution est impossible. Pour les réformistes, elle était impossible, théoriquement; mais pour les bourgeois — qui conservent quand même un sens de classe plus aigu — il fallait aussi qu'elle soit impossible pratiquement : de très larges masse ont appris brusquement, quelquefois à leurs dépens, quels stocks impressionnants de grenades, de flics, de matériel de répression en tous genres avaient été accumulés (mieux vaut prévenir que guérir) pendant la période « calme » précédente. Les Facultés étaient fermées mais c'est un véritable cours sur l'Etat qui fut administré. Donc, en théorie et en pratique, la bourgeoisie était prête : elle avait une direction (et même une direction de rechange) armée et consciente de ses intérêts.

masses qui mettaient en cause le pouvoir, c'est-à-dire avoir un programme révolutionnaire.

L'OPERATION MENDES

Car la situation était révolutionnaire : ce « mouvement de masse d'une ampleur inégalée » rituellement évoqué par le P.C.F. lors de ses Congrès était là. Il avait déferlé sur toute la société avec une violence inouïe ; il avait posé non seulement la question du pouvoir politique central, mais aussi la question de tout le pouvoir : et c'est par dizaines de milliers que patrons, directeurs et autres despotes locaux avaient senti leur position vaciller. Des milliers d'individus qui jusque là subissaient passivement l'exploitation et l'oppression capitalistes ont eu le sentiment de s'être libérés ; cette prise de conscience s'est faite à tous les niveaux de la vie sociale et sur une échelle peut-être unique dans l'histoire. D'ores et déjà, il est certain qu'il y a là un phénomène en profondeur qui marquera le caractère des prochaines luttes, indépendamment des périodes de flux et de reflux qu'elles connaîtront.

D'un point de vue économique et financier, la situation du capitalisme français n'était pas catastrophique. Il y avait donc la place pour une solution bourgeoise de rechange permettant de sauver l'essentiel : le capitalisme

No title
Tribune socialiste, 10th May of 1968
Photograph and text from a printed journal

Images of the construction of barricades in front of schools during the May 68 uprisings.
Images and texts relayed by the French Socialist Party in a newspaper.

Title «Vive la lutte révolutionnaire des étudiants et des travailleurs» can be translated as «Hurray for the revolutionary fight of students and workers».



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Tribune socialiste, 10th May of 1968
Photograph and text from a printed journal

Images of the construction of barricades in front of schools during the May 68 uprisings.
Images and texts relayed by the French Socialist Party in a newspaper.



Les Misérables
1982
Poster for the film «Les Misérables»

The story written by Victor Hugo, takes place in the 1870's. So naturally, the Paris' Commune is an integral part of the work. So when a century later the book is adapted in a film, the choice is to use the barricades as their poster.

IMAGES FROM TEXTBOOKS

Showing a few pages from educational manuals that we all had in our hands as French pupils, shows the influence of images of the revolution, barricades and other demonstrations as an icon of the nation. Taking the public space is part of the French culture.



2 La libération de Paris

Photographie de la 2e division blindée (DB) française donnant l'assaut contre la Chambre des députés, l'un des derniers bastions allemands, au cours de la bataille pour la libération de Paris, 25 août 1944.

La libération de Paris
Textbook of Histoire, Géographie, EMC, 3e Cycle 4, Édition Magnard, 2016
By Laurent Bonnet

Page of a history, geography and civics textbook for student aged 14/15 years old

Written in the photo caption «La libération de Paris. Photographie de la 2e division blindée (DB) française donnant l'assaut contre la Chambre de députés, l'un des derniers bastions allemands, au cours de la bataille pour la libération de Paris, 25 août 1944» can be translated as «The liberation of Paris. Photograph of the French 2nd armoured division (DB) assaulting the Chamber of Deputies, one of the last German strongholds, during the battle to liberate Paris, 25 August 1944».



3 De la révolte étudiante à la grève générale

Photographie d'une manifestation à Paris, 13 mai 1968.

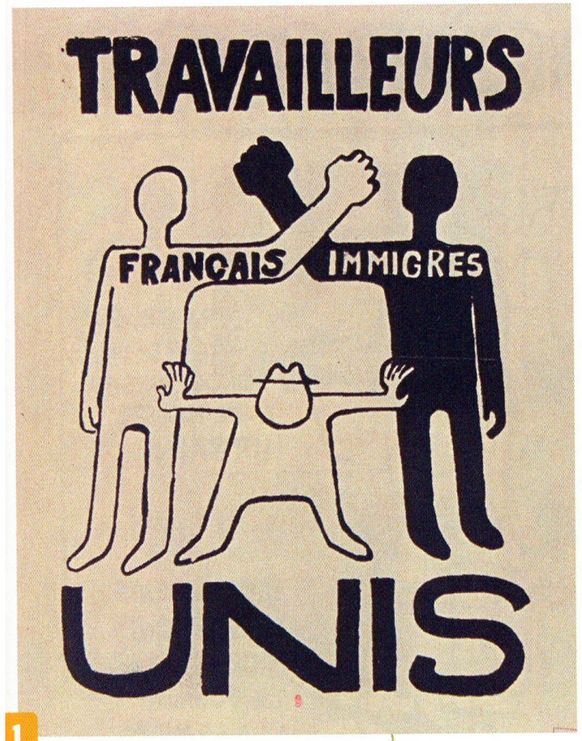
De la révolte étudiante à la grève générale
Textbook of Histoire, Géographie, EMC, 3e Cycle 4, Édition Magnard, 2016
By Laurent Bonnet

Page of a history, geography and civics textbook for student aged 14/15 years old

Photograph showing a huge manifestation during May 68 in Paris, showing the support between students and workers as united in the same combat for equality.

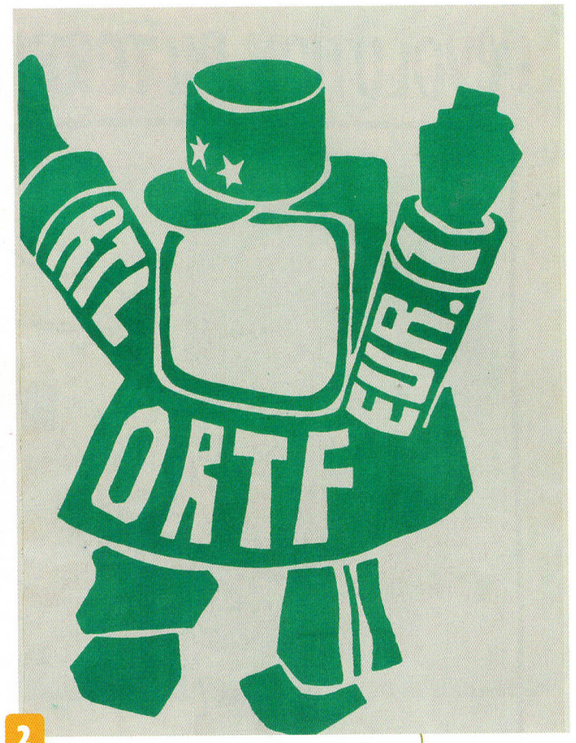
Written in the photo caption «De la révolte étudiante à la grève générale. Photoraphie d'une manifestation à Paris, 13 mai 1968» can be translated as «From student revolt to general strike. Photograph of a demonstration in Paris, 13 May 1968».

Writing on the sign «Ouvriers, Étudiants : unis nous vaincrons» can be translated as «Workers, students: united we will win».



1 Pour l'union des travailleurs

Affiche, Atelier populaire de l'École nationale supérieure des beaux-arts, mai-juin 1968.



2 Contre le contrôle des médias

Affiche, Atelier populaire de l'École nationale supérieure des beaux-arts, mai-juin 1968.

Pour l'union des travailleurs et Contre le contrôle des médias
Textbook of Histoire, Géographie, EMC, 3e Cycle 4, Édition Magnard, 2016
By Laurent Bonnet

Page of a history, geography and civics textbook for student aged 14/15 years old

Page two posters made by students during May and June 68 in Paris, showing the alliance of workers, whether French or immigrant (left) and showing power of medias as something strict (right).

Writing on the left sign «Travailleurs. Français, Immigrés. Unis. Pour l'union des travailleurs» can be translated as «Workers. French, Immigrants. United. For the union of workers».
Writing on the left sign «RTL, EUR.1, ORTF. Contre le contrôle des médias» can be translated as «RTL, EUR.1, ORTF. Against media control». (RTL and Europe 1 as two radio and television medias owned by ORTF and influencial group)

On the photo caption «Affiche, Atelier populaire de l'École nationale supérieure des beaux-arts, mai-juin 1968» can be translated as «Poster, Popular workshop at the National Higher School of Fine Arts, May-June 1968»

C

Des progrès

Grève, dessin de presse de 1906

Au XIXe siècle, les ouvriers ont organisé des grèves. Ils ont obtenu de meilleures conditions de travail (des journées de 10 heures, un jour de congé par semaine…), de meilleurs salaires et une retraite.

8 **Pourquoi les ouvriers obtenaient-ils des progrès en faisant la grève ?**



Grève *(Strike)*
Textbook of Histoire, Géographie, EMC, CM2 Cycle 2, Édition Le Magellan, 2021
By Sophie Le Callennec

Page of a history, geography and civics textbook for student aged 11/12 years old. The drawing is a press illustration from 1906 showing workers on strike

Witting on the left of the image from the textbook «Des progrès. Au 19e siècle, les ouvriers ont organisé des grèves. Ils ont obtenu de meilleures conditions de travail (des journées de 10 heures, un jour de congé par semaine…), de meilleurs salaires et une retraite. Pourquoi les ouvriers obtenaient-ils des progrès en faisant la grève?» can be translated by «Progress. In the 19th century, workers organised strikes. They won better working conditions (10-hour days, one day off per week, etc.), better wages and a retirement pension. Why did workers make progress by going on strike?»

B

Avant 1892

Liberté guidant le peuple,
bleau d'Eugène Delacroix,
30

- Décris ce tableau.
- Cherche un adjectif pour dire l'impression qui s'en dégage.
- Dans une peinture classique, les personnages sont organisés avec ordre : comment sont-ils disposés ici ?
- D'après la frise chronologique, depuis quel siècle la France est-elle une république ?



Avant 1892 *(Before 1892)*
Textbook of Histoire, Géographie, EMC, CM2 Cycle 2, Édition Le Magellan, 2021
By Sophie Le Callennec

Page of a history, geography and civics textbook for student aged 11/12 years old, the image shows the very well known painting by Eugène Delacroix named «La Liberté guidant le peuple» *(The Liberty guiding the people»), 1830.*

Witting on the left of the image from the textbook «Avant 1892. Décris ce tableau. Cherche un adjectif pour dire l'impression qui s'en dégage. Dans la peinture classique, les personnages sont organisés avec ordre: comment sont-ils disposés ici? D'après la frise chronologique, depuis quel siècle la France est-elle une république?» can be translated by «Before 1892. Describe this painting. Find an adjective to describe the impression it gives. In classical painting, the characters are arranged in order: how are they arranged here? According to the timeline, France has been a republic for what century?»

OTHER BARRICADES

This latest series of photographs is about barricades other than only students ones, but which are nonetheless interesting to study here. Whether they are more or less permanent barricades, each construction is inspired by the others. Sometimes they are symbolic, sometimes they are just made of intertwined human bodies, sometimes they are even humorous, but they remain means of resistance and protest.



No title
AFP, November 2018
Photograph by AFP

One of the very many photographs of the 2018 Gilets jaunes protests on the Champs-Elysées in Paris. The barricade of bodies united under the yellow of the fluorescent waistcoats is added to a barricade of all the transportable things nearby (dustbins, fences, restaurant tables, bicycles, poles ...)



No title
TGD.ch, November 2018
Photograph by Antoine Grosjean

Extinction Rebellion activists at Geneva airport tying themselves and using the metal poles attached to the ground for added stability. They were protesting against the large number of private jets at the airport.



No title
2018
Photograph by Anonymous

Architects are supporting the ZAD and building an architecture of barricades. The site is becoming both symbolic and alive, proof that permanent architecture can learn and create with temporary and revolutionary architecture. ZAD in Notre Dame Des Landes, France. ZAD is the acronym for Zone à Défendre (Defensive Zone).



No title
2020
Photograph by Anonymous

Barricade on a road to freeze cars from going into the ZAD in Notre Dame Des Landes, France. This specific ZAD has been created to avoid the construction of an big airport in west of France. By blocking all access to the site and actually living there activists were able (and still are) to not allow building in the area.

Writting on the ground «Contre l'aéroport et son monde» can be translated as «Against the airport and its world»



No title
Posted on «la rue ou rien» *(«the street or nothing»)*, 2020
Photograph by Anonymous

Barricade on a road to freeze cars from going into the ZAD in Notre Dame Des Landes, France.

Writting on the ground «ZAD Plage» can be translated as «ZAD Beach»



No title
2020
Photograph by Antoine Agasse

Barricade to obstruct a road going in the ZAD in Notre Dame Des Landes, France made with dead wood found in the forest where in encampment is.

SCHOOL BARRICADES: REVOLUTIONS, DEMONSTRATIONS AND SIT-INS, TAKING THE PUBLIC SPACE AS A POLITICAL ACTION

Visual Archive
Maïlys Bonnet

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