

RISING SUN

VOLUME 1 NUMBER 1

TWENTY-FIVE CENTS

APRIL 1971



FIRST ISSUE!!

CENSORED

The following editorial was censored from RAMPAGE, the Kennebunk High School paper, because it criticized the KHS Guidance Department, and the paper's advisor claimed it implied criticism of the two retiring counsellors. Because we feel that this was an unwarranted denial of the students' freedom of press, we have printed the censored editorial here. This is not the first thing RAMPAGE has censored, and it probably will not be the last.

RAMPAGE's editorial policy is typically fake-liberal. It supposedly accepts all letters which do not "attack" individuals. Recently, a letter criticizing the use of physical punishment of students was refused because it was one teacher who had done most of the beating. In other words, RAMPAGE, which calls itself "the student voice" will print anything uncontroversial, irrelevant, or designed to be ineffective.

The editorial is not "an attack" upon individuals. It is a statement of fact and opinion (easily separable). The writer is not carrying a grudge, and in fact will be unaffected by any changes as he is a senior. The same unfortunately cannot be said about the Advisor who censored the editorial. He is applying for the soon-to-be-vacated post of guidance counsellor. As RAMPAGE's Advisor, he obviously has a conflict of interest. Does this stop him from censoring articles which may affect his possible job? Of course not!

Two last notes on high school censorship — a free press is a necessary part of a free society and the fact that most high schools lack a free press is evidence of their repressive atmosphere. It is totalitarian attitudes like this that produce Radicals and create one need for the Rising Sun.

Secondly, even "liberal" papers which pretend to be wholly free cannot be as long as a faculty advisor has censorship power. The advisor is almost always appointed by the administration, and thus will be hesitant to risk his job by allowing students to really say what they think. HIGH SCHOOL PAPERS ARE CENSORED BECAUSE ADMINISTRATORS ARE AFRAID OF THE STUDENTS! This is the only reason, and it is time students showed their contempt of these "student voices" by boycotting them until freedom of the press is restored to their satisfaction.

An Open Letter to Superintendent Seekins:

Those of us who attended the meeting at which the resignations of Mrs. Hall and Mr. Campbell were announced, heard you answer question concerning guidance revision, counsellor job description, and student participation in counsellor selection. Your answers discouraged those who hoped the opportunity would be used to explore new fields in guidance. The impression the audience got was that there will be no great changes in our present guidance department. This is unfortunate.

Your praise of our two counsellors sounded very sincere, but I wonder if you would defend the department as readily if you were a student at KHS? I don't know how things look from your end but from a student point of view, things need improvement. As it now stands, guidance is of little value to most students. It is limited in scope and effectiveness; we drastically need major changes. For starters, KHS could use an ombudsman to hear and channel student complaints — to serve as a sort of mediator between student and administrator or teacher. As a large majority of students indicated on last year's Citizen's Advisory Committee

survey, we need more personal guidance. The opportunities for valuable aid in this area are lost because of the lack of closer attention to the individual. And why not at least one counsellor trained in draft counselling? (A subject often more important than college to a junior or senior boy.) We also need more emphasis on guidance for vocational and junior high students. These have been neglected in favor of over-emphasis on college-bound students. And if a girl needs information on an abortion-referral agency,

can our present system help her? These things are true guidance; handing out college and vocational school catalogues, filling out schedule cards, and administering standardized tests are better left to librarians and secretaries.

In response to requests for student participation in counsellor selection, you answered that our views would be considered. Considered? Have you made any attempt to find out what we want? Has the Student Council been asked what it would like offered in guidance? This matter is much too important to ignore student opinion, and we'll make our views known whether asked or not. After four years at KHS, I have no reason to expect the administration to be responsive to student opinion, but I'm hoping it may change.

Frankly, if the Board is only going to fill the two vacant positions without making changes in the very concept of guidance counselling, the department might as well be eliminated and replaced with a do-it-yourself resource center. Mr. Seekins, we have reached a crucial point in this area, and the near future will show whether or not you and the Board are really interested in better education.

The changes — more personal guidance, guidance for vocational and junior high students, broader areas of concern, and the addition of various student-oriented services MUST be made, or guidance at KHS will continue to be the same, limited, ineffective department it is now.

Thank you for your time, Mr. Seekins, and I hope you will respond either through RAMPAGE and The Rising Sun, or by contacting the Student Council and Student-Faculty Committee.

Larry Stillwell
A Student at KHS...

[Ed. Note — The Rising Sun welcomes and invites students from ALL schools to send us any material censored by their school papers. Please include your name and address and high school with an explanatory note describing conditions under which it was censored.]

TO DENY A RUMOR...

Every so often, in the course of events, particularly among the energetic and enthusiastic, there occurs what might be termed "an unwitting air of intolerance." Always toward a faction which leans toward other than one's own extreme. This intolerance, like all human inhibitions and differences, is a regrettable occurrence, caused by the same energy and enthusiasm that we simultaneously praise for the rewards it can bring to fruition for the benefit of the world — all factions included. Such can be the result of even the best intentions. It is unfortunate indeed, though not unbearable.

Intolerance is the by-product of a lack of knowledge, and a far more basic lack of understanding; bluntly, through "willful (?) ignorance;" through overextending oneself to the point of "doing without knowing" (becoming a "jack-of-all-trades, master-of none" type of individual); through poor assignment of priorities, or from believing too

much of what you are told by sources outside of the self. It is something which is continually present in all of us. It can be malicious, or it can be harmless; it can be dangerous, willful, or unintentional; it can assume many individual manifestations. But it is always human, and always as "normal" as any human activity can be. And it is always deplorable, though often justified.

What brings about this whole collection of opinionated and perhaps somewhat self-righteous words, is my own intolerance — intolerance of the intolerance of others. It is not angry intolerance, just as their intolerance is not angry; it is not malicious, just as theirs is not; is it a concerted intolerance? I am not qualified to answer, and do not attempt. I regard it as being disappointed and somewhat righteous indignation. But I do not think it unique; it is omnipresent. And I claim no exemption from it; my own intolerance (herewith being expressed) is illustration of that.

As I read through the partly-finished copy of this first issue, the first pages setting on the composition tables, I am left with a bad taste in my mouth, so to speak. For I find, and perhaps even true of my own work, that much of the writing, either by unwitting result or willful design, leaves the impression of being oriented in a negative fashion. Specific points of view are not to be condemned, for that is what a journal of opinion is all about, but attempting to turn an open newspaper into an exclusive club, most certainly deserves condemnation, particularly when the parties responsible are of the "radical faction" which supposedly abhors discrimination.

Perhaps I am placing a great deal too much emphasis on one small point — so be it, and all the better. For a newspaper, or journal of opinion, or radical scandal sheet (whatever the publication) hasn't the slightest business complaining about anything, if it must resort to banning the opposite viewpoint the opportunity to answer, and the opportunity to be a "full-fledged reader."

Thus I am rather incensed by the attitude of various items in this paper, when they openly admit that the paper, by their definition is "for high school students." To be sure, we want a large readership of these. And it is quite probable that this group of people may well comprise the largest single group of readers. But that is not justification for shutting those who do not qualify as students, "out of the club," so to speak.

I reiterate, it is not a sin to orient something in a positive fashion. This is acceptable now, in an age of widely-divided "factions." But to arbitrarily shut off those who may disagree with you, is about the most insulting thing I could think of doing. And if I were not a student, of liberal-radical persuasion, deeply interested in education, ecology, the draft, the law, and the repression of high school students; not a "member of the club," I would be bloody insulted at the almost proud announcement of the fact that this paper is "for high school students." For the viewpoints that might very well be mine, would be being — (not offended, ridiculed, belittled, or attacked) — but ignored!!! A willful intolerance?? It can be hoped not, but it cannot be ascertained for certain.

In expressing my position, I do not use the editorial "we"; there is good reason for not doing so. For the very presence of such intolerance within certain writing leaves me wondering whether or not I may speak for other members of the staff. Thus I will not do that. But I can and will speak for an idea that I hope they will adopt as their own — I want the Rising Sun to be the "free press" by pure definition. It can and should serve as the

(CONTINUED - PAGE 15)

WHY YOU ARE READING THIS

Because you bought it because it was printed because we wanted an independent voice for high school students in this area because we don't think what you say should be censored and because other papers aren't suited for the type of writing we hope to get. Because you're probably sitting in some study hall or boring class and because you prefer reading papers to Math and Science. Because you figured (correctly we hope) that your lunch money was better spent on the unknown than the known (and dreaded).

How strange that one may walk
with love
Hand clasped in hand yet leave no trace
For children spade for treasure here
And a wise old face the moon
lights other running feet along
the shore
and the wise old tide creeps
forth to sweep it clean again.

But sometimes, when the moon light
rides the breakers in

The winking of a starboard eye — a
freighter slipping out to sea.
And old, but oh so wise, i
see how fragile was the
testament
We wrote in footprints long ago.

F. I. T. S

AND NOW!!!

Those same folks who brought you that
star-spangled hit "VietNam" bring you

CAMBODIA

See U. S. troops capture "several Communist troops, transportation vehicles, and a large food cache" when they accidentally stumble upon three Viet Cong on bicycles carrying a box of Rice Krispies. Thrill as President Nixon deescalates by escalating, brings peace by waging war, and pledges "Peace for all time, but what's the rush?"

Witness "America's finest hour!" And more!!!

And from the same producers, COMING YOUR
WAY SOONER THAN YOU EXPECT:
"KENT STATE"

Starring Spiro Agnew doing a poor imitation of
a national leader. Don't Miss It!!!

The World is too much with us;
late and soon,
Getting and spending, we lay waste our
powers;
Little we see in Nature that is ours
We have given our hearts away, a sordid
boon!
This Sea that bares her bosom to
the moon,
The wind that will be howling at all
hours,
And are up-gathered now like sleeping
flowers;
For this, for everything, we are out
of time;
It moves us not. Great God! I did rather
be
A Pagan sucked in a creed outworn;
So might I, standing on this pleasant
plea,
Have glimpses that would make me less
forlorn;
Have sight of Protus rising from the
sea;
Or hear old Triton blow his wreathed
horn.

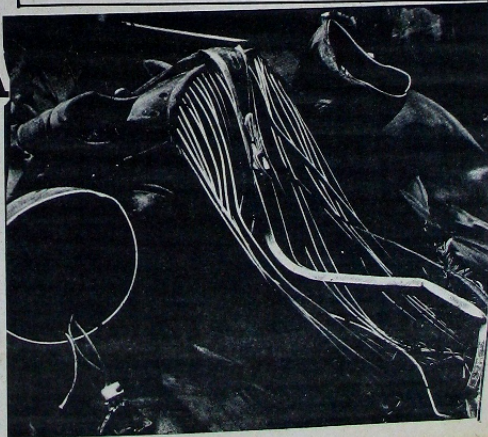
In the "Rising Sun", quotes will be regularly printed, but hopefully they will not be read as "just quotes". Each quote will have meaning and will be our way of possibly reaching an individual occasionally by relating the poem or quote with himself. The above was taken from "Man's Search For Himself", a book related to the anxiety and struggle of each human being. The mythological creatures, Protus and Triton, personified as aspects of nature by Wadsworth are examples of what we have lost — the ability to see ourselves and our moods in nature and to relate to nature as a part of our own experiences.

Another relation with life is expressed by this stanza.

"Will we ever reach that point where
the road touches the sky?
There is no point.
There is only moving.
We leave ourselves behind
Our wheels unwind us.
What will we find at the end?
Ourselves again
. . . . but changed."

By Kahil Gibran:

"Sing and dance together and be joyous;
but let each of you be alone."





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A Message of Importance

Conditions are such that a truly responsible journal is needed. Not to be interpreted as an attempt to belittle the efforts and goals of other publications. Many of the others are dedicated to their work, and are doing their best, under oftentimes repressive circumstances. Nonetheless, we feel that any publication which terms itself "in the public interest" should be prepared to **unconditionally** present the truth, ignorant of the pressures that may come to bear upon it, and without the watchful eye of "Big Brother" suiting its own tastes on censorship.

Recently, you have probably heard a great deal of rumor about this publication, as it passed from prospective stages into reality. The concept of it is somewhat in conflict with the rules and regulations of the established world of journalism, but the basic aims remain free of distortion. We believe in truth, absolutely uncensored and unadulterated; no strings will be pulled to cover up anything for anybody. This is an open journal; all are given the opportunity to exercise their voice.

We feel it would be rather untruthful and exceedingly naive to say that we will have the support of many established factions. We have already had great amounts of effort expended against us, on the part of those who fear the truth. We fully intend to continue our venture into the realm of hidden truth, without regard for those social and economic retaliations which be exercised against us as a result.

It is our intention to present a cross-section of all important issues on all levels. We do not hide our opinions, or try to disguise them as fact. We believe that a reader should be guided in an interpretation, but more importantly, made to think. We believe that an open presentation of our opinions will help readers to form their own opinions... Frequently very different, but arrived at by honest thought.

Your interest is encouraged, through written contributions (money is all right too!). These pages are open to anybody.

Be ye forewarned, this is a thankless job. Your peers are of a strange nature. Those who agree with you often remain silent, while those who disagree, do so blatantly. Those factions resistant to change will attempt to silence the effort (it would be foolishly idealistic to think otherwise). But, in the end, truth will triumph. Independent Publishing and News Service can **not** be stamped out.

In conclusion, read this and every issue with the utmost care. If you agree with us, write and support us with further illustration. If you think we are wrong, tell us — If you **know** we are wrong, **PROVE IT!!!**

Ken Bustin, Publisher

EQUALITY, (SPELLED "BUBBLEGUM")

I have been told time and time again not to chew gum in class; it is becoming monotonous. Yet continually I see teachers doing that very thing that the kids are told NOT to do. Or perhaps they're chewing tobacco. I have asked many people if **THEY** have seen teachers chewing gum; most have replied "Yes!" Are the teachers a privileged class? Kids are given detention of an hour or more in most cases, yet the teachers get off free! "Equality!" I hear it continually but I don't see it! Do I need new glasses, or is the picture distorted?

(Gunk)

Discrimination in high schools

There is discrimination in high schools. Maybe you don't see it, or can't believe it, but there is! Maybe: you're asking "what is the discrimination problem?" "Well, I give you my opinion of what it is. There are people given the name "greaser". They are described as wearing white socks with black shoes, having slicked back greasy hair and black leather jackets. They are considered in the lower groups and their only cares are car engines and beating up freaky looking people.

Maybe you are one of those persons who does call these people as described above "greasers", but are saying "I'm not prejudice I just don't want to get a bad reputation, because if I hang around with **THEM** I will." Well who's going to pin a "bad reputation sticker" on you, the other factions? (predgitude?) Maybe you care about your standing in society but what about those that you don't give a chance to stand up there with you.

Maybe if you talk to them they'll take an interest in what you say. You have to talk to them.

M. B. R.

By Invitation Only

A Guest Editorial

- Q: What is wrong with present-day educational systems?
Q: What is **right** with present-day educational systems?

We invite members of the educational profession, parents, and students to answer. Narrow them down, twist them around, do what you please with the topics. Get specific, be general, be non-committal or vicious, vitriolic, and vile. Please sign your work, and please specify whether teacher, administrator, parent, or student. Address to the publisher, please.



LETTERS

LETTER FROM THE EDITOR

Introduction (Part I in a Series of two)

You're sitting in class and you're bored. As you hear the teacher drone on and on and on you think about the system and dropping out and finding something interesting to do, something even remotely relevant to life as it really is. But you can't quit because school is compulsory and what about college? So you sit and move when the bell rings and sit again until the day and the week and the month and the year are over. And sometime between 8 o'clock and 2:30, somewhere between Calculus and Physics, somehow between pep rallies and crowded lunches and dreary study halls you begin to try to develop a way to improve things, to find something of interest for you and the kid next to you and hundreds of discouraged and disgusted students in your town and the next.

Fortunately, you've noticed dozens of others, bored and mad, who seem to feel the way you do. If only you could communicate, if only there was some way to get everybody to express themselves, you could raise an army of activists, a regiment of radicals. All you need is a medium and maybe you'll be able to voice your gripes and feelings and possibly influence the polishing and abolishment of the archaic institutions that need it. So you begin to dream, to hope...

And then you find yourself the Editor of a new paper, an independent student-run publication. You recruit a staff and get them to write and they promise material and half of it never comes through and you panic but you fill the pages and hope for the best. (Or, as we say in the news biz, you push the keys and see how the letters come up) ****

Conclusion (In which the Editor puts The New York Times to shame, saves the world for democracy, and gets the girl)

You have the results before you. We hope The Rising Sun will become a regular part of your life. We hope to make you laugh, to make you think, to stir you to action, to amuse you, to get you mad, to inform you. We hope to be able to serve you - this paper is yours.

Our editorial policy is designed to give our contributors as much freedom as possible while still protecting ourselves financially. No lies, rumors, or libelous material will be printed, naturally. Obscenity will be avoided. Personally we have no qualms about so-called swear words but we see no point in needlessly offending some little old ladies (and men) who might otherwise listen. This is not Uncle Tomming - you can't change a person's head if you offend him first.

The high school environment is a world-wide community with its own style, language, culture, interests, and sub-societies. We would like The Rising Sun to become a common thread tying all the schools in Southern York County together in a way that will let a student at Biddeford communicate with one at York, Kennebunk may seem to dominate this issue, but we're expecting material from Wells and elsewhere next issue. Please stick with us.

We want to include a lot about h.s. education in general and that of this area in particular but we won't stop there. Politics, poems, satire, and anything else that goes on paper are all welcome. Poets - let's have your poems and songs. Radicals - we'll take your satire and manifestoes. Troublemakers - we want your gripes and complaints. Be specific. Be general. Be concerned.

Let's face it. If you think your h.s. administration is incompetent, your school paper won't print your demand that the principal quit. Or print a quote you feel is important. Or criticize a faculty member. Or... etc. That's why we're here. You need us as much as we need you.

The Rising Sun will probably be loved by some, ignored by a few, welcomed by many students, hated by most school authorities. We intend to create waves. We will tread on sensitive toes and milk sacred cows. We also want to present the h.s. student's unrestricted views to the public. You've got something to say - let's hear it!

LARRY STILLWELL
CO-EDITOR

To the Editor(s):

Deafness is an affliction most often regarded as congenital or accidental disease, however, it is also an extraordinary universal phenomenon that occurs in the "past-thirty, established" group of people. It would seem that their deafness is self-imposed, but there is no test or no real evidence to substantiate that this theory is true. It is not at all evident to peers with the same affliction, for communication between peers is excellent. All those who refuse, or are too young, to become part of this group, cannot break through the unique communications barrier. It is understandably a sad affair, but the situation is not immutable.

This situation is indignant to the Kennebunk School System and especially is present in the Kennebunk High School administration. The administration and a good part of the faculty qualify with the symptoms to be categorized in the above stated group. There are many examples of their deafness to general public opinion. They remain deaf to the general consensus of opinion for it is not what they wish to hear.

If your memories are not serving you well, let me recall for you an incident that occurred at KHS to substantiate my beliefs. Remember when short skirts, longer hair and boyish attire for girls was the major cause of thought pollution at KHS? The administration remained in their silent world of intolerance until their security was threatened by revolutionary actions. Their excuse for not allowing a bit more hair and a bit more leg? The ruination of learning processes. (I see no connection.)

Most recently the rash of bomb threats our high school has received has created quite a problem. I understand that the decision is hard to make, but the decision should be made in consistency and with some sort of stance of certainty. I highly commend the direct position that the SFC has taken on the problem, but, I ask, have the present administration's endeavors been so serious? It seems that the SFC has done more for the entire school population in the few months that it has been in existence than the administration has done in the years that I have been a student at KHS.

The question of wasted time in study halls has arisen and I am sure will arise again in the very near future. There are many dedicated people working to change the situation, but for the present, time AND space is still being wasted. The ultimate decision lies in the hands of the administration who will not or cannot hear our pleas for mercy. If they would listen, they might find the answers to their space problem. The question is, will they invest in hearing aids?

The problem: All the responsibility lies in the wrong place. The qualifications of the administration are not adequate.

The solution: An uncomplicated system of "checks and balances." A school government better suited to the school population, a government of equal representations from students, faculty, and parents with equal say in said government.

Ima Shore
(Dinah's Sister)

[Publisher's Note: Whoa! Before you go commending the Student-Faculty Committee all over the place, please recall that it was formed by means which qualify as less than ethical (and illegal?). Also, please recall that a public recount of ballots, which were, if you remember, counted in restricted conditions, has been refused. Of course, I realize they were following the example of SAD 71, which they are an "activity of" ... (i.e., counting ballots behind closed doors and refusing a revote). "Children should imitate their elders," but only when they are right!]

To The Editor (s):

Speaking as a student of the Kennebunk school system, I have on many occasions been witness to many inconsiderate acts, as performed by various members of the system. I look down with scorn upon those people who are uncaring, in relation to the quality of the entire learning process at Kennebunk. The deterioration of the educating and administering processes is due largely to the apathetic faction within the system. They suck the strength from the dedicated, and are along for the proverbial, "free-ride." There are far too few in our system who are willing to accept the true responsibilities that normally are part of the job. I regard those few as the true leaders of the system. However, the truly qualified are not regarded as qualified, and those who boisterously divulge their qualifications are in the wrong place.

It is unfortunate that man is by nature the seeker of better and higher titles. Once the authority that men want is obtained, their first mistake is to make promise (not intended to be kept) to gain popularity. Popularity does not make the man. We have many authoritarian figures within our establishment, even within our local educational establishment, who resort to making bogus promises which they feel are necessary to gain popularity. Perhaps I am overusing the term "popularity", and their nonsensical quest could be put in terms of trying to gain public approval. However, public approval is short-lived when a majority discovers the tactics used to psychologically win their acceptance. It is then that the tide shifts. Every wrong made within the establishment is discovered, and disclosed to the public. Then, because of the "checks and balances" systems within our country's establishment, changes can be made.

Unfortunately, within our own community school establishment, there is no system of "checks and balances", so little can be done. The oppressed cannot rebel. The oppressed remain oppressed. Any form of resistance, on the part of the student, is quickly counteracted upon by some dispicable incongruous method of punishment. On the outside, the entire system seems to be running completely harmonious, but to those who are treated unjustly, there remains contemptuous thoughts of the established administration. The presence of a group of unhappy students is unhealthy to the naive student population and dangerous to the

Continued on Page 6

SATAN'S DIARY

by Ken Bustin
(The Devil's Advocate)



The delaying of hearing (Re: the King Resources Deal and others) has always caused me to think at length. And my thoughts have often yielded the conclusion that all that goes on in the interim is not always quite "cricket." Of course I do realize that the possibility exists that the court's time may be at a premium (and we know that the safety of our environment is not as important as "Jones vs. Smith"), but I tend to discard that thought more easily than I do the possibility that the court's DECISION may be at a premium. (And who has more dough to toss around, King Resources or the Environmental Improvement Commission?)

It might be unwise to suggest "foul play," but on the other hand, why was there a delay in the King Resources hearing? Of course, the answer may well be that "the EIC needed more time to prepare its case." That is the answer that will get lip service from the courts, without a doubt. But I wonder what we might find if we were to check into the books of King Resources (very carefully). Perhaps under "Legal Fees" or deducted from their Income Taxes. Or are "persuasion monies" even recorded on the books, or deducted from the Income Taxes? (Or don't such atrocities ever occur in the American business climate?)

Am I suggesting that this firm would bribe the courts? Certainly not! That might be libelous to their "good name." What I am suggesting is that the courts are making it much easier to do just that, assuming one were so inclined (and sufficiently wealthy). Oh but perhaps I am libeling the courts? But no — the courts are (supposed to be) public servants, and thus are open to critical scrutiny. Then perhaps I am libeling the judges? No, these people are paid and sworn to dispense justice, and it is not at all out of line to suggest we make very sure that they are doing their jobs, and not engaging in any "profitable hobbies" on the side. Who then would that libel? Perhaps the American Dream of Justice. But if so, then it is only a dream; a dream that has already been well tarnished by the practices of every government institution "far beyond my poor power to add or detract."

It is not my intention to discuss the alleged ecological crimes of King Resources. (I have allotted three future issues for that.) I merely wish to consider the legal ramifications. To do this, I will ask ten logical questions.

First, may I inquire if the King Resources people believe in law and order? Second, may I ask what action they would take if someone were to poison the food they were to eat tonight? Third, I ask if they would complain if someone were to drop black ink all over their lawns and killed off the grass. Fourth, I ask what they would do if someone were to take a nail and destroy the finish of their automobiles (completely destroying any beauty the machines might possess)? Fifth, I ask if they believe in the English Act of Supremacy (King above the law)? Sixth, I ask where they would take any action against the "criminals" in the aforementioned items in questions 2-4? (to court?) Seventh, I ask if they would expect the court to punish the guilty parties in questions 2-4? Eighth, I want to know if they would expect the guilty party to obey the court's ruling? Ninth, I want to find out, that if question 8's answer was affirmative, why they would not do the same? And tenth, I ask them to answer the preceding nine questions publicly!

I will provide the space in future issues at no cost to them. We are also sending a copy of this to them by registered mail (so they can't claim ignorance of my request).

Ten logical questions. Can we get ten logical and consistent answers? We shall wait and see.

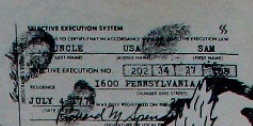
STUDENT RIGHTS

LAW, the basis for civilization as we know it, is a necessary evil. In order to protect the rights of individuals against mobs and the rule of brute force, man has established laws and a system of enforcing those laws. Unfortunately, the law and the legal system often become weapons to be used against the uninformed. Nobody guarantees that the law will always be fairly enforced — the struggle of the black American in both the North and South shows us that. Until the formation of CORE and SNCC, most blacks knew very little about their rights or how to protect them. An uninformed public is ripe for repression.

We find much the same situation in high schools today. Students are suspended without hearings. Pregnant girls are forced to leave school. Dress codes are enforced. Freedom of speech is considered a privilege and not a right. Teachers physically abuse students. Student government is too often a joke. Nobody will try to pretend that white students are as bad off as blacks but the parallels are there and the situation is much the same, to a lesser degree. The student is the school authority's "Nigger".

In future issues this space will be used to help inform students on their constitutional rights. It will include court actions, ACLU advisory opinions, Supreme Court rulings, and information from books, newspapers, and pamphlets. People under twenty-one have rights, too and it's time these rights were exercised. The resistance from the improper authorities may be tough (the oppressors always fear an informed populace) but anyone concerned with freedom will have to admit we're right. Power to the pupils!

WANTED: Teacher. Must teach with traditional Stone Age methods, and resist innovation. Must live in Kennebunk and vote for all proposals made by the Directors of SAD 710. If interested, contact Don Sneakins, Superintendent of Schools, c/o the Raving Reader, Kennebunk.



RESIST

"I believe that conscription is good for our country... it is a great teacher of democracy"

Col. Daniel O. Omar

Dep. Director, Selective Service System, 1967
Democracy. America, home of the free. The Declaration of Independence, the Statue of Liberty. Three cheers for the Red, White and Blue!

America is the world's freest country but every gem has its flaws. One of the biggest scratches on the USA's surface is the draft. Conscription. The Selective Service. Modern Slavery.

All around you are sources of information on the draft and the legal methods of avoiding the army. The government has issued enough pamphlets on the subject to fill a morgue. However, the path is not so straight. The choices are more varied. To really confront the problem honestly the illegal aspects must also be considered.

Is conscription constitutional? Does the government have the Right to draft you, to own you, to have you killed? What will happen if you refuse induction? Should you register? Where can you go for advice? All these questions must be answered logically and open-mindedly if the potential draftee is to make an intelligent choice.

This column is designed mainly to help draft victims and inform their friends and families. The Selective Service System is a huge monster and nobody is liable to confront it victoriously without knowledge of how it works.

We will soon attempt to set up a draft counseling service in Kennebunk, and would appreciate any and all help, advice, and information you would care to contribute.

We welcome any questions our readers may have and will be willing to go anywhere anytime to help someone confronted with the draft. Please address all inquiries to The Draft, c/o this paper.

If the Administration cannot form an army without conscription it will find... it cannot enforce conscription without an army."

A Weatherman? A Yippie? Radi lib? Wrong! Daniel Webster. A Radiclib probably. Until next issue, Peace.

(LWS)

LETTERS

Continued from Page 5

administration. The administrative end of our system is a complete ZOO with inmates who are blind to the fact that everyone within the system must be happy in order for the system to function properly.

It is fairly obvious that our system does not function properly. There isn't a need for perfection, but some semblance of order would be nice to have. Too much time is wasted on trivialities, no regard is given to the needs of the individual, and most of all, the system has no elasticity. At times I wonder if what we have can really be called a system.

Lydia Cockle

The beauties of the earth are boundless;
They are ever present to those who but open their eyes,
their minds, and their hearts.

Man has lost the capacity to foresee and forestall.
He will end by destroying the earth . . .

— Albert Schweitzer

When that day comes,

"Where Will All The Children Go?"



Will they go to the shore . . . ?

Where many a worry has been swept
away by a receding tide.

Nay . . .

For the gentle waves shall no
longer lap restlessly at the sands
and stone of the continents.

The waters shall lay silent, motionless,
dead.

Will they seek out the forest . . . ?

there to live in harmony, and to
forget the atrocities left behind.

Nay . . .

For the tall trees shall be
scared and charred by the poisons
and perils of man.

Fallen in the name and
wake of progress . . .





A Student Without A Homeroom

by Never Ever Avail

Anyone who might have been thumbing through a past issue of the *DamnRage* probably came across two items in the column for miscellaneous news. They would have read something like the following:

DYING: The present administration's unwritten policy for transporting trash.

ALIVE & WELL: Ben Fussin, who is now thriving on the climate at his new home on the Detention Bench.

These items have a very interesting background. The key to the story dates back to the summer of 1969, when the people of Kennebunk and Kennebunkport decided that the students of the Kennebunk High School should partake of the mid-day meal in their respective homerooms. The students would pay the necessarily high price of 35¢ and be treated to an exquisite gourmet meal, such as a Peanut Butter and Jelly Sandwich, Milk, and Jello. Inasmuch as each of these was packaged in its own little (disposable) plastic containers, there would be a substantial amount of residue remaining after the 'edible' part of the meal had been consumed. This great amount of waste was then deposited by the students into each homeroom's wastebasket, and a student imposed upon to empty the great collection into the larger barrel at the end of the corridor. This measure was taken to insure that the janitors would not be disturbed while enjoying their cigars. The end result of the entire engagement left a peculiar odor suspended in the air throughout the school.

Ben Fussin, an average Kennebunk High student, found that he was anything but happy when his homeroom teacher, Mr. Gruffey, informed him, on this particular Monday morning, that he was to empty the trash for the week. To begin with, he wasn't about to eat the meals served at Kennebunk High, and for the second reason, he had already done this deed for the past 4 weeks. So when Mr. Gruffey assigned the 'Bundle of Joy' to Ben Fussin, he flatly refused to empty it. Gruffey was shocked!

There wasn't much Gruffey could do. After all, Fussin had broken no rules by refusing to empty the trash. So, when in doubt, send him to the bench! Bearing this thought in

mind, Gruffey proceeded to order Fussin to the bench. Again Fussin refused, fully realizing that he had broken no rules. Like a broken record, Gruffey droned on, "To the bench!" Very politely, Fussin told Gruffey that he had no interest whatsoever, in visiting the bench. Oh, for a scheme!

Finally, Gruffey had an idea. He might be able to get off the hook after all. Send him to the principal, that would do it!

This time, when Gruffey ordered Ben to the bench, he added the magic words, "We'll talk to Mr. Jerkins." That was all Ben needed to hear; with a smile and a nod, he trotted off happily in the direction of the bench.

As soon as Ben had seated himself on the bench, Mr. Jerkins came galloping out to see what he had caught this time. When he saw Ben Fussin sitting there, quietly reading *STUDENTS' RIGHTS UNDER DEMOCRACY*, he suddenly felt rather weak in the stomach area, turned, and slowly hobbled back to the sanctuary of his office.

Along came Gruffey, who proceeded to march into the office and drag the reluctant Jerkins back out with him. He quickly explained the situation to the principal, hoping to gain a friend (for he knew he would need one). Their only hope was to stall for time--- but it was only 8:03, and school didn't get over until 2:28. They would never be able to answer Ben's questions for that many hours. They knew that they couldn't take Ben on alone, so they decided to do the next best thing--- FLEE! They went back to their work leaving Ben sitting there. All they could hope for was a miracle.

The next morning, Fussin went to his homeroom, as usual. He was sitting there, quietly reading *FOUNDATIONS FOR FIRING TEACHERS*, with his copy of the *MAINE STATE STATUTES*

close at hand, when Gruffey walked in. Now here was a really tough problem to cope with. Could the great Gruffey (who liked to think of himself as a Greek God) admit that he had been defeated in front of his whole class? Never! So he sent Ben flying to the bench again! This time Jerkins was ready for him. He came running out of the office with 25 pages of a prepared speech, and gave Fussin a half-hour lecture on the necessity of everyone doing their part to help the school. Ben looked up, thanked Jerkins for volunteering to empty the wastebasket and help the school, then went back to his book, *FOUNDATIONS FOR FIRING PRINCIPALS*. Jerkins was shocked! Without saying another word, he started to slink away, leaving Ben on the cold, hard bench. He may still be there.



"There is NO space problem –
except (too much) between their ears."

Part I

All The Room(s) In The School

Time has an odd way of changing things. Wrong can become right, and conversely, right can become wrong. We have seen an example of the former in the establishment of a "new morality" and the throwing off of many archaic taboos. The solutions often given to educational "space problems" form an eloquent example of the latter.

In observing a space problem, as in observing any situation, it must be established beyond the shadow of a doubt that the condition which you attempt to solve, does in reality, exist. And although this may seem to be the case, as viewed from a detached position, it is my opinion, as it has been my finding, that this condition is brought about as a result of examination by relativity. By the "ideal" standards for that "desirable Utopian education," 99% of public schools, and conservatively, 90% of private schools are overcrowded by at least 75%. Such is not disputable from a standpoint of relativity to the ideal situation. However, in a practical sense, it must be noted that ideal conditions do not exist anywhere, and thus it is grossly unfair to compare imperfection with perfection, in terms of presently feasible transformation. And it is also, far more basically, a waste of everyone's time to consider the "impossible" as a potential course of action.

And thus as I have studied "space problems," I have based my considerations of the validity of the announced problem and proposed solution of the criterion that any solution worthy of immediate consideration, must be capable of current incorporation into existing educational standards, such that the program can expand as the society and system progress, and such that it can be innovated almost immediately, thus permitting a reasonably current generation to begin enjoying the benefits.

When a school system thinks it has a space problem, or thinks it would like to have one, there are several courses of action it can take.

First, it can readjust (or fail to readjust, in some cases) the curriculum and schedule, to create inflexibility, which will invariably bring with it a "space shortage" through deliberately poor utilization. It is artificial, but it sounds nice at a public meeting if they say it softly (and the audience doesn't think about it intently). Second, it may create by physical reassignment of students, what might be called "visual space problems." It is said that "beauty is in the eyes of the beholder," and thus when the situation is aggravated in some areas (while improved in others), through the placing of many students in a small homeroom, assigning the biggest class to the smallest room, and the like, the effect is very convincing to unwitting parents, who are led by the administration of the school, directly to look at those rooms which have been artificially overcrowded.

A third course of action might be to hire what is known as a "consultant," a fancy title for a guy who'll tell you exactly what you want to hear. This so-called "professional view" I discount automatically, on the basis that:

A.) This clown is getting several thousand dollars to tell you whatever you want to hear,

B.) He stands to rake in a commission on every construction dollar that you spend in accordance with his recommendations, and

C.) He is usually one of those types with an over-inflated ego, who thinks that his degree in whatever it might be automatically makes him a better judge of conditions than those who view them every day, tends to take himself very seriously. (Oh the poor, gullible people.)

Thus is the "space problem" CREATED, with one, another, or all three of these techniques. And now that you have, the next step is to do a little sounding off about "how tough it is to teach in the present schools." Never mind that four walls and a blackboard look essentially the same in either a new or an old school. Forget the fact that the old school will be used anyway.

Don't mention the fact that the community (or communities) will be paying for this school for ten or more years, thus won't have the cash to implement curriculum changes and expansions. The multi-million dollar palace is what counts. Never mind that education will have the same shortcomings in the new palace. Never mind the fact that it is not known what education will be like twenty years from now. Don't bother mentioning that this new building will be obsolete before it's built. The important thing is to solve the "space problem" in the way that is traditional, and offers the most kickbacks to architect and contractor friends. And, so they say, IT CAN ONLY BE DONE BY BUILDING A NEW SCHOOL!

Oh really???

NOTE – This is the first of a series of installments on educational space problems. Look for an installment in each issue for nine more. These are excerpted and rewritten from Ken Bustin's nearly-finished book "An Archaic Institution in Transition!"

WE NEED

Poetry, essays, news articles, quotes, reviews, manifestoes, calls to arms, letters to the editors, protests, pleas, thoughts, declarations of independence, jokes, humorous stories, suggestions, criticism, ideas, complaints, educational philosophies, personal gripes, coming events, angry tirades, peaceful prose, radical writing, conservative columns, photographs, utopian proposals, comments, anti-Agnew/anti-draft/anti-Vietnam war articles, pro-Nixon/pro-war/pro-capitalism propaganda, explanations of "far-out" religions, ideas, beliefs, and/or philosophies, ecology tips, drug use/abuse stories, themes, Lonely Hearts Letters, satire, news, opinions, scribbles from prison (smuggled out by an S. D. S. Avon lady), novels, etc, etc, etc.

HIGH SCHOOL REPRESSION

At a recent Kennebunk home basketball game, a student was kicked out for refusing to remove his hat when told to do so by the school librarian. Another student pointed out that plenty of other people in the gym, students and adults, male and female, were wearing hats. The principal and the librarian both insisted that that was "none of their business". The second student, protesting the obvious inconsistency, which allowed selective punishment of individuals (for a very dubious crime) put on the first's hat. The principal ordered him to take the hat off, and the student replied that he would be glad to do so when all the others wearing hats were asked to remove theirs. A policeman was summoned, and the student ejected.

A hat may seem to be a silly thing to make a fuss about; we agree. However, the authorities saw fit to punish these two students, out of a whole gym full of people — many hat-wearers.

Some more background: the "hat" was actually a small cap. Both students are short — nobody had complained of the hat blocking their view. Several other, much larger, hats were being worn, yet their wearers were not harassed.

This raises several fundamental questions. First: Since there is apparently NO written regulation against hat-wearing at basketball games, how much power does the principal (and the librarian!) have to enforce rules which don't exist? Are his arbitrary (discriminatory) decisions law? (The "etiquette" argument which was used that night doesn't hold water. Hats are often worn at sports events.)

Second: Does a school official have the right to enforce his version of "custom"? The cap bothered nobody except the librarian and principal, who apparently did not like someone dressing contrary to their interpretation of style. Who is the final authority on etiquette, custom, and style? How is a student to know if what he is wearing is acceptable? If we give a librarian and principal the power to enforce unwritten "rules", aren't we giving them the power to invent and enforce his own "rules", and in effect, punish anyone he doesn't like.

Third: How is a responsible student supposed to react when told to obey a non-existent "rule"? Does he comply, and not cause them any trouble, even though he knows he's being repressed? Or does he refuse, demand his rights, and get punished?

A situation like this, in which any school "authority" has Gestapo power is unhealthy and dangerous. If school is to resemble a just civilization even remotely, action must be taken by either the School Board or Superintendent to right this wrong.

(LWS)

The resistance we met was almost laughable. We had invitations, we arrived ready and willing, but after delay after delay we were told we were not welcome and asked to leave.

The place was Deering High School and the cause was an invitation from the principal which we read in "North Country" inviting the "interested public" to come and tour the school. It specifically said that guided tours would be provided for any one who did not have a child in school. Since we fit under that category, we decided to go and see how Deering compared to Kennebunk. We expected no problems, but in the backs of our minds was a faint suspicion that students are not always treated as citizens or part of the public or even people, all of which they are, of course.

Perfectly innocent (despite nine total years of dealing with h.s. authorities) the three of us went straight to the main office to ask for directions. The secretary asked suspiciously if we were parents. No, we are students. At Deering? No, Kennebunk. Oh well wait in the other room.

We waited, and waited, and waited. Finally a man stuck his head in the door. You from Kennebunk? Yes. What do you want? We told him. Are you here as representatives of your school? We certainly were not! HHMM MHMM. His brain was working.

We talked with a girl who was also waiting until "The Man" returned. He made it clear that she was not to be quoted. (Right on the ball, Sir. Don't let anything out to the free world). He took our names and told us the principal of KHS was on the phone.

Still confident that justice would prevail I talked to him. Have you ever dialed a wrong number and tried to argue with the recording? After listening to him speak in circles until I was dizzy, I grasped that he and the man wanted us to return to Kennebunk, discuss what we wanted, write to DHS and tell them what we wanted, and then return if our principal agreed. I hung up confused and a bit disgusted.

At that time THEIR principal came in and heard the story. He explained that if he let us in he'd have to let ALL students in (there goes the property). There's no sense in arguing with a man who won't even answer "Hello" when introduced to a visiting student, so after brief protests we left the office.

Deering has its own student-sponsored paper so we'll let them handle their own problems. A note to students at Wells, York, etc:

If you think your school is bad you've got to see Deering. Physically it's a prison and the same can probably be said mentally. We recommend that other students try to get there and see it as well as other schools. It's quite an experience.

up-place of America, "Let's Fake A Deal."

The only two entries under the word "disciplinarian" in the index of Roget's Thesaurus are "tyrant" and "teacher".

Is Good Gnu

Denouncing "perverted, pessimistic pagans who promote polarization and produce pornography by pervading the people with published pretenses of parabolic permissiveness" Spiral Gnu, vice-president of the All-American Library Association of America the Beautiful, today declared war on the editors of Webster's Collegiate Dictionary.

"Here we have an elite group of men, who, without submitting to the electoral process as those of us in public office must do, would control the very thoughts of the common American by dictating the words with which he can write and speak."

Noting that the dictionary contained a few words of "questionable social value" Gnu attacked "a handful of abnormal adjectives and communist-inspired conjunctions which for now shall remain nameless and only serve to encourage and extend the pornographic permissiveness which seems to be the vogue in various so-called 'vanguard' vernaculars". He commented "I can not believe that the persons responsible would allow this to fall into the hands of the unsuspecting public."

The VP spoke out against the "malevolent mavericks and the national nemesis 'who included Red China, in the book'". These left-wing lexicographers and lenient liberals would lead this great nation to the lowest of all longitudinal leaps by including subjects contrary to national policy."

According to the VP, the latest edition is "incomplete, imprecise, and a rather radical roster of ridiculous and regrettably revolutionary rhetoric." Warning against "terroristic trespassers and Webster come-latelys who are finally trying to get into the big word act" Spiral noted that he himself had been using long words long before the latest edition had come out.

The editors had been critical of Gnu and his bosses' policies in the past and he asked "why they can mouth such drivel that divides the dictionaries of America."

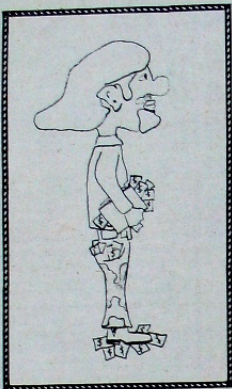
Gnu also criticized the youths who had complained of hazardous conditions in the local library and demanded a change in its open hours



which presently prevent laborers from using the facilities. "Our democracy depends upon freedom of the library. A library is a sacred privilege and the open admissions system which these misguided youths are demanding would ruin our present perfect popular prestige program.

Gnu announced that he was writing an alternative to Webster, to be called the Spiral Notebook, which he said would become a household word. It will also include a special section on Alliteration in America and another which explains why "fat Jap" and "Polack" are not derogatory.

Would YOU make a deal to trade up to \$4 million in cash for one of these contracts, knowing that in one of them is the promise of better education, in trash or sacrifice? Several hundred taxpayers have to make that decision in the next few minutes, as we bring you the mark-



Rich - adj. 1. Having wealth. This is a clean cut American boy. Notice the well-groomed hair and beard. This person has some qualities many people do not, MONEY! (see illustration)

THE IS F

Poor - adj. 1. Having little wealth. This is an outcast from society - a slob. Notice the indecent hair and beard. Also notice the "way-out" clothes; these are unacceptable to society. He is probably a drug user or pusher. He has a characteristic only poor people have - little money. (see illustration)

\$AM- PLER



Cont. from Pg. 3

sounding board for all factions, a medium for the expression of any idea, whether conservative, reactionary, liberal, radical, or what-have-you. All peoples, please use it as you wish.

We will doubtless frequently disagree with you, and it can safely be said that we will say so. We will also doubtless agree on occasion, and we will tell you that as well. But we cannot honorably (or even honestly) forsake

your point of view - any point of view - if it is made known.

People play an important role in this publication, particularly a devoted staff which has stuck together through all manner of problems encountered in getting this first issue out, and their views and viewpoint must be respected greatly. But the goal of being that idealistic "free press" booms even larger. To forsake this goal, is to desert our purpose, and I would consider my investment in the project well lost, before I would allow that to happen.

(KMB)

WHAT YOU CAN (must!) DO

Write to us. About anything, everything, nothing.
Buy the paper. Tell your friends.
Offer to type, help publish.
Join the staff.

CONTRIBUTE. CONTRIBUTE. CONTRIBUTE.

WHAT YOU CANNOT DO

Lie. Be libelous.
Swear needlessly.
Sell a copy to President Agnew.

WHAT WE CAN DO

Provide a forum for your ideas.
Almost anything you want.

WHAT WE CANNOT DO

Cop-out on you.

Are you looking for an interesting and unique job? If so, this is the one for you. Kenneburg High School is looking for brick cleaners, to work on the rear and side walls of the building. If you are interested in this job, offered because they wish to "clean up the educational system," then by all means submit a bid (All bids must be over \$3600.00) by calling them at FIth 6-7758.

OIL: TEN QUESTIONS FOR THE "KING"!!

Drifting

Twenty-six bodies of varying sizes and shapes trudge dutifully into the walled off space that serves as a classroom and fall into their assigned spaces. The bell, telling them they made it on time and are to be rewarded with 50 minutes of monotonous lecture, rings sharply and the tongues in the mouths of the bodies in the chairs in the geometrically exact rows stop moving and a flood of silence sweeps over them all. Its coldness and wetness awakens some, scares others, and drowns most of them, sending them below to an aquatic world where sound won't carry, only sight, and the water buffets them to sleep so that they look dreamily on as if from a distance. The currents of boredom are found too strong to fight and the bodies drift towards the ocean, where they are deposited like silt on the

bank. And if anybody bothered to try, they would find that silt so fantastically fertile, as it represents the best of the soil, and foliage and crops could easily grow of the seeds were correctly planted and the silt were removed from the flow of the river. However, the time and trouble of changing the speed and source of the ever-stronger rapids is evidently not worth the cost to the farmers and townspeople, so they continue to applaud and reward the few good swimmers and look to them as an example that shows what excellent instruction they all receive. And down at the river's mouth, slowly being swept out to sea, lie those who couldn't swim, those who wanted to travel their own way at their own speed. They lie helplessly until a tidal wave, roaring and spraying its magnificence for all the countryside to see and admire engulfs them and

carries them out into the ocean's depths, while the others shake their heads and close the floodgates.

Well, you've got to take it because College "X" requires 4 years of that subject for admission, so you might as well learn to like it. You never know when you might need to know the co-efficient and cosine of 47 over Pi(e). Never mind that I want to be a French teacher.

As a freshman, my feet were dry. The next year I could feel the water. Last year it was climbing up past my waist. Now, my senior year, I am fighting to stay above water. But two or three times a day I want to forget it and float down the stream.

Maybe tomorrow...

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"You too can watch the Sirocco!"
(And you don't need to take one step East —
We'll send it to you.)

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