

# NEW MILFORD FREE PRESS



## BUSTED

On the first day of its distribution in New Milford, the first issue of THE FREE PRESS was officially banned and suppressed by the high school Administration. One student who had worked on it, Alan Gowin, was suspended for three days and threatened with permanent expulsion if another issue of the paper ever appeared. Three copies of the first issue were confiscated.

With approximately fifteen students distributing it, almost all of the total print run of 300 copies were given, free of charge, to students who requested them. Student response was almost unanimously in favor of the paper and in favor of its continued publication.

Under no circumstances were any of the papers distributed so as to interfere with the regular process of classroom instruction or with usual school discipline.

The school's official reason for suspending the student was because he had distributed copies of a paper containing "lascivious words" that were "contrary to school board policy." However, the principal made it clear that he would have taken the same action whether or not the paper had contained the few instances of so-called "obscenities" that it did.

(The "obscenities" were used, as the New Milford Times quoted us as saying, to illustrate a point, not gratuitously.)

We feel that the principal's action was unjustified, and was in violation of our rights as guaranteed in the First Amendment. We believe that the freedom of speech (and consequently of the press) is essential to the growth of free and creative minds.

The Supreme Court has held that: "First Amendment rights, applied in the light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school-house gate. This has been the unmistakable holding of the Court for fifty years."

The Supreme Court ruling (Tinker v. Des Moines School Dist., 1969) continues: "In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute control over their students. Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the state must respect, just as



they themselves must respect their obligations to the state. In our system, students may not be regarded as closed-circuit recipients of only that which the state chooses to communicate. They may not be confined to the expression of those sentiments which are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to the expression of their views."

Both legally and morally, it is evident that we have the right to publish this paper without restriction or censorship by the Administration. It is this philosophy upon which THE FREE PRESS is based; and it is this moral objection to the lack of free speech, rather than merely a challenge to the Administration, that has prompted us to continue the publication of this paper.

## "PERSISTENT PESTS"



## THE FORGOTTEN RETRACTION

On October 23, the New Milford Times printed a story concerning a meeting of the Board of Education, which included an account of the first issue of the NMFP that contained many false and misleading statements. For instance, it was stated that only one student was involved in the publication of the FREE PRESS, and it was implied that the paper was connected with SDS.

Seeking a clarification and retraction of these false statements, a group of students visited the offices of the Times. They left assured of a follow-up story clarifying these points.

The following week a story appeared as requested, but instead of containing a retraction it was a further blatant attack against the NMFP. It was written in a condescending manner and contained such subjective statements as John Bennet, the author of "The Student Scapegoat," seemed to have "just discovered there were a lot of big words in the dictionary." (One of the things this paper has tried to indicate is that the message is more important than superficial style.)

Since it appears obvious that the New Milford Times does not intend to objectively report the facts with regard to the NMFP, we can assume that further communications with them will be of little value.

This paper is intended to bring out the feelings of the students, and this article is intended to bring out my own feelings. 99% of the students here think this school rots. For this much of a percentage there must be more than one reason, but if I tried to describe them all I'd need the whole magazine, so I'll just explain one.

Most of the students know that some of the faculty are inadequate to teach in school. One example of this is that teachers think they have the right to physically grab you, twist you, or any other thing you've seen happen or may have experienced yourself. People that act like that must have something wrong with their minds to think they are "more equal" than we are.



# FREE SPEECH

"School is an institution for drilling children in cultural orientations. . . . The function of education has never been to free the mind and spirit of man, but to bind them; and to the end that his children should never escape, Homo Sapiens has employed ridicule, praise, admonition, accusation, mutilation, and even torture to chain them to the culture pattern. Throughout his historic course, Homo Sapiens has wanted from his children acquiescence, not originality. . . .

"The schools have never been places for the stimulation of young minds. If all through school the young were provoked to question the Ten Commandments, the sanctity of revealed religion, the foundations of patriotism, the profit motive, the two-party system, monogamy, the laws of incest, and so on, we would have more creativity than we could handle."

-- Jules Henry, Culture Against Man, 1963.

Despite the risk of over-categorizing, I feel it is fair to state that there are in society (and in general) two opposing forces, conservatism and change. It is the applied definition of these that requires thought, but the sources and causes of both are plain. It is in the educational system that these forces are leveled with particular attention, for it is in school that people are shaped to a large extent; it is in school that the expanse of people's thought is determined or verified.

What I have called conservatism might, in this context, at least, be a synonym for oppression -- the means by which those who wish to retain the currently accepted values enforce their ideas. Oppression might be called a weapon to aid in resisting change. And where there is freedom -- MENTAL freedom -- there is change. Man's nature is basically a progressive one; his social systems, his philosophies, his ideologies, are subject to continual evolution as one type of society or philosophy is tried and left behind. Conservatism/oppression is the force that attempts to resist this evolution: in order to retain the values that are all they can perceive, the conservative mind must resort to oppression, the limiting of freedom.

Where there is no freedom there is little or no creativity and originality, which inspire progression. Progression, obviously, is alien to conservatism.

"Creativity," wrote Jules Henry in Culture Against Man, "is the last thing wanted in any culture, because of its potentialities for disruption."

As he stated in the passage preceding this article, the educational system, as it is presently organized, is where young people are subjected to the influences of society and imbued with the conservatism that lies at the core of the culture. Their potentialities for originality and creativity are buried beneath the dogma of society; stifled, smothered. School provides the medium to impress a society's youth with the concepts and the beliefs of their elders: the method of perpetuating the system.

Any society that accepts or encourages the oppression of its youth during the years when their ideas are still being formulated is well on its way to the stagnant, moribund state that precipitates the collapse of the system. There is some question as to whether or not the signs of an awakening youth movement are strong enough to revive this country and enable freedom to gain a foothold -- or if society will choke out the last of those who really advocate liberty and justice for ALL. If society, in its last instinctive self-protective struggle, DOES succeed in intimidating dissenters, we will continue to regress toward a wholly totalitarian state again.

In any case, the educational system is one of the most important links in the chain of oppression that surrounds us all. Were there to be a total revitalization of the schools and an incorporation of liberalism as opposed to conservatism as the accepted standard, the last remnants of the old oppression that we now know would crumble away. If we were able to create a system that encouraged creativity, the old line of conserva-



tives would, of necessity, pass away as the last of the people who grew up under the totalitarian system died.

Such a change as that, however, would be alien to the basic principles behind the current educational philosophy, which is "learn or be killed!" -- the law of the educational jungle, forerunner of the equally competitive life in American society. This system teaches competition, and consequently a form of hatred, as people strive to gain "success" in "the real world". Students who are successful according to the cultural standards gain their success at the expense of students who don't conform enough to the system to be able to attain scholastic merits. Truly creative young people are often convinced they are stupid because they don't get high marks scholastically. The creative gift is crushed by the educational machinery that pushes children along the conveyor belt of school and grinds them down to the orthodox shape, then spits them out with diplomas clutched in their hands -- little toys shaped to match all the countless other toys that have previously been carried along the conveyor while the assembly line of teachers molded and shaped.

The end result is society as we know it.

For people who had the gift of creativity at the beginning of their school careers, there are two choices -- to either conform or drop completely out of the system. Those who do not conform are kicked or drop out of school: the continual threat of failure, a life washing dishes or digging ditches.

This is the basic principle of American education: "learn" or (figuratively speaking) die, conform or die. For those who conform there is the reward of a safe, secure, happy niche in society where they can do their part to perpetuate the system that made them into walking automations. The human automation that doesn't think beyond the concepts of a George Wallace or a Richard Nixon (or a Hubie Humphrey) is an essential part of society. His part is not to think, and to accept the fact that any philosophy other than the one he has been indoctrinated with is ultimately or immediately "evil".

Imperfections that students generally notice (such as the lack of constitutional rights, the dress code, etc.) are just side-effects of this basic philosophy of oppression and competition. Changing these is important, but still leaves the more complex question of changing the basic faults.

It should be noted here that I am not claiming that school officials are deliberately engaging in sadistic tactics, nor are they CONSCIOUSLY trying to turn out deliberate replicas of themselves -- but they have been indoctrinated with these principles and accept them unconsciously. They perceive things from a perspective that is limited by their own status of having been shaped to fit the specifications of the society THEY were brought up in. They are human too, although the system has done its best (and largely succeeded) to remove the intrinsic human capacities for understanding, compassion, and love from them. They have personal visualizations of right and wrong in society too, but they are within the context of what is psychologically possible to minds that have been so competently brainwashed.

What we are attempting to do is humanize society. The entire Movement is basically that simple, although it is not always intellectualized (nor, perhaps, should it be).

But the humanization process has to begin at school. And, apparently, all we can do at the present is try to eliminate the surface imperfections such as the dress code, and we must try to gain the freedom of speech. Maybe, as I said, we can gain a foothold in the educational structure and bring the whole "conveyor belt" system to an end.

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**JOIN THE  
FALL ANTIWAR  
OFFENSIVE**



# Fall Offensive

"The Fall Antiwar Offensive" is the calendar of protests and demonstrations scheduled to occur during the coming months. The events listed here are nation-wide demonstrations, some aimed particularly at college and high school students, others at both students and older people. The Fall Offensive began with the October Moratorium, what has been called the single largest expression of public sentiment in American history. It is important to note, however, that the first Moratorium was just a beginning -- the November Moratorium will span two days, the 13th and 14th. It is a continuing protest that adds one day each month, building the pressure against the war until (hopefully) we HAVE to end the war.

In conjunction with the Moratorium is a national student strike called by the Student Mobilization Committee (SMC) and a massive march on Washington D.C. on the 15th. The student strike will occur on the 14th, and it is hoped that all students will remain home that day, Friday, if by any chance they intended to attend school in spite of the Moratorium.

## Vietnam Moratorium Planned

The November Moratorium will take place on the 13th (Thursday) and 14th (Friday), during which time all students and members of the business community should stay out of school or out of work, to work for peace. The object is to halt "business as usual" across the country.

In New Milford, students are allowed to stay out of school to protest the war, if they bring in a note of permission from their parents.

There will be a number of mass rallies in this area, including Danbury, New Haven, and Hartford.

Moratorium organizers stress that it is important that students remain out of school BOTH days, since to

demonstrate the growth of feeling and the sincerity of feeling against the war it is necessary to have the protest grow each month and exert a BUILDING pressure against Nixon to bring the war to an immediate close.

The December Moratorium will span three days, if U.S. involvement in Vietnam has not ceased by then.

## NOV 15 MARCH ON WASHINGTON

The New Mobilization Committee to End the War in Vietnam has called a massive march and rally in Washington D.C. on November 15, culminating this month's building antiwar activities. The protest will be one of the largest, if not THE largest mass rally ever brought together.

Students and others across the nation are converging on Washington to demonstrate their "uncompromising struggle to end the war".

A solemn "March Against Death" will precede the mass march, beginning on the 14th. This will be a single-file procession of people, 45,000 strong, each carrying a placard bearing the name of one of the American war dead. They will begin walking from Arlington National Cemetery, past the White House and to the steps of the Capitol.

The next day's activities will begin when all protesters meet at the Washington Mall and march to the rallying point, where there will be a number of prominent speakers, and, later, a continuous folk-rock concert.

Busses to Washington have been chartered and will leave at 2:30 AM Saturday, returning at 6 or 7 PM the same day. The cost will be \$11.00, which should be mailed to Frederick Carpenter, 29 Sunset Hill Rd., Bethel Conn., as soon as possible. For more information, call Mr. Carpenter.

**Martin Luther King:**

**"MARCH ON WASHINGTON**

**From the Deep South, the city ghettos, Appalachia  
let the poor encamp in the nation's capital  
until Congress has passed the Poor Man's Bill of Rights."**



## SMC Calls Nov. 14 Strike

# NOV 14 STRIKE

The Student Mobilization Committee to End the War in Vietnam is a national organization of high school and college students, including a wide spectrum of individuals and groups "united in an uncompromising struggle against U.S. aggression in Vietnam".

The organization's official announcement of the Strike stated: "Our program is clear and straight-forward -- we are for the immediate and unconditional withdrawal of ALL U.S. troops from Vietnam; an end to the draft; against all forms of campus complicity with the Vietnam war; for self-determination for Vietnam and Black America; for free speech for GIs and high school students.

"We are an action-oriented organization. From our policies flows a strategy of mass action that has made the SMC a large and viable organization.

"We see this Student Strike as a build-up for the Nov. 15 mass actions in Washington D.C. Many high schools and universities will be shut down Nov. 14. Where this is not feasible, other actions which can tie into the Strike, such as mass rallies, picket lines, workshops, debates, teach-ins, etc., are encouraged.

"All these struggles and others are interconnected with the Vietnam war. Since the overwhelming majority of students are against the war, we can win significant victories this fall."

## Student council drops dress code

The student council of Danbury High School has abolished its dress code.

According to the Danbury News-Times Principal Patrick J. Murnane stated that "The action seems to be in line with many student governing bodies throughout the country. I think it's a plea for recognition of style, and of changing styles."

### High School 'Bill of Rights'

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At the same time, New York City's Board of Education defined a set of policies that recognize the right to peaceful dissent by the city's 275000 high school students. According to the New York Times, "The personal and political freedoms -- dubbed in some circles as the high school students 'Bill of Rights' -- include the following: the right of students to have a voice in school matters that concern them, the right to wear buttons, armbands, and 'other badges of symbolic expression,' the right to distribute political leaflets and other literature 'at locations adjacent to the school' without prior approval by school authorities, the right of school newspapers to publish generally without censorship."

Dr. Seymour Lachman, chief author of the policy statement, said it was an attempt "to treat senior high school students as young adults."

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# A CALL TO THE FALL OFFENSIVE TO END THE WAR



## October 15 Moratorium

On October 15th, a nation-wide moratorium day was held in protest of the Vietnam war. Its purpose was to peaceably make the present Administration aware of the fact that a majority of the American people are against United States intervention in Vietnam.

The Moratorium was almost 100% successful across the country. Almost every major city had large demonstrations.

On the local level, in the high school the Moratorium was moderately successful. Approximately 15% of the student body stayed out of school, and 27 walked out. These 27 were given three-day suspensions.

The upcoming Moratorium, on the 13th and 14th, with a massive March on Washington the following day, is the next step in the development of Moratorium plans.

### LETTERS

To the editor:

Congratulations on an excellent paper. Enclosed is a small contribution toward bigger and better future issues.

Here's to the New Milford Free Press. A Free Press always scares dictators out of their meager wits.

Freedom -- A reader

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Dear Editor,

I have just read NMHS Free Press and have a few honest comments which I hope you will seriously consider. First of all I'm sure you hate hypocrisy and accuse the "establishment" of this fault . . . but you said that "NMFP is an obnoxious paper, etc. --" now come on, if you want us to take you seriously you'll have to sound much more convincing. I know you mean what you say but the average NM conservative will only be able to answer you by saying "Yeah -- it sure IS obnoxious. I want change, drastic change, but I don't want to be laughed off as a joke.

-- A reader

To the editor,

The first issue of THE FREE PRESS was pretty good, for a first issue. It could stand improvement, such as having more news than editorializing, as well as being a little longer.

A newspaper in which students can say whatever they want to is a really great thing for this school, though. We've needed one for a long time.

Suspending a student for expressing his opinions in a newspaper is really disgusting. What this school needs is a good revolution.

Peace, Freedom.

-- a reader.



Put this decal in your car window and let the American flag freaks know where you stand. It comes in patriotic red, white, & blue. Four and a quarter inches in diameter. \$1 each, three for \$2.50. Order from NMFP, P.O. Box 272, New Milford, Conn. 06776.

**Martin Luther King:**

**"WE CAN'T WAIT"**

Every family in America is entitled to  
a guaranteed adequate income and job security.  
Demand immediate legislation to assure these rights."



(first of the remembered ecological crises revisited)

The God of Galaxies has more to govern  
than men first imagined, when one mountain  
trumpeted its anger, and one rainbow,  
red in the east, and restored them to his love  
One earth it was, with big and lesser torches  
and stars by night for candles, and he spoke  
to single persons, sitting in their tents. . . .

The God of Galaxies -- how shall we praise him?  
for so we must, or wither. Yet what word  
of words? And where to send it on which night  
Of winter stars, of summer, or by autumn  
in the first evening of the Pleiades?  
The God of Galaxies, of burning gasses,  
may have forgotten Leo and the Bull. . . .

Thus far THE NEW MILFORD FREE PRESS  
has survived two issues despite a  
limited budget, dearth of materials,  
and constant harassment by the Admin-  
istration.

And we continue to suffer from the  
usual affliction of "underground pa-  
pers", a general lack of funds.

Voluntary contributions are the  
sole means of attaining the bread  
required to pay the bills for this  
paper. Every copy is free of charge;  
if you paid for this you got screwed.  
THE FREE PRESS is a totally non-prof-  
it organization; most people that  
worked with it stand to lose up to  
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We also solicit contributions of a  
literary, journalistic, and/or artis-  
tic nature. No particular ideology  
or philosophy is barred from the  
pages of THE FREE PRESS: we do what  
we claim to do, promote free speech  
for ALL.

Copies of this issue and a few of  
# 1 can be obtained by writing to the  
previously listed address and enclos-  
ing a stamp.

More than 20 people aided in the  
production of this issue in various  
capacities, and are equally respon-  
sible for it.

**Give a Copy  
To a Friend**

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