The Student and the Law

BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

BP editorial/opinion forum

the right to think

Something has happened to high school papers over the past ten years or so. They have become more critical, more concerned, and we think, more responsible.

This trend is due in part to the growing sophistication of high school students. They are demanding the right to know--about a lot more than who won the last athletic contest. They are unwilling to be bored with trivia. School newspapers are the only means of presenting and discussing ideas between an entire student body.

But there are some adults in society who apparently do not believe that young people can think. They are busy raiding school libraries for books they do not understand. They seem to believe that all the problems of society will go away if school and the school press just ignore them.

We note with distress that the Minnesota Daily, a strong voice in examining college and national policies, has been attacked by the Board of Regents. High school papers have known similar repression for many years. Only recently has the gap left by shortsighted administrators been filled by underground papers.

But in our district, the administrators have not imposed censorship. We have and will continue to criticize their policies when we have alternatives. We do not consider any subject taboo, if handled in good taste. We are concerned with student concerns.

Anything less would be against the ideal of education, and a waste of everyone's time and effort.

"Take that Salinger, Huxley, Orwell..."

Council Conscience

A Review of Student Council activities

- Mrs. Caroline Johnson appointed Sergeant at Arms.
- Resolution providing rules for non-academic classes and activities which state why a person may be dropped from that class or activity.
- No money available for Student Council Scholarship.
- Suggestion of "Most Beautiful Bod" contest for Mud Days.
- Lyceum suggested on Arab-Isreali war.

Minis languish

by Keith Crane

Mini-courses are in trouble. Attendance has fallen off and Peggy Stevenson, the chairman, quit, only to sign up again.

What's the matter? Mini-courses were formed to provide a high-interest look at controversial or light topics, for example, snowmobiles or pollution.

The courses have accomplished this job very well. Knowledgable speakers have been brought in and different opinions are usually presented.

However, students aren't attending meetings the numbers they should. They stay away due to apathy and poor publicity.

Firstly, there are too many meetings. Six or more meetings gets too drawn out, especially for specific topics, such as "the environment." A stripped-down, speeded-up model, such as the micro-mini-course, would be

Publicity suffers from too little P.A. time. The time for announcements was cut back this year and mini-courses took a beating because of it. An Adequate way of publicizing meetings has yet to be found. Perhaps, a prominently displayed schedule in every English class would help.

Peggy quit not only because of student apathy, but also for a deeper reason, organizational difficulties. Chairmen of the individual courses were erratic. As Peggy says, "Each chairman didn't do his work." Overhauling of the system is now needed. A system where a few responsible committee members did all the work might be preferable to one where each course has different chairman.

Peggy is still frustrated. However, she has a little hope. She says, "I'm convinced if someone really cared about it it would go over well."

Holman's Heroes

THE RESTAURANT CONSPIRACY

by Jeff Holman

The dinner was just "the most"--the most cold, burned, miserable meal I had ever attempted to eat in a Roseville restaurant.

I was giving my waitress a dissertation on the many pleasures of hot French fries, when the manager walked over and informed me that this was a "family restaurant," so would I please keep my knee away from my girl friend.

This was the same restuarant where a week ago, a manager had stared at the fibers of my beard, and informed me that three guys with beards had once tried to hustle one of his waitresses. I told him that "hustle" was a word I would never associate with his waitresses.

If restaurants kept a list of the "ten least wanted customers" in their back rooms, I would probably be number one. I eat out several times a week. I don't ask much-- hot food, cream with my coffee, and a glass of water. I have found that some restaurants are apparently fraid to give water to anyone under 21; I didn't know that it was an illegal beverage. They are occasionally generous to youth-- while older people may scarely be able to read the menu before their order is taken, I think sometimes they would let me finish War and Peace.

In the interests of consumer protection from nausea and indigestion, I would like to offer the following suggestions on obtaining better service from restaurants that discriminate against young people, or just plain people.

The "may I help you?" approach--when after waiting ten minutes for coffee, you get up and pour it yourself. You may also gently offer to help fry hamburgers, clean the table (if yours is dirty), etc.

The "benign boredom" technique--which consists of a "Jack Benny" stare at the waitress who should have waited on you fifteen minutes ago. Eventually she starts to wonder if you really are Jack Benny, and takes your order. You can easily get away with a cheap tip.

The "hunger strike" tactic-- where you ignore all the rotten food in front of you for 20 minutes or so, and leave (with or without paying). This has limited effectiveness, as they just put the food back in the refrigerator and serve it again the next day.

The "water over the damned" approach-- if you are really angry, sneak teaspoonfuls of water into every cup or saucer. When the unwitting busboy picks up the dishes, he gets his apron washed. Though it probably needed it, anyway.

The "pre-rated tip" agreement--where you make a deal with the waitress to start with $3.00 in front of you and deduct ten cents for every mistake. However, it is difficult to collect if the girl ends up owing you.

Of course, the best tactic is just to stay away from restaurants and cook your own dinner. Take the money you save and buy a guitar, a motorcycle, or a ten-year subscription to BLUEPRINT.

If some adults would join the movement, restaurants would be forced to stop discriminating and improve service to young and old. They might have to pay their cooks and waitresses a little more, but they could get the money simply by firing some "farm help"-- you know, those people who go out and pick the strawberries while you are waiting for your strawberry pie.

It is the restaurant managers who need to be shaken up. The waitress, like the customer, is only the innocent victim of poor, irresponsible, discriminatory management practices. It is time for fat restaurant managers to show some respict for those whose money and services the so sillingly accept.

BLUEPRINT

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THE SCHOOL BLAH

A Satire on High School Publications

Deserving girl picked for vital position

Suzy Schlock was last month elected 4th vice-president of the Girls' Meet, Eat, and Go Home club.

"I've neve been so thilled in my life!" said Suzy. She credits her election to good manners, and brushing after every meal.

Asked what she plans to do in her new capacity, Suzy replied, "I will try hard to make this club one of the most active at Blah High School."

Suzy's other activities include assistant paper clip monitor for art of paper clipping class, and 6th chair clarinet for the Future Heart Surgeons of America Orchestra.

"I could have made 5th chair," Suzy vows, "but I could never quite get my fingers to cover the right holes."

Suzy is also a reporter for the blah.

Suzy is concerned about the untidy state of the school cafereria. She believes that most of the untidyness is caused by untidy people, or as she puts it, "If everyone could just be clean and neat, we wouldn't have half the untidyness we have today. And the world would be a better place to live and raise children."

Her favorite color is blue. Her favorite foods are liver and fried onions. Her most unforgettable experience was "running over my instructor during a driver training session."

Suzy commented about student activists, "I've always believed that students should get involved, but when they start questioning administration policies, I think that's going a bit too far. I may be a lot of things, but one thing I definately am not is active."

We congratulate Suzy on her success. We know that she will serve well in the fine tradition of the Girls' Meet, Eat, and Go Home club.

Suzy Schlock smiles

Hero of the Month

Saves school from blaze

Our hero of the month is Tom Towhead, who may have saved the lives of countless students by putting out a huge fire in a 4th floor wastebasket.

"Well, I saw what I had to do and I done it," was Tom's comment on the wastebasket incident.

Tom discovered the fire at 12:05 p.m. while skipping ought of his 4th hour class. The fire is believed to have began just 5 minutes after Tom threw a lighted cigarete into the wastebasket.

"I didn't think it would start a fire," Tom maintains. "I mean, what's a lighted cigarette and a couple of kerosene-soacked rags gonna' do?"

But when the flames began and he feared the blaze might spread, Tom, acting in the interests of all the students of Blah High School, went into action.

He grabbed his English teacher's mink coat and quickly extinguished the blaze. It did take several minutes for Tom to get the coat away from his English teacher.

Tom was presented with a medal for meritorious school service by the Douglas Department store, who has recently sold Miss Fairbanks, English 12, a new $2000.00 mink coat.

Congratulations Tom, wherever you are.

Bombers blast again

On November 27, six weeks ago today, the Knoxville Knights sneaked past our Bombers by a score of 82-0.

"The other team might have had the edge on the scoreboard, but our guys fought them every step of the way. We never believed that a victory was impossible," said Bomber Coach Crash Clubfoot when interviewed by this sports reporter.

Star hoopster Billy Bonehead led the Bombers agressive attack. In the middle of the second half he skated down the court with a pass to Nelson, a pass back to Bonehead, a pass from Bonehead to Stinglefinger, and another pass back to Bonehead. The ball was finally thrown out of bounds by Bonehead, but this was not the last of the Bombers scoring attempts.

The tricky hand of fate took victory from the Bombers grasp as several unexpected accidents plagued the otherwise good effort.

Dick Stinglefinger strained one of his fingers during an argument with a referee, and "Knocker" Nelson sustained a knee injury after tripping over his shoelaces.

But the Bombers came back strong later that period, rallying behind Billy Bonehead's two fine baskets. Unfortunately, neither of them could be counted due to a technicality, since they were both through the other team's net.

Asked about Bonehead's scoring techniques, Coach Clubfoot said, "It's not whether you win or lose. It's how you play the game."

"I've never worked with a finer bunch of boys," the Coach said. "Of course we're a young team, and this is a building year. But I think our guys can shoot with any team in the conference if they make their minds up. We're looking to the next one. Of course, we need the support of the fans. . ."

Get out there and SUPPORT OUR BOMBERS! Their next game promises to be a big one.

News briefs

Four hundred and eighty five pounds of hamburger was served in the school cafeteria last week. Mrs. Wilma Thinbone, a cook, commented that this week's consumption was even larger than last week's. This newspaper pledges to keep you informed of these and other important news happenings.

The Girls' Meet, Eat, and Go Home club held a meeting last month.

The Student Council has passed a resolution calling for authority to overrule any decision made by the administration. The administration has vetoed the resolution.

Seven new dusting cloths were ordered by the librarian last week. She says she plans to use them to dust the shelves.

Students in French class are spending their time learning a foreign language.

Got the Gossip

by Martha Malice

Now that the big game is over, people are talking about the many scores made by a certain star athlete. We know of one cheerleader who was really close to the action. . .

Congratulations are in order to D.B. on his making the honor roll. It just proves that no matter how stupid you are, with a little hard work and a little cheating, you can attain honor. . .

Isn't it about time the administration tightened up on the no smoking rules? Don't you think so, Frank?

Somebody better tell S.J.K that the D.D.S. his girl has been seeing is not a dentist. . .

D.G.--When are you going to tell us about your habit?

Martha's Malice:

When will the crippled kid get his wheelchair oiled?

Who is making time with A.M. in the school parking lot?

What columnist was threatened with 11 libel suits last month?

EDITORIALS

School spirit

We of the BLAH are always concerned over the decline of school spirit at this high school.

We have noticed that despite the spectacular season our Bombers have played this year, many students do not care enough to attend the games. Others cheer, but bluff through the school song. Others sing the school song, but do not wear their Bomber buttons. Others wear their Bomber buttons, but sit next to those who do not wear their Bomber buttons, or bluff through the school song, or do not cheer.

In short, school spirit is in a sick state of affairs here, and no one is entirely immune to the dreaded disease.

Why has school spirit faded like a flag bleached in the sun? We do not have all the answers. School policies have not changed, and remain steadfast. Yet school spirit crumbles like plaster from the ceiling.

We are determined to do our part. We hope that, having written this editorial, students will realize where they have gone astray, and will show more enthusiasm for our school.

It is time for students to raise their voices and let everyone know how they really feel about this school

Support BLAH

We have recently been informed of the fact that some students are not reading the school BLAH. If you are one of these students, then this editorial is meant for you.

We could remind you of how hard we work to give you this unusually fine school paper every two months (or whenever the spirit of divine inspiration strikes us). But we won't.

If you don't want to be informed of all the important things happening around here, it's no skin off our noses-for-news.

To avoid being repititio us, let us repeat just once more that the BLAH is the voice of the students of this high school, printing all the news that we assume you will like, within certain administration policies.

If you don't read the BLAH, we can only assume that you are illiterate, or that you lack school spirit. We know that you have school spirit (that was our last editorial). Of course, if you are illiterate, you probably wouldn't be impressed by our editorials, anyway.

To students who ask why read the BLAH, we ask, "Why not read the BLAH?" To students who ask again, we answer proudly, "Because it is there."

BLAH publishes last issue; Useless gives comments

This will be the last issue of the school BLAH (sob).

"Somehow, we sensed that the kids just didn't care about what we had to say," said Mr. James Useless, (former) BLAH advisor.

He was asked by this reporter what the BLAH's biggest problem was.

"I think our biggest problem was with the custodians, who kept complaining about all the papers tossed on the floor. If we published 13,000 copies, invariably the custodians would return 12,999 to my office.

"We always saved one copy for posterity," Mr. Useless explained.

"Also," he continued, "a $300,000 libel suit against our gossip column didn't help our financial picture too much."

Mr. Useless had initiated what he calls the "three-question" approach to interviewing, while advisor to the BLAH.

"This has had a marked effect on our news stories," Mr. Useless noted.

"We had tried to encourage students to show enthusiasn for the school--whenever we could find anybody to write the editorials," said Mr. Useless.

His favorite color is blue. His favorite foods are steaks and mashed potatoes. He declines to tell us whether advising the BLAH was his most unforgettable experience, saying "I'd rather forget it."

Pence to confront administration today

by Jeff Holman

David Pence, who presented a radical mini-course last Friday, may not be permitted to speak at Ramsey today.

But he plans to come anyway.

"The big question is what type of language we will allow in the school building," according to Dale Schneiderhan, administrative intern.

He explained that Principal Curtis Johnson had met with the other administrators after the presentation to "come up with a good answer" to complaints by parents and some teachers and students about the Pence mini-course.

Johnson said Wednesday that a final decision had not been reached.

"I personally found his language offensive, though I don't think many students did," continued Schneiderhan.

"but I think that many parents would object to having their children exposed to language of that type."

Last Friday, Pence presented the first in a series of five sessions on "the radical movement." He discussed socialism as an alternative to the present economic system.

Following the presentation, Activity Director Robert Emaheiser told the audience that Pence's language was "his own" and "not the type you may be used to hearing." He also asked the group to indicate by a show of hands whether Pence was wanted back.

The student reaction was "overwhelming" in favor of Pence's return, Emaheiser commented in an interview. He hermed the decision not to allow Pence "an administrative decision."

A petition titled "Bring Back Pence" has been circulated by members of the student council. The petition reads:

"We, the undersigned students of Alexander Ramsey High School, feeling that education demands an open forum for expression of ideas, without fear of repression, respectfully ask that David Pence be allowed to return to Ramsey High School and conlectures. We have chosen the method of petition because we feel it is a basic part of education in a democracy and not detrimental to it."

Bob Meek, who wrote the petition, said the cancellation of Pence could represent "a really serious question." He had spoken with the principal for over an hour about the future of the Pence mini-course.

Bob said that cancellation of Pence would mean "that a few members of the community can threaten and intimidate the administration so much that they are willing to go back on a previous committment that we had.

"This is repression. It represents a question of how schools are going to teach. It represents the first attack on the mini-course program."

The faculty council considered Pence Tuesday night, and Associate Principal Richard St. Germain said that faculty opinion was divided on matter.

"I have a feeling that if Dave has a desire to get his point of view across, he'll have to try and communicate it in a different way," said social studies teacher Ted Johnson, who attended the Pence mini-course.

"But he represents a point of view that students should be aware of. I think some of my students would be very disappointed if Pence were not allowed to return."

David Pence feels that the reasons for administrative concern go beyond his language.

"A person with a socialist position is systematically kept out of school," said Pence in an interniew. 'That's the reason I'm not allowed. That position threatens the principal of the school."

Pence emphasized that the class was not mandatory, and that he would not teach a mandatory class.

"Anybody who doesn't like the language can go out in the halls and hear it four times worse," said Pence.

Pence said his purpose in giving the course was "to present a different point of view, one that is not often expressed in high schools."

"The decision not to allow me back not only violates the rights of those who agree, but of those who came to disagree," he said.

The administration was not informed Pence that his course has been cancelled, and Pence plans to hold his regular session 5th hour today in room 239.

"I know that there are teachers who talked to me who want me to come back, and students who want it. If they want me to come, I will come."

BP news/features

"Abilene, my Abilene"

Exchange program started

by Walter Hard

Linda Kampff and Tim Heil are currently attending Abilene High School in Abileve, Kansas.

No, they didn't move. It's part of a national student exchange program that Ramsey has just joined.

Earlier this year, the Student Council began sending representatives to various suburban schools in the Twin Cities. They stayed for a day and reported back to the Council on what they found.

Several months age, the Council got involved in an exchange program the Abileve had had for several years. The idea was opposed by students who felt that closer schools were just as interesting. Last month, the Council voted not to send anyone.

But the idea didn't die. Principal Curtis Johnson felt it was a good idea and decided to use school money to send someone. The trip costs about $40 per person.

Explains Johnson, "If we can exchange with a foreign country, we can do it with Abilene. If we spend $900 to bring an AFS student from overseas, then shouldn't we spend $40 for this?"

"People ask what they have that we don't have. I don't know. This year we have foreign students from South Africa and Japan. What do they have in Africa and Japan that we don't have? I don't know. That is what we're going to find out."

During the two weeks in Abilene, Linda and Tim are going to the same classes and belong to the same activities as at Ramsey. They will attend a lyceum and, according to Linda, speak to the student body at Abilene. They will also sit on the Abilene Student Council.

When they return, Johnson hopes they will have new ideas and observations.

"They have an obligation to make this information available to the whole student body," says Johnson. Just what they will do when they return has not been established.

Sometime in April, Abilene will send two of their students to Ramsey for the same type of visit. Like the Ramsey representatives, they will stay at local homes.

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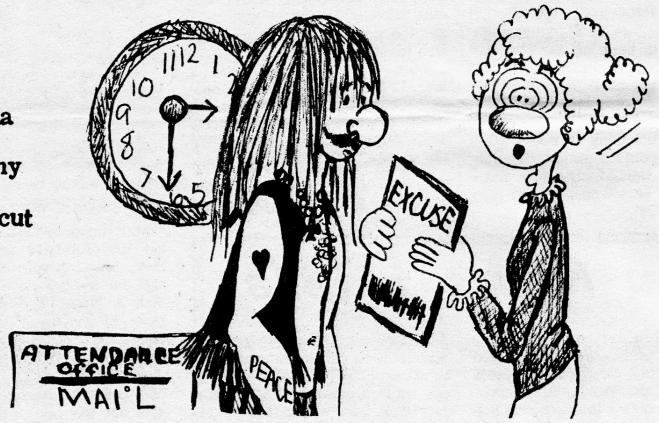


Excuses, Excuses, Excuses

by Debbie Bell

"Please excuse Fred from not being in school yesterday, but he was deathly ill and you are lucky he is here today."

This excuse is not typical, but one of a select group which has brought a chuckle to the daily routine of attendence officers Mrs. Small and Mrs. Kapaun.

"I couldn't begin to tell you all the work we do in here," said Mrs. Small.

Absence and tardy slips begin their day. Attendance reports are typed up and dittoed, with absences averaging about 120 per day.

The rest of their day is spent calling homes, writing letters to parents, and delivering messages for students and teachers.

These messages average about 25 per day. Some of them are very insignificant. Many are from girlfriends to boyfriends, who say they are aunts or uncles "when you know darn well who they really are," comments Mrs. Kapaun.

She describes the "classic emergency message" as the time when a woman called up to relay a message to her son saying it was an emergency. As it turned out, she wanted her son to bring home some chow mein noodles.

Anywhere from 20 to 50 students come in late each day. "My biggest gripe is the kid who comes in late and doesn't check in," Mrs. Kapaun states disgustedly. "It triples my work."

If a student is tardy four times from any class he is sent to the Attendance Office for a conference, and a referral letter is sent to his parents.

A second referral may suspend a student from class until a conference is held with the parents at school. Any more tardies, and the student can be removed from class, which would mean a loss of credit.

But all is not grim in the attendance office. There are always those excuses which provide the laughs, such as those that follow.

Here's a note
I've often wrote
X'cept Jim's not late
He's got a date
Early dismissal I... you please,
At 2:30--we'd like to leave.
An extra day we mite stay
And so Jim may be absent on
Monday.

Please excuse our darling daughters' tardiness from school. They were innocent victims of a sneaky schoolboy trick when he suggested to a new busdriver that _____ Street and _____ Road was not a "stop." It became necessary for them to walk through the April Showers!

Please excuse my darling Kathy. She didn't want to be absent, but I forced her to. She went to the doctors and he looked in her little mouth and said she had a virus infection. She is on medication so be good to her. Thank you for being so kind to her.

Love,

Please excuse Lauri Wednesday, May 8, to go to Hastings State Hospital with a group of kids from Ramsey. I understand that the school is not responsible if she is lost, spindled, mutilated, torn, or if they decide to commit her.

POLLUTION :

A public hang-up

Sue Smiley

From oiljslicks to thick, irritating air, pollution makes front page news.

"Our hang-up is ourselves," states Mike Naylon, Director of Field Services of the Environmental Science Center. "We haven't come up with a real value system." Naylon explains that biological potential has to filter through a culture. The result is how land is actually used.

"We have to be able to come up with and identify needs in terms of social cost as opposed to social benefit."

Naylon feels that part of the problem of pollution goes back to the old American addage, if a little helps, a lot will be much better. This is explained with the use of lawn fertilizer. The excess ends up in out lakes and rivers causing over growths of water plants. The same people who help cause the growth of the plants in their lakes may complain of poor conditions for recreational use.

The Environmental Science Center has great hopes for researching ecological problems and for developing educational materials to educate the public.

The necessity of having environmental education programs in public schools brought the Minnesota State Legislature to provide for such programs bv passing an action bill in 1967

Since 1967 the center has been acting as a recommendation source to public schools, teachers, and some individual students as well as setting up environmental models.

A trip to a National Wildlife Refuge for several students from Dall Grove Junior High, Bloomington, complete with a study of snow depth, wind direction, temperature, and soil samples and investigations performed by snowshoe is just one of the programs developed by the Environmental Science Center.

Other students in Minnesota elementary schools learn about shrubbery, trees, and natural grasslands by utilizing vacant lots and unused areas in their own communities.

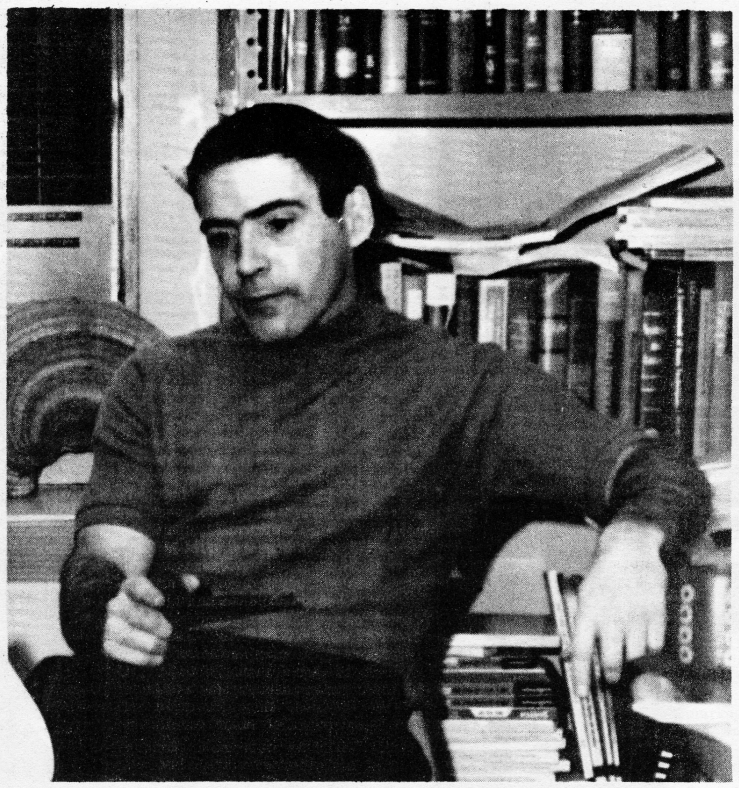
The Environmental Science Center began as a federal project to serve the seven county area near the Twin Cities, but the vast need has made the center a state wide service. On the national level the center has been employed by the Department of the Interior for their model cities programs.

Being government based, the center has suffered recently from government cutbacks which let it from $20,000-$30,000 short.

Although, individual student research has been adversely affected by the cutbacks, a "multiplied" effect has proved important in teaching environmental science. Teachers who have attended courses at the center multiplied by the number of students they teach equael the number of children influenced.

From the opening of the center to June, 1970, in projected figures 180,000 children have been taught by materials which their teachers obtained from the center. The effect grows with various camps and training programs.

Environmental education plus environmental research gives us ecological conscience. The same pamphlet published by the Minnesota Environmental Sciences Foundation, Inc. which printed the previous statement concludes that, "With an awareness and understanding of environmental complexities, an ecological conscience will provide wise, rational, and responsible utilization of our human and natural resources."



NO FORUM

Student co-operation needed

by Andi DeWahl

Unless students make an effort, there will be no forum this year

"The majority of the student body is apathetic toward a forum... even the Student Council representatives have an 'I don't care' attitude," according to senior Jeff Weihe.

Jeff, who is presently in charge of the forum, feels that this is partly due to the lack of communication inside the Student Council.

Another reason the forum is failing, is that "students figure someone else will do it. They don't realize that they could be helping," said junior Steve Judge.

"Students want to participate, but they don't want to work on the forum," added Jeff.

Another reason that ties in with this thought, is that students are afraid to get involved.

Principal Curtis Johnson said the forum lacked support because "there are so many things going on that interested people just don't have the extra time."

There is also ignoance. Some students-mostly sophomores-have never even heard of the forum. This might explain their lack of interest.

In order to have a forum, topics must be chosen, speakers and materials must be lined up, approaches to presenting the topics must be researched, and a schedule must be drawn up.

The Student Council has tabulated the results of the suggestion poll given to the students a few months ago. Over 1700 polls came back showing drugs, music, and Vietnam as the topics students are most interested in.

Last year's forum was held in March. The day was divided into three discussion periods, and a break for lunch. Some speakers lectured, some showed filmstrips and then had question-answer periods.

Some of the complaints in the Council poll about last year's forum were that the periods were too long for sitting comfortably, that the groups were too large, and that some of the speakers should have been screened beforehand.

Another suggestion was to run the forum like voluntary lyceums. This would allow people to choose either a listening group or a discussion group. It would provide a place to go for those who wouldn't wish to participate in the forum.

Some students also suggested that the forum explore some new topics, instead of always just sex, drugs, and Vietnam.

Jeff says that is the forum gets off the ground, he would like to keep seven periods in the day and to have smaller, more intimate groups.

The forum is tentatively set for the week of April 6-10.

Lynn quits, needs time for music

by Sue Steinwall

Lynn C. Anderson, senior, chairman of the Joint Student Faculty committee has resigned her post.

There were "a number of reasons" for her resignation, but the basic one was to allow for more time to study music.

Lynn feels that she had a case of "senioritis" where there was "really nothing to get excited about." When she suddenly became "excited" about her music, she felt that it would be a good thing to devote more time to. Lynn plays the French horn in band.

The Joint Student Faculty committee will now be headed up by Peggy Stevenson, junior. In the future, the committee will be divided into three sub-committees; curriculum, mini-courses, and general business.

Lynn would like to see curriculum become a separate committee because there is such a vast amount of work it could do with curriculum innovations.

Last spring, Lynn was seriously considering running for Student Council president. She decided against it because she felt that curriculum was the most important aspect of Student Council's realm. Curriculum work would always go on no matter if there was poor or good leader as president.

In reply to the rumor that she had been holding the council together while Chuck Drange, senior, Student Council president was in the hospital, Lynn said that "I was the one with the most experience on Student Council, but I wasn't holding it together."

Lynn feels that Student Council is the most important thing of a school.

"When Student Council is repeatedly cut down, it can't help but operate ineffeiciently."

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Emilie Moffet

Student edito takes

by Craig Eckert

NOTE: BLUEPRINT editor Craig Ecke recently spent an evening with the Roseville police.

Somehow the small unassuming Roseville Village Hall seems much larger and more assuming inside the police station.

Officers, deputies, and hired help seem extremly busy at their respective positions. Patrolmen are coming and going preparing for the change of watch which will come within the hour, it is now 3:00.

A tall graying man approaches and introduces himself as the lieutenant on the watch. The lieutenant in turn introduces a young patrolman who is waiting for the 4:00 to 12:00 watch.

The patrolman walks out the back door and heads down a small flight of steps to a waiting squal car. It's an emergency vehicle which is designed to give immedeate aid to accident victims, and the officer points out is not designed as an ambulance except in extreme cases.

The patrol car seems to be a paradox on wheels because right underneath the stretcher and medical kits, there are two riot batons about 3-4 feet long, and a case of MACE, and in the front of the car is a shotgun which looms as ominus as it s reputation. However, the patrolmen points out that the Roseville Police have never used the weapons which arm the car.

From the way the officer talked, the weapons were secondary in improtance to the uses that the car has in highway, and traffic emergincy service.

It was quite obvious that policeman was proud of the car which he calls his own for eight hours of the day.

The lieutenant again appears and says that if there are any questions, he'd be happy to answer them. He leads the way to a small cubical.

The room is only about six feet by ten feet, and is noticably worse for the wear.

The lieutenant explained that some time back a girl has been brought in for shop lifting. "She was only about 85 pounds, a cute little thing, but when we got her in the station she began kicking and screaming, and swearing something awful.

"Well, we were going to take her to Woodview, until we could find some relatives. Apparently she was living with some colored guy in Minneapolis.

"When she found out we were going to take her there, she really began making a fuss and she wouldn't let anyone even touch her. And we couldn't put handcuffs on her because she fought so much that she'd cut up her wrists, and then they'd wonder what we'd done to her.

"The cops rummaged through some tocacco we had. They asked a chick we were with what she was doing with a little hash pipe. I told them we smoked our tobacco in it. They grabbed the pipe and stomped on it. When they found the grass they asked me if they could take a blood sample, I said no. They would probably use a dirty needle."

This was Steve's last arrest. "Since I've gone straight the cops understand me better. The Roseville cops treat me like a different person."

Even though the police treat him better, Steve still feels a deep resentment toward them.

"They never allowed me to express my feelings. They always tried to punctuate what I said."

Steve is angry at them for "hassling" his friends.

"They killed one friend of mine," he said sadly lokking up. "H was sitting in a stolen car. The car was stopped. The cop said he slipped and accidently shot him in the head. He had no right to shoot him."

MCLU LAWYER SPEAKS

Juvenile rights reviewed

Young people are denied their rights every day. Some who are denied their rights are lucky enough to be defended by the Minnesota Civil Liberties Union.

Fred Hollender is a volunteer lawyer for the MCLU, which is an organization to "defend the Bill of Rights for everyone."

Hollender explained what happend when a juvenil is arrested.

The policeman must first tell you your "Miranda" rights. These include the right to remain silent, the right to be represented by a lawyer at all times, and the right to a phone call. If the individual cannot afford a lawyer, the state must provide one. No arrested person need submit to any questioning until a lawyer has been provided.

The law process "depends on the type of crime," explained Hollender, "whether it is a misdemeanor or a felony. After a juvenile is arrested there is a presentence investigation."

Then the police authorities "use their discretion to decide what is best for the child."

If the parents do not want the child back it may be in the "best interest" for him to be put in a detention home, an institution or live with a relative.

A young person who is arrested "can press charges against the policeman if he feels he has been treated unfairly." They can do this in two ways. "One way is to bring the complaint to the attention of the police review board. Another way is to use the common law; make an arrest for assault, libel, or slander."

Hollender said ther have been cases brought up where juveniles were arrested for shouting obscenities and for making hand signs at policemen. He cited one example.

"The Municipal Court found that those words were not obscene when used to this policeman."

"Personally I don't think it's a good idea to do that sort of thing anyway."

If police have resonable cause to believe there are any hard drugs at all involved in an incident they can take suspected persons to a detention home.

"This will insure that you are not dangerous to yourself, are not dangerous to others, and will return for a hearing.

"However," Hollender said, "the police probably can't take you out of your home unless they are arresting you."

Hollender commented about police harassment of young lovers. Those who park along dark roads for a few minutes may in fact be commiting the crime of "disturbing the peace."

"They have the right to tell you to move on. The disturbing the peace is a vague law. They use it for a lot of different purposes."

Steven Jones and the Cops

by Karen Jarvis

Steven Jones is an average high school student from a middle class home. He has a "nice" home, a television set, and a Police record.

Steve was arrested for times in two years and sent to boys Totem Town for six months. During this time his attitude toward policemen was molded into hatred and disrespect.

"I never have liked pigs and I never will like them," he grinned-taking his hand out of his blackleather jacket. "I'll never do anything to help them. Like buying tickets to the policeman's ball. I can't forgive them for what they have done to me in the past."

Steve's first experience with the police was in Sept.,1968.

"I was suspended from school for smoking. I split and stole a car. I went to Wisconsin and broke into 11 cabins. I did $1000 worth of damage. I was also arrested for drunken driving. I was sentenced to 6 months probation."

His parents turned him into the Roseville Police, who "tricked me into talking."

"Dope was added to my record also aiding and abbeting a runaway."

"The police gave me the run around s_ _. They didn't tell me my rights. They asked me if I was going to go drinking again. I HATED them."

The second time Steve was arrested, he got picked up by "good" cops.

"They told us to take off our belts and put our hands up against the car. They told us we had one phone call. I can't remember the rest. They took us to the Podunck Police Station and kept us there for 19 hours."

"These were good cops. They didn't hassle us about anything. They didn't beat us up. They didn't give any s_ about the way we were dressed or our hair."

Whenever a cop picks me up I don't give a s_ _, what they ask. I just answer the way I want to."

"The third time I was arrested I was considered an escaped convict from Totem Town. The cops asked me questions and I told the biggest lies."

The Mpls. Police arrested Steve Jones again when he escaped from Totem Town. Steve was "bumming around" with his friends on the West Bank.

A ride with the Roseville police

"So then we put her in this room so she'd quiet down, instead of quieting down she broke all the chairs and started beating in the door and walls." He looked at the gouges in the door, "And she couldn't have been more than 85 pounds."

On the police' less than favorable picture represented in the news media, the lieutenant commented, "It's terrible, I watched the pictures of the Chicago and Watts riots and all I saw was the same picture. The cop with a club, ready to hit somebody over the head.

"I had the occasion to see some other films, of the Watts riot and saw police being spat on so it was running off their faces."

"... you give a guy a ticket and all of a sudden you've got another cop hater."

The watch commander went on to say that as opposed to the view given by the news media, he thinks the police public relations are better now that they have been that last few years. "Back when the anti-police attitude first can about we were quite defensive, but we realized that we had to find out why it came about."

About two to three years ago the Roseville police enrolled in a police sensitivity training program at the University of Minnesota. "The course consisted of communications training, group mettings, and mettings with minority groups to air complaints from both sides."

He feels that the meetings served to polarize the groups even more, "It isn't easy for you to sit and listen to a black leader, for example, and hear him say we're gonna tear you apert, and the profanity was terrible."

"Traffic enforcement is probably our worst public relations; you give a guy a ticket, and all of a sudden you've got another cop hater," he said.

The interview concludes and it is soon time for the patrol with a supervisor. The watch starts at 6:00 it is now 5:10.

Later at 6:10 the sergeant of the watch comes on duty.

He is a pleasant man of 34, who aparently has a reputation for unpleasant cigars. "I wouldn't ride with him with those cigars if I were you." says someone in the backround.

"Don't worry, I forgot them tonight." laughs the Sergeant.

Tonight he smokes cigarettes.

It's payday, so many of the officers have turned in their time sheets. The sergeant decided he wanted his pay too and made out his time sheet.

That done he took the same route as the officer earlier and opened the door to an unmarked Ford sedan. Unit 680 is on patrol.

"The worst enemy of the policeman is boredom, most of the time there isn't that much happening. The only thing that makes the job exciting is the chance that at any minute something might break...now for a tour of the shopping centers."

Down sindstreets and through parking lots the car cruised silently, but not nessessarily unnoticed.

"The trouble with unmarked cars is that after two days, everybody knows its you anyhow." In the backround the radio babbles incoherantly.

"See that house, the second one from the corner of the lift? Weel, last night we had an extortion case and she was the victim. The guy tried to kill us, he has a loaded .38."

The sergeant explained that the resident had had a coin collection stolen, and against police advice, placed a lost and found ad in the paper, which brought on a series of crank calls.

One of which the person calling told the victim he had the coins. The victim got so excited that she told the caller exactly what the coins looked like. On the following night the same man called and rediscrebed the coins to the victim, who, forgetting, that she had discribed them to him the preceding night, got very excited and agreed to pay the caller $300 for the coins.

As it turns out the man never had the coins and it turned into a dangerous case of extortion.

The sergeant was called over the radeo back to the village hall.

Upon arriving the sergeant was called away and he left to go to another part of the station. His entrance back into the room was much more lively than his exit.

There was an air of frivolity which was explained when he disclosed that the extortion victim turned out to be his mother-in-law.

Their's is the picture book relationship between he and his wife's mother there is little else but hate.

Understandably then the jest in the station came from the irony of almost being killed for your mother-in-law's sake.

The extortion victim's phone was tapped (with her permission) and the extortion's phone call was taped. They played the tape, which included one of the classic lines of the century, "... look, trust me lady, I may be a crook, but I'm not a skunk..."

"I may be a crook, but I'm not a skunk."

Again unit 680 was back on patrol, this time to an area of Roseville that for the last few nights had witnessed several break-ins.

The car turned down a street and the sergeant motioned to his right, "That guy who gave me the finger the other night lives in that house."

A few minutes later the sergeant pulled his vehicle back around to the church, at which time he found the car parked in the church lot. The spotlight flashed, and another lover's hopes were dashed in the image of cabon-arc and glass.

Not long after, another radio call came out, this time it was a burgler alarm at a retail ski sales store.

The car left for the store in no particular hurry, because the call was officially given to another unit.

When the sergeant arrived, there were two patrolmen waiting. It was a false alarm and it was up to the police to call the owner and have him shut it off.

"Evening," said the officer.

"What's so good about it?" questioned the sergeant.

"I didn't say it was good, all I said was evening," replied the officer.

After patrolling for more than three more hours, a car was spotted speeding down Snelling. The sergeant at first thought that the driver was "burning out the carbon" but within a few seconds he decided that was not the case.

He accelerated the unmarked vehicle and the car jumped with the down shift of the transmission.

The driver of the speeding vehicle stopped at a red light.

As the police car pulled up slowly in back of it the driver gave a shy look through the rear view mirror.

The light changed to green and the car started, being very careful not ot go over the speed limit. The sergeant decided that the driver knew he was a policeman and realizing the pursuit was in vane he turned off down another street.

As he did so the car he had been following acceterated to its former speed down Snelling.

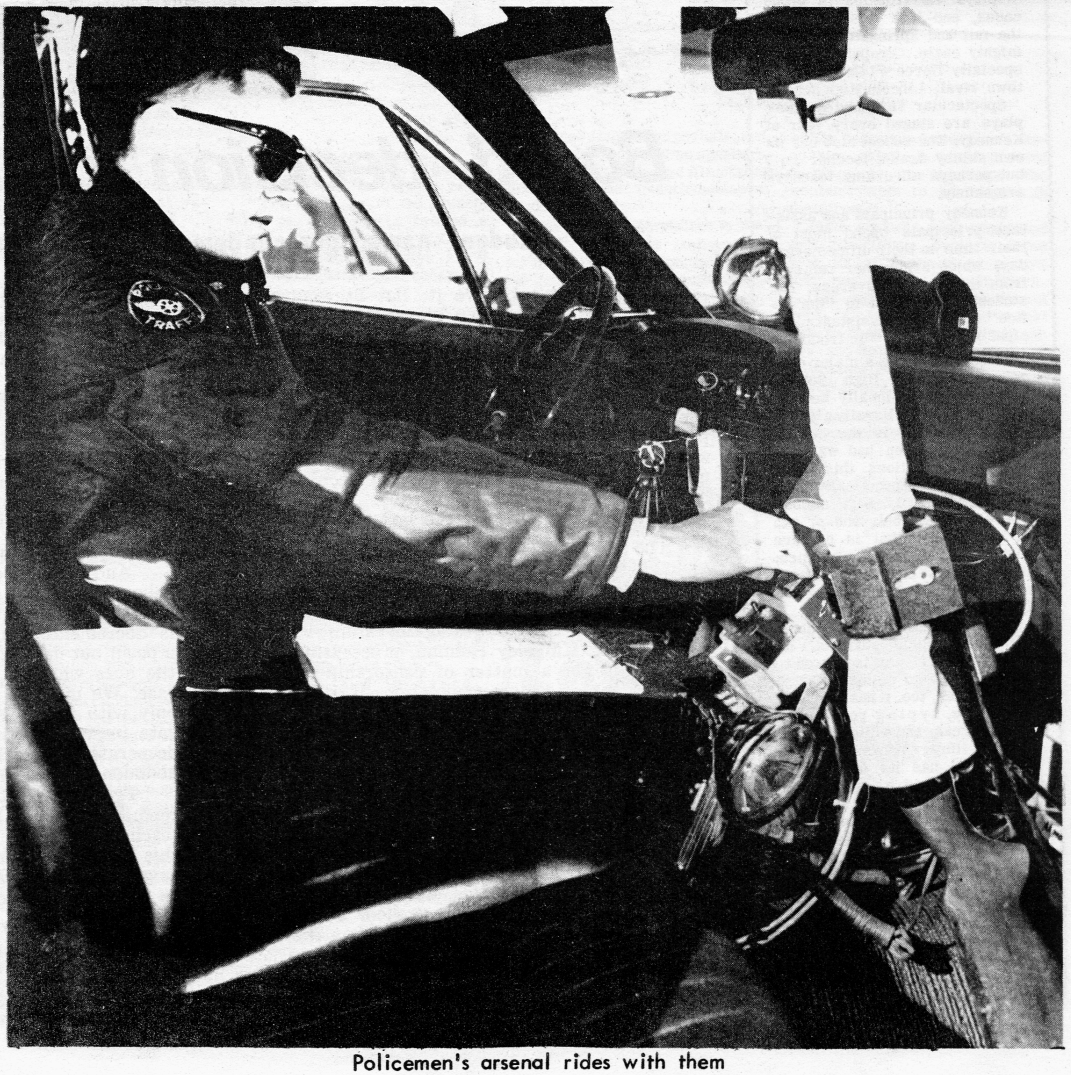
"Boy, that sonofabitch saw me coming, didn't he."

KNOW YOUR RIGHTS WHEN STOPPED BY A POLICE OFFICER:

1. You have a right to remain silent. You do not have to answer any questions.
2. If you are driving and are stopped by an officer, he has a right to check your driver's license.
3. An officer may not search your person, except to pat for weapons, unless you are arrested, or unless the officer has a search warrant and shows it to you.
4. Unless the officer informs you that you are under arrest, he may not hold you for any length of time.
5. Ask if you are free to go. If the officer says "no" you are under arrest.
6. It is up to the courts to protect your rights. Do not resist arrest under any circumstances.

KNOW YOUR RIGHTS IF YOU ARE ARRESTED:

1. You have a right to remain silent. You do not have to answer any questions. Anything you do say may be used in evidence against you.
2. You have a right to make at least one phone call to reach an attorney, family, friends and a bail bondsman.
3. You have a right to an attorney at any time after the arrest. You have a right to have your attorney present during any questioning. If you cannot afford an attorney, the State must provide an attorney for you.
4. You do not have to submit to a lineup until your attorney is present, and if you cannot afford an attorney the State must provide you with an attorney to be present at the lineup.



Policemen's arsenal rides with them

Stevens' firing stuns Kennedy

Patrick Stevens has been fired. At a hearing held on Feb. 27, the Bloomington School Board voted four to two, terminating his contract. However, even though the school board has physically removed him from Kennedy, Mr. Stevens is neither gone nor forgotten.

The school board spent five and one-half hours debating and revising 32 findings that were brought out at the hearing held the previous Monday. Mr. Stevens was found guilty of spending "a proportion of his time teaching a subject not smong those regularly assigned to him," "gross inefficiency," "willful negrect of duty," and "insubordination," among others.

When it became apparent as to what the decision would be, the atmosphere in the courtroom changed radically. People who had been bored and restless brfore were suddenly intensely involved. Several people, teachers and students were crying - both for Mr. Stevens and for what his case represented. The audience became almost as one, as a feeling of disbelief and despair set in.

Through it all, Mr. Stevens was calm. When it was all finally over, he gave of himself, offering love and brotherhood to everyone he met. It would be impossible to count the number of times two people would embrace each other in a wordless gesture of solidarity. Then, after the hearing, there was a gathering at the Stevens' house.

Before leaving, Mr. Stevens left a message for all students at Kennedy High School. "I will miss you very much and I feel that I have given myself to you for the kind of humanistic education that I think you deserve, and that I think you should start demanding. The atmosphere of this school has been repressive to students and faculty alike. Change it. If my firing has any purpose at all, it is change. And I mean not just any kind of change, but positive, creative change."

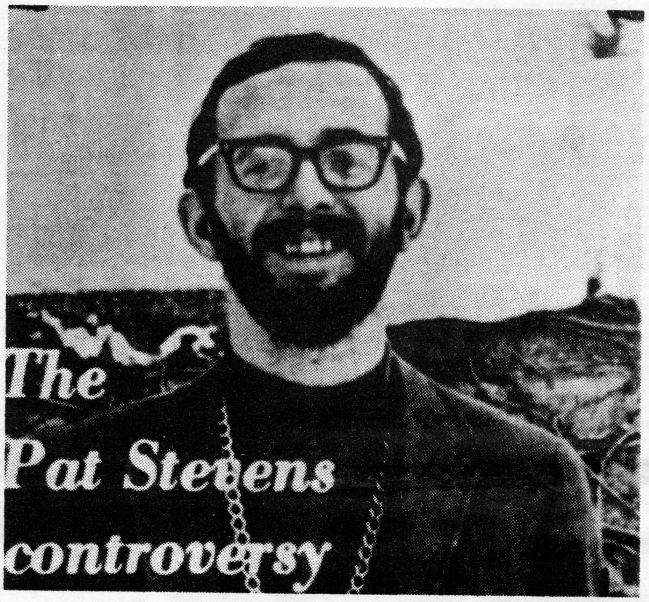
The proposed conclusion to terminate Mr. Stevens' contract brought varied reactions from board members. Dr. Harley Racer, one of the two members who opposed termination of the contract, said that he felt the "problems could be resolved." Ray Glumack, a member of PRIDE (Parents and Residents Interested in Decent Education), stated, "We have to judge him on what's best for the district," but added that he made his dicision with a "heavy heart." Chairman of the Board James Kempf said, "I am afraid of the reaction . . . were Mr. Stevens to remain in the system."

The school board members cast their votes on termination of Mr. Stevens' contract as follows in order of rool contract as follows in order of roll call: Luther Ford - passed, Robert Rainey - yes, James Kempf - yes, Gilbert Williams - yes, Luther Ford - no, Harley Racer - no.

Mr. stevens was suspended last Jan 15, because of Principal R. F. Vinatieri's objections to a play Mr. Stevens had planned to use in has Greek Studies Class. However, at the hearing held on Feb. 23, it was determined that the play was not the major cause of the suspension; rather is was a "case of contract violation," according to Kingsley Holman, attorney for the prosecution. The defense attempted to prove that any charges leveled specifically against Mr. Stevens were in widespread use among other teachers at Kennedy as well.

Following the hearing, Mr. Del Holz, co-founder of KARE (Keep Actively Relating Equally), said, "I personally feel that the action taken against Pat Stevens is itself a gross obscenity. In firing Pat, the school board never seriously considered the cost to education in Bloomington. This action will serve to repress all creative teachers and teaching in Bloomington and the rest of the state."

Mrs. Janis Jensen, English teacher at Kennedy, expressed the feelings of many. "I simply cannot believe this dismissal on the basis of the evidence. I think Bloomongton teachers can be very frightened of what this portends for the creative teacher."



Stories and photos on this page, excluding "What kind of a school is Kennedy?" are reprinted courtesy of Kennedy's student newspaper, the Torch.

What kind of a school is Kennedy?

by Jeff Holman

Though only a few years old, John F. Kennedy High School has already distinguished itself in many areas. It is one of two large high schools in the major suburb of Bloomington, a town with its own Southdale shopping center and Bloomington State Bank.

KHS athletic teams are among the finest in the state. Kennedy displays its trophies in proud cases, and hold assemblies in the fall and spring to honor its mighty eagle. Competition is especially fierce with its cross-town rival, Lincoln High School.

Spectacular fall and winter plays are staged every year at Kennedy. The school also has its own skinny drama teacher . . . but perhaps all drama teachers are skinny.

Kennedy principals and assistant principals spend most of their time in their offices every day, which are rather removed from the classroom areas. The student who is sent to "the office" to see the assistant principal knows he is "in trouble."

Student apathy is a major concern at Kennedy High School. Students occasionally become riled up, though. Usually a teacher or teachers is the central issue. They even had walkouts and demonstrations this year.

Black people practically don't exist in Kennedy High School. There may be only one or two of them. But that is not due to any kind of racial prejudice; its just that black people cannot obtain homes in prosperous Bloomongton.

kennedy High is a big school, with over 2,000 students. Its extensive curriculm is geared to sending kids to college, and to other places, too. It has overhead projectors, typing rooms, listening areas, and white slips for overdue library books.

Kennedy has its own unique personality, and its own unique impersonality.

kennedy has its own John Goedeke's and James Warren's and Bob Erdman's.

Kennedy is a lot like another suburban high school we know well.

(Note: Editor Jeff Holman was a student in Kennedy High School for a year and a half.)

Board decision causes fear

Student newspaper condemns administration action

We still can't believe it. Pat Stevens has been fired? It sounds too much like a story from the pen of Lewis Carroll, a sequel to **Alice in Wonderland.**

Like so many others, we find it difficult to understand the board's reasoning. When the small incidents of misconduct (leaving the clasroom, failure to file lesson plans, duplicating a modern play without permission) are weighed against Mr. Stevens' outstanding credentials, his fantastic ability to communicate with both students and teachers, and his intense interest in human relations, we see only one outcome. We wonder how the board chose the other.

The misconduct of which Mr. Stevens was said to have been guilty certainly seemed to be common to most teachers. Therefore, it seems obvious that Mr. Stevens was singled out for reasons other than simply those in the charges against him.

And yet, Kingsley Holman, prosecuting attorney, said it was not a matter of censorship or academic freedom, but of contract violation. If this was truly the only reason for Mr. Stevens' dismissal, each teacher would have to fear for his position. As it is, we do not believe that these specific charges leveled against Mr. Stevens were the sole cause of his firing. As it is, only the creative teachers have to fear for their positions.

In the maze of petty details, Mr. Stevens as a human being seemed to be lost. The board members seemed to insulate themselves from the man Pat Stevens in layers of words, details, and meaningless facts. Even though both the school board and the obervers seemed to reject the idea that the cause of the hearing was only the detailed charges (note the continued reference by both sides to Mr. Stevens as a "free spirit", giving attention to his personality), they missed the man. They dwelt on certain specific actions of the "said teacher." They judged him from afar. How could they hope to understand him when they didn't get near him?

Who can say what far-reaching effects this "termination of contract" will have? From the opinions of some teachers, a feeling of fear could become the dominant force in our school. Will this send creative teachers "underground" to watch every move of the administration furtively? Will it keep good teachers away from Bloomington? Or will it succeed in squelching teacher-creativity and stifling teacher-student communication beyond the immediate subject matter?

And what does this mean to the students? We believe it signals a return to " 3x plus y equals 39, and no room for questions — the capitol of California is Sacremento, but don't mention Watts — analyze a poem but don't discuss it in personal terms." We are the ones who will suffer directly as a result of this case. We may be forced to go into the world armed only with the 3 R's, not having learned to communicate in a time when communication is so vital. We desperately hope that the remaining teachers will not abandon us in fear for themselves.

Probably by the time this issue comes out, the repercussions will have begun. We hope students and teachers alike will express their feelings. If we allow this precedent to be set without protest, we are just as guilty of firing Mr. Stevens and creating the results as the school board is.

The administration succeeded in removing Pat Stevens from Kennedy, but we hope it doesn't feel too elated over its "victory." It's lost much more than it could have hoped to gain.

All we are saying... *'Give Pat a Chance'*

Marchers storm board meeting

by Jeff Holman

They came from everywhere-- from Robbinsdale, from Marshall-University High, From KARE, from MSU, and even from Kennedy High School. They were teachers, students, radicals, and parents, assembled on the sidewalk in front of Kennedy March 5 to protest the firing of Pat Stevens.

The martyred, bearded Stevens, looking very much like a man from Galilee, carried a sign as his cross. The sign did not bear the name of Pontius Pilate, but of the Kennedy principal who has initiated the firing. It said "Vinatieri-- he ain't heavy. He's my brother."

This was not the first protest in the name of Pat Stevens, and it would not be the last. The group of about 100 broke up and some went to Burger King, and some went home. Others went to the Bloomington home of Mr. and Mrs. Pat Stevens, to talk and plan that night's march on the school board meeting.

"Don't call me whitey, nigger. Don't call me nigger, whitey," alternated with "Cold Turkey" on the Stevens' stereo console. Black and white students wandered past a huge bulletin board, eating potato chips. The board, which dominated the living room, was full of newspaper clippings on Vietnam, race relations, and Stevens' own dismissal by the Bloomington school board.

"I just called Superintendent Fred Atkinson," Stevens announced. He said that a dialogue session had been arranged with Atkinson for 6:30 p.m. in front of Kennedy High School. He urged students to "show respect' for Atkinson, and not do anything that would reflect badly upon the school board because "it has reflected badly enough upon itself already."

The stereo was dead and had a pin fallen from the bulletin board as Stevens spoke, it could have been heard. This was a man who obviously had the respect of everyone in the room.

"He was making education relevent and the kids were digging it."

What kind of a teacher was Pat Stevens?

He was concerned about Vietnam and race relations, but he "never let it dominate his classes," according to Tim Paterak, who munched a potato chip as he told of his experiences in Stevens' class last year.

"It kills me," Tim said, referring to the school board charge that Stevens had planned to teach a play that was in bad taste. "Last year a kid said 'bullshit' in his class and Stevens told him to 'watch his language'."

"He was making education relevant and the kids were digging it," said Skip Nelson, who was snapping his fingers and grooving to the Beatles. "That's why they fired him."

Skip, one of Kennedy's several black students, complained about apathy at Kennedy. "Mosy of the kids don't even know what's going on."

A student with his hat off was asked if he was taking up a collection for Stevens.

"Shall we take up a collection? That's a good idea," the student said, and bounced like a clown about the room asking for donations for Stevens legal fund.

KARE (Keep Actively Relating Equally) was well-represented in the group of 30 or more in Stevens' house. Stevens is co-founder of the group, which attempts to gring black kids from the inner-city and white kids from the suburbs together. One KARE member supported Stevens' previous charge that his human relations activity was a factor in his dismissal.

"They just didn't like him. He was a threat to the establishment," said the white girl in her early twenties.

The front screen door slammed and Del Holz,a Kennedy speech teacher, breezed into the room. He asked for everyone's attention and urged an orderly procession from Kennedy to the school board meeting that evening.

"We don't have a parade permit-- they can get us on three violations," said Holz. "They can throw us all in jail, and that isn't gonna' help."

At 6:30 p.m. in front of Kennedy High School, Del Holz introduced Pat Stevens to the cheering, sign-carrying crowd. Some already knew him well. Norman Leistikow, Kennedy debate coach, carried a sign. The chairman of Kennedy's English department, Angela Drometer, wore a button in support of Stevens, as did several other Kennedy teachers. A black cross, larger than a man, bore the same question as the buttons, "Why Stevens and Who's Next?" Kennedy students carried signs which said "Bring Pat Back," "School board is accuser, judge, and jury," and "I want to be educated, not trained."

Others who did not know Pat Stevens, knew his struggle. A Robbinsdale teachers' federation held a sign identifying their local and saying, "We support Pat Stevens." "Freedom to Teach" and "Education takes a Giant Step Backwards" were also visable against the black sky hovering over the Kennedy parking lot.

These teachers were not concerned that another Pat Stevens case might happen in their districts. "It already is happening," commented a middle-age male teacher from St. Louis Park. "In St. Louis Park, one of those anti-sex people demanded to know what textbooks were being used - and who was doing the teaching."

"We are honored to have the Superintendent with us this evening," said Pat Stevens over a microphone on the sidewalk.

"He is a man that I respect. And throughout this whole procedure, I felt he had acted the way he felt he had to. I don't naturally agree with what he has done."

"Bloomington is not rich enough to lose Pat Stevens."

Stevens said that his firing was no longer the important issue, and that his struggle with the Bloomington school board was part of a larger struggle.

"It's the struggle within the suburban community to open its heart and its mind to the rest of the world. The lack of serenity of the inner-city has persued those who have tried to get away to the serenity of the suburb."

Superintendent Atkinson looked searchingly into the crowd of 400 people and the WCCO television cameras. "I understand why you people are here tonight," he said. "My position, with my obligation and office, is somewhat different than yours."

"My concern is what happens in the future, not only here in Kennedy High School, but in American education.

"We have demonstrated change in our own district, and change often produces confusion and misunderstanding. We've been talking to each other but we haven't been hearing and understanding."

Frank Russel, a St. Louis Park teacher, declared that "We are here to see that Pat Stevens is reinstated as a teacher in Kennedy High School."

"Bloomington is not rich enough to lose Pat Stevens," he told the cheering crowd.

Curt Anderson, a Kennedy student, said that "stevens was a true friend, I truly miss his presence at KHS."

Del Holz asked the group to sign a petition and march down to the school board meeting "because we love, respect and admire Pat Stevens. And said Holz, "because we are concerned about what's got to happen to education in Bloomington."

Forward and onward they march on a two-mile field exercise from Kennedy High School at 98th and Nicollete to the school board meeting at 96th and Penn. They marched past the business district at 98th and Lyndale, past Snyder's Drugs and Henry's Hamburgers. The carried their own signs past the neon ones.

They stopped at intersection and let motorists cross.

There were twice the number of cars on the street than on a typical night in Bloomington. Some motorists heckled the demonstrators while their children motioned peace signs through car windows.

The line was about two blocks long, mostly two by two, and well-policed by student "marshalls" wearing white armbands. They stopped at intersections to let motorists cross. They sang and chanted all the way to the board meeting, "A ll we are saying... is Give Pat a Chance" and ::Bring Pat Back," and, to the chagrin of some, "Hell, no, Pat won't go,"

Parents and teachers walked with students.

"My whole family supports Pat Stevens," one woman said.

"I'm a teacher, a parent, thing," said another woman, "and I support Pat Stevens."

One "marcher" even came in a wheelchair.

Caravans of students waved and bypassed the marchers in old trucks.

More seasoned demonstrators also made the scene, including David Pence and members of the Minnesota Student Union.

The singing stopped at the intersection of 98th and Penn, when a Bloomington police car turned on its siren and whizzed up to the sidewalk. The cop got out of his car, blew his whstle to stop the traffic, and motioned the demonstrators onward. Some of them breathed a sigh of relief.

The kids made a circle in front of the building which had been Bloomington's first high school, now and used as the district offices.

"Who do we want?"

"Stevens!"

"When do we want him?"

"Now!" they yelled. Skip Nelson, standing by the door, waved his arms like a preacher and beeged the group to yell even louder for their martyred leader.

"Why can't we get in?" somebody asked.

"let's liberate the building!"

Suddenly the door was opened and a wave of demonsrtators over an the building. They stormed up three flights up steps. They were like an army that had come to conquer the school board's ancient fort.

They filled up the hallway in fron of the meeting room and chanted their messages to the board members inside. They clapped and stomped and sang their songs.

Frank Russel, the marchers' representative, was admitted to the school board meeting as demonstrators sat and listened through the speakers strung out in the hallway.

"We do not customarily put such documents in our minutes."

He began by asking board members if they saw the editorial in the Minneapolis Tribune, and if it could be read into the minutes.

"This is the personal opinion of an editor," was the reply from a board member. "It is not the opinion of the Bloomington school board."

"We do not customarily put such documents into our monutes."

Russel presented a petition calling for immediate and full reinstatement of Stevens. The board asked who signed it, and whether the signers were residents of Bloomington. Russel said that half were residents, and the other half concerned people. The board asked more question and eventually refused to consider both halves of the petition.

Russel next attempted to present six questions which related to the rights of teachers to teach controversial subjects, be in human relations project, etc.

The school board wanted them in written form to be reproduced on a xerox machine. They said they would study the questions and consider them at a later date. It took the school board about six minutes to dismiss the Stevens case and proceed with regular business.

One item of regular business included the voluntary withdrawal of several teachers from the Bloomington system for various reasons. A board member said ironically that he "would like to add that we regret losing their services."

The hallway broke up in mockery and laughter. They had not seemed to have regretted losing the services of another Bloomington teacher.

Registration cares, handicapped children, and the hiring of several new teachers occupied the next ten minutes. Frank Russel had apparently decided to leave.

"Thank you again Mr. Russel, and thank your group who showed up," a board member said.

There was more chanting and songs for about ten minutes. Tim Paterak led the group in "Hell, no, Pat won't go." David Pence tried unsuccessfully to convert the chanting into "Hell, no! We won't go."

Radical efforts to keep the demonstrators in the hallway were doomed when Tim announced that Mrs. Stevens has said we've made our point, let's go."

Most left, though many left relectantly. This would not be the end of the fight.

Several Kennedy students sat on the floor with students from other high schools and prepared a leaflet to hand out at Kennedy. They said they were disappointed that students had not realized the "power" they had.

The school board meeting continued with its vision of progress. At least, one Kennedy student, Ann Casey, was willing to sit through the meeting. One of the topics considered was redistricting of the elementary schools.

Astudent from another high school attempted to speak about Stevens at the meeting, but he was ruled out of order.

at about 10:00 p.m. the board meeting concluded and the participants started down the steps. The wife of a gray-haired man who seemed to be in his forties asked a long-haired demonstrator why he couldn't go home and take a bath. When she was rebuked by the demonstrator, the man offered to fight him.

One student had ran down the steps just before the meeting end and said, "they wanted sombody from Kennedy to speak now about Stevens." But nobody from Kennedy was available in the hallway.

Olson, Gymnasts head for State meet

by Paul Johnson

The Minnesota State High School Gymnastics meet will be held tomorrow Mar. 13, at Robbinsdale Cooper High School.

Ramsey will have ten gymnasts in a total of fouteen entries, with at least on participant in each event.

Chris Olson, senior, will return to defend his State title in the still ring event. He is also in the all-sround competition, having qualified for State competion in the rings, parallel bars, trampoline, and the side hourse.

To qualify for the State preliminaries in a given event, a gymnast must finish in the top six contestants in the regional competition. A place in the State all-around dividion requires that a gymnast qualify in at least four events.

There are then eight contests at the State level, combining the all-around competion with the normal seven events (free exercise, tumbling, side horse, still rings, trampoline, parallel bars, and horizontal bar.)

Prelims will start at nnon and continue until about 4:30 p.m. The top eight contestants in the preliminaries of each event will advance to the finals, which will be held at 7:00 p.m.

Unlike in the separate event competition, the all-around champ is named after the preliminaries, depending on in how many events and on how high in each event the all-around competition qualifies for the finals.

The Rams will have other participants in the State prelims. They are: Randy Benson, who finished seventh in the State final horizontal bar competition last year, in the horizontal bar; John Kachel, parallel bars and high bar; Rick Raygor, tumbling and free exercise; Steve Grundtner, free ex; Mike Zappa, tumbling; Mark Gilmore, side horse; and Mike Seely, side horse. All these are seniors. Juniors Brad Nelson and Bob Johnson qualified on the trampoline.

Region IV teams, by tradition, have always paced the State Meet competitions. White Bear Lake, who finished second last year behind Anoka, are strong favorites for the team title this year. They are the number one ranked team in the state.

Ramsey has what Head Coach John Goedeke calls "the best team Ramsey has had since we won the State crowns in 1963 and 1964." Ramsey also has depth since most of last year's team that finished sixth in the State Meet is back and more have qualified for the State prelims than have in quite a few years.

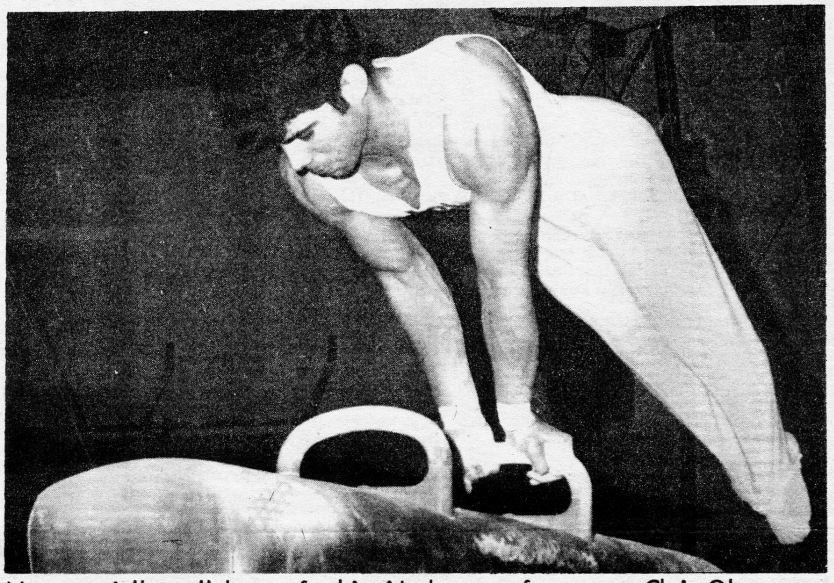
This being the case, Ramsey is favored for a very high finish in the Meet.

The Blue and White finished second in the Region IV meet to White Bear and second in the Suburban Conference to White Bear (8-0). Ramsey had a 7-1 record for conference meets losing only to guess who.

The Rams placed six gymnasts in seven events on the All-Conference roster. They are: Rick Raygor, free ex and mats; Chris Olson, rings; John Kachel, parallel bars; Randy Benson, high bar; Brad Nelson, trampoline; and Mike Seely, side horse. The Rams have a gymnast in every All-Conference category except for all-around division.

A number of Rams also recieved All-Conference honorable mention: Rick Thurlow, free ex and parallel bars; Don Sitter, trampoline; and Mike Zappa, mats.

Gymnasts are given a score based on form, difficulty of "tricks," and how well the "tricks" are executed. A score of 100 is perfect, highly sought after, and never attained. Deductions are made by judges who take off points for flaws in the contestant's "set."



Not especially well known for his side horse performances, Chris Olson, senior, was State Champion on the still rings last year and is looking for a repeat performance tomorrow.

Winter wrap-up

Pucksters tie for first in conference; lose in Region semis

Gymmen second in District, Region

B-ballers fifth in conference, lose in District

Swimmers 3rd Conf., District

Grapplers tie for second in Conference

Swimmers finish strong in State

by Mike Dec

Mark Baden placed 6th in the 100 yard backstroke. Duncan Kirkwood placed 11th in the 200 yard Individual Medly. The 400 yard freestyle relay team of Duncan Kirkwood, Paul Fechter, Mike Kulh, and Bob French placed 12th.

Ramsey placed third in the conference behind Irondale and Mounds View. Ramsey also recorded losses to Fridley and St. Thomas. In the conference relays at the start of the season Ramsey placed third.

and 100 yard freestyle and individual medly.

In District 14 action Ramsey swimmers took 4th place overall with 130 pts. and in the process broke two meet records and tied two meet records.

In first place was Irondale with 263 points. The Knights upset Defending Champion Mounds View who had 215.5 points. Third place was taken by Burnsville with 148 points.

Coach Richard Shira comments on the team in the District 14 meet is that they performed very well. In the 100 yard backstroke the old record of 1:00.4 was broken by Ramsey co-captain Mark Baden who had a time of 1:00.2.

In the 400 yard freestyle relay the team of Paul Fetcher, Mike Kuhl, Bob French and Duncan Kirkwood posted a time of 3:33.1 which broke the lod meet record of 3:34.9.

Ramsey tied the meet record in the 200 yard individual medly. The record was tied by co-captain Duncan Kirkwood with a time of 2:12.5. Ramsey swimmers Mark Baden, Mike Kuhl, Jim Moore, and Paul Fetcher tied a meet record in the 200 yard medly relay with a time of 1:48.0.

Records also fell in the 50 yard freestyle, one meter diving, 100 yard freestyle, and 100 yard breaststroke.

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Dave Bonestroo, junior, jumps against an Anoka opponent as Steve Sigstad, senior, looks on. The Rams won this one but lost in the District playdowns to White Bear.

Grapplers reach the end

by Jeff Johnson

Second place in the conference was more than expected for Ramsey wrestlers.

"I'm very pleased with our performance this year. At the beginning of the year, I had no idea that we would finish this high in the conference." Coach Ken Bergstedt announced.

In the Region 4 tournament, the Rams did not fare so well, finishing 14th in a field of 36 teams. Grapplers Ray Hermanson (95), Gary Kilgore (127), Guy Johnson (133), Dan Johnson (175), and Tom Maze were the five Rams to enter the tourney.

Only Dan and Guy Johnson finished high enough to qualify for a state berth. Both were third in their respective weight classes.

Bergsteadt summed up these two boys' seasons, "As co-captains, Dan and Guy kept up the moral of the team very well. They also had excellentseasons." Both were undefeated in dual match competition this uear.

Ramsey had three wrestlers named to the all-conference team. They are Guy Johnson, Dan Johnson, Tom Flaherty and Tom Maze. Honorable mention was Gary Kilgore. All are seniors.

With several sophomores and juniors having considerable varsity experience, the Rams have hopes for next year. They are losing the top five wrestlers.

Spring preview

Track

March 24-Northfield- 6:00
April 2- Sioux Falls & Mankato- Mankato

Baseball

April 7-No. St. Paul- here
April 9-Columbia Heights- there

Tennis

April 7-No. St. Paul- there
April 9-Columbia Heights- here

Golf

April 16-White Bear- there
April 17-Mounds View- here

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P. J. reports the sports

by Paul Johnson
Blueprint Sports Editor

Tourney notes

Without a doubt the 1970 State Hockey Tournament was one that will be remembered for quite a long time.

Who would even dream that a team behind 3-0 after two periods in tournament opener would, three games and two nights later, be the State Champions? I know I didn't give Minneapolis Southwest a prayer after seeing North St. Paul outplay them for two periods on Thursday.

Seven out of the eleven Tournament games were overtime decisions. The competition for the championship was fantastic; full of enough human drama, agony and ecstasy to fill a 1,000 pages (in fine print, I might add.)

The only team that was never really in the Tournament was White Bear Lake. They didn't score a single goal in both the games that they played, aothough their consolation round game with North St. Paul went into overtime. It was a shame to see Colraine Greenway knocked out of tournament after two games. Both were overtime decisions and although they lost they played like winners.

Actually it was awful to see any one of the seven teams in the thick of the running to lose. They were all very evenly matched.

In seven games played in the ever-narrowing championship bracket, five were overtime games. The only two that weren't were Hibbing's 4-0 pounding of White Bear in the opening round and Southwest's 3-1 defeat of Hibbing in the semifinals.

The most remarkable performance in the tournament was turned in not be a winner but by a loser. Johnson showed what sheer determination and desire can do, For a team "that never should have gotten here," they did all right. They had a couple fast skaters in Neal Barrette and Fran McLellan and a great goalis in Doug Long but nothing in the way of size or overall speed.

Of all the records set in the 1970 tournament I don't think was more impressive than Doug Long's 124 Tournament saves, including back to back games of 61 saves (a record) against Greenway and 52 against Edina. Long was unbelievable.

One scene from the tourney will live in my mind forever. That was when Doug Long collapsed after giving up the game-winning goal to Edina in the third overtime - can you imagine the feelings of hopelessness and despair that he must have felt?

Another unforgetable aspect of the Tourney was the great, great announcing job of Frank Buetel. Will anyone ever forget his perceptive play be play action, his brilliant commentary, and his cries of "He scores!" or "It's a goal!" While he was keeping track of records that he thought were important, like how many times the Zamboni resurfaced the ice, I was busy too.

Did you know that he set a tournament record himself. He yelled "He scores!" 28 times, to break his 1969 record of 25. He's quite a guy.

Anyone who missed his brilliant performance in the hockey tournament still has a chance to hear him though. He calls the shots in next week's State High School Basketball Tournament. Who knows, he may even yell "He scores!" after every basket or free throw.

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by Mark Johnson
Blueprint Editorial Editor

Dum—Dum —on—the—Stopp

Once upon a time, as most fairly tales begin, there lived a king. He ruled over a kingdom which we shall call "Dum-Dum-on-the-Stopp" (The "Stopp" you remember is the world's only river that doesn't flow. . .it merely sits where it is and stagnates.)

Now this king, whose christened name was King B. Fuddle ruled a rather unruly court. Not having done his homework as a child from his tutor, Sir Robert, good King B. Fuddle couldn't properly hold court meetings and as a result, his pious knights proverbially walked all over his flashy and flamboyant armor.

Futilely King B. Fuddle's second in command, Sir Struggle, attempted to keep order in the court meetings while the king busied himself with more important matters. . .like planning the next court ball.

The kingdom soon fell into evil times. Sir Dough, the royal treasurer, began forgetting whether the royal treasury was "84 gold Glocknies in the 'hole' or 84 gold Glocknies in the 'whole.'" Sir Show, the two-headed knight in charge of providing court entertainment, hadn't planned a court entertainment in such a long time that he actually had forgotten what the inside of the royal playhouse looked like. What's worse is that neither of Sir Show's heads would speak to the other.

Sir Dragon Slayer, the knight who was appointed to take care of the king's business outside of the castle, was usually too busy worrying about the dragons in the kingdom to concern himself with "Dum-Dum-on-the-Stopp." Because of this, poor King B. Fuddle's land was over run with dragons and wizards and all sorts of nastiness.

Still others were knighted and given impressive titles such as Sir Serf-Protectorate and Sir Serf-Consultant in the vain hope of making the simple peasanta do their job for them. They even honorarily knighted two serfs to their court and called them, appropriately, "Honorary Sir Serf No. 1" and "Honorary Sir Serf No. 2." But a;; failed. The peasants didn't fall for it and saw right through the veneer and the tinsel of the court's glamor.

Sir Pure, the court's only virtuous knight, finally realized the degradation of the court and, with a flair for the dramatic, committed suicide with a tarnished brass knife before the general assembly.

Finally, the knights themselves became frightened and unsure of themselves.

It is too bad that the court wasn't intelligent enough to see what they had become. Instead, they continued their foolish revelries until the country was over-run and all were slain by dragons.

And everyone lived happily ever after.

BP gets Justo-Writer

There were a number of printing errors in the February 20 issue of Blueprint. The newspaper typists were adjusting to some new equipment-the Justo-Writer.

The Justo-Writer is a machine which sets print for a newspaper. Blueprint is now able to set its own copy, eliminating some of the work of the printer. The cost for printing per issue will therefore be lowered.

The staff thanks the reader of Blueprint for his patience.

'Wanderer' aims for new style

by Walt Hard

"It's a nice place to sleep, but you have to pay," is the reaction of most people to opera according to John Ludwig, general manager of the Center Opera Company.

Center Opera, a recently-formed local organization, is presently putting on "The Wanderer", a play which Ludwig hopes will break the stereotype of old opera. It is being presented at the Cedar Village Theatre on the West Bank.

Folk-singers Paul and Martha Boesing, who wrote the play, designed it to be a hard-hitting and emotional piece which will create a reaction in the audience.

It concern a character called the Wanderer who is searching for meaning in his life and the mystical trip he takes to find a new reality in himself. This fairly common theme requires good writing and acting to escape the level of mediocrity.

The Boesings wrote the play and songs (there is no dialogue as such, the entire play is sung) in response to a request from Wesley Balk of the Center Opera who had heard them sing in coffeehouses.

They based the rather disconnected plot on I Ching, a book of mystical Chinese wisdom and philosophy which fortells the future. The various non-related episodes involve war, hippie communes, hallucinogens, and other modern social issues.

At a recent press conference, the Boesings sang two songs the production. If they were characteristic of the play, it appears that the "Wanderer" lacks the special writing which might have made it especially noteworthy.

"The Gates of Freedom", one of the songs, clearly showed the Boesings' folk music background. When they stick to this type of music, something like that of Peter, Paul, and Mary, they are good, but not excellent.

Unfortunately, they have tried to compose in areas which are not their strong points. The other song they sang was supposed to be closer to traditional opera, but came out as a mediocre piece with few distinguishing characteristics.

Ludwig admitted that he feels the young will get more of the message than older people, but he said the play aims at people in general. He felt that if the young became emotionally involved, they might induce a response in others.

From the Boesings' description, "Wanderer" is not so much a social criticism, despite its plot, but a plea for people to find reality inside themselves.

It may succeed, but it looks like more of a musical showboat for the Boesings than a significant comment on reality.

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