

# People, dollars decide additions

A bond issue passed two years ago supplied the money for additions to Ramsey and several other district schools. Construction outside created quite a bit of competition for teachers.

The final plans for Ramsey construction are the product teacher wants, consultant estimates, and financial limitations.

First plans for the construction began in July, 1967. Superintendent Dr. Lloyd Neilson recommended to the school board that the University of Minnesota Bureau of Field studies conduct a survey of building capacities and projected enrollments.

The Bureau of Field Studies serves the function of a modern day seer, pinpointing present problems and predicting future ones.

If, for example, a population study is to be made, the Bureau will do the following: tabulate population trends, record building sites, study enrollments, take birth rates, and program all the information through a computer. The Bureau then can predict what will happen in the District for the next few years.

Teachers were also asked by the superintendent to look at their buildings in terms of what was needed for what was happening in them.

Teachers and department heads met frequently and pooled ideas. They circulated lists among themselves to which ideas were added, subtracted, and changed.

Several groups of teachers from each department visited other schools where they saw new building concepts. From these teachers came ideas which were weeded through, condensed, and presented to Dr. Neilson.

"By the spring of 1968," Neilson said in a recent interview, "we had identified not only our needs for enrollment but our needs for learning."

At this point the board decided that a bond issue was needed. The PTA Area Council of

Buildings and Finance was called in to review the plans and drum up support for the issue.

Richard Tedroe, Building Council chairman at that time, said, "The Council acted as kind of a go-between the Board and the neighbors on the street. Members of the council appeared at PTA meetings to explain the bond issue and plead for it." (The school board is prohibited from doing this.)

After the bond issue passed, the architectural firm of Setter, Leach, and Lindstrom was hired, and drew the first schematic diagrams. Plans were discussed, thrown out, revised, and added to by teachers and administrators.

In May of 1969 it was evident that there was not enough money to cover all of the teacher's requests. The bond issue had been passed for \$1,145,375; teachers request totalled \$1,778,000, or about 50% over what the bond issue has figured.

Building costs had risen 16 per cent from Sept. 1968 to April 1969. The bond issue had only allowed for a 5 per cent increase.

According to Ramsey drama teacher Charles Hanily, "The architects found that their preliminary costs had under-estimated the real cost. Architects costs had under-estimated the real cost. The architects misunderstood the cost of some pre-formed concrete sidewalls they had planned to install in the drama area."

Teacher requests for a large group instruction area and a "little theater" were among those eliminated from the building plans.

"The problem was lack of money," said Hanily. "It became necessary to decide priorities. They trimmed back all the other areas, and felt it was no longer feasible to build the large group instruction area."



photo fred wolf

Construction on the school was a constant bother to teachers and students alike.

## Planned Additions

Seven new science rooms, with collapsable partitions which can be made into three large rooms and a supplementary study area for students

Three additional corridors to improve traffic flow.

Seven new social studies rooms, four of which will have direct access to the library.

One business education room.

Two art teaching stations, two rooms in open space.

An expanded library, including two conference rooms, two audio-visual viewing rooms, and other improvements. There will also be a typing room for general use.

A remodeled cafeteria, to have one-third of it partitioned off for a student lounge.

## Faculty members unhappy With building plans cut

Many faculty members will find when building construction is completed that they do not have the instruction areas they had requested and believed they would get as of last May.

In addition to deploring cuts made in their areas, many faculty members are uncertain as to what cuts have actually been made.

"My reaction is one of disappointment," said Charles Hanily, drama teacher. "Quite a bit of the original proposal for this drama stage area has been cut."

"This school needs a large group instruction area, and we need a theatre. It's not just drama that benefits from it. In the long run, I think the omission of the area will have a detrimental effect on any really innovative plan. There are some

changes that simply cannot be made without the area."

Mauritz Anderson, biology teacher, was unsure about what cuts had been made in his area.

"We can't even hypothesize what effect the cuts will have until we know just what has been cut," he said.

Another biology teacher, William Rosselit, pointed outside and said, "I've heard 13 different rumors about what's going on out there. If any cuts are made it will have a detrimental effect on the whole school district."

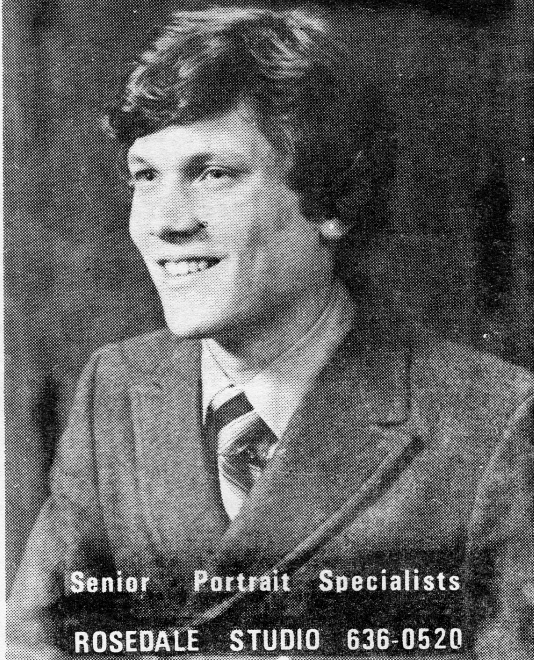
Michael McChesney, art teacher, indicated that certain custom features in the art section were put off. There will be no paint rack and McChesney is wondering, "What are we going to do without paintings?" He feels that less working room will hinder his art students.

James Winsor, electronics teacher, says cuts have affected his area "quite a bit." He is disappointed that "there is absolutely no communications between me as the department chairman and the architects and administration." He only became aware of cuts in his area when he accidentally spotted them on a blueprint.

"Originally," Winsor explained, "they had planned to expand both metal and wood shops. Now they plan to make the metal shop L-shaped, which is a bad shape for a metal shop."

"It is only to be expected," said Winsor, that this cut will cramp his students and make work more difficult.

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