BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

Vol. 17 [illegible] 2 Roseville, Minn. 55113 Monday, Oct. 20, 1969

'What are they building out there?'

Teachers and students ask same questions-- Reports on pages 6, 7

BLUEPRINT OPINIONS

Communication failure

In this issue of Blueprint we have tried to perform a badly needed service -- to offer as much information as we could obtain about building plans for Ramsey.

Two facts have become clear as a result of our investigation:

* Many additions which teachers requested -- and consider necessary to improve education here -- are not going to be built due to insufficient funds.

* Many members of the faculty -- and probably the entire student body -- are not sure exactly what the district is building as they look outside their classroom windows.

All the facts are difficult to obtain. The phenomenal increase in building costs is certainly one real reason why certain areas cannot be built.

The rest of the financial picture is rather unclear. District administration sources interviewed explained that certain areas teachers requested were never even considered in the building plans. Teachers who we have talked to were under the distinct impression that these areas were being considered.

The school board and teachers of District 623 seem to be having a difficult time communicating with each other. It is ironic that a teacher-council member who just three weeks ago was in the middle of a communications gap regarding salaries, should now comment, "I've heard 13 different rumors about what's being built out there."

We hope that we have given a few people some answers concerning the future structure of Ramsey High School. We, too, were curious as to what was being built out there. But we feel that telling our teachers what areas they will soon have to teach in is mainly the job of our district administration.

Mini-Editorial

It's a shame that there is no clause in the insurance policy offered by the school district that covers the student against death by smoke inhalation in the school lavatories.

If the district taxed students for every cigarette smoked in Ramsey High School, they would have absolutely no money worries for their building program.

BLUEPRINT

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COVER PHOTO FRED WOLF

Holman's Heroes

District fabricates building story

by Jeff Holman
Blueprint Editor

Walls have been shaking and hammers rapping since school started this fall for what was believed to be a secret project of the District Administration. Nobody knows what's being built outside, but I suspect the District has a reason for keeping us uninformed:

If the construction work doesn't construct anything, the District can deny any knowledge of it, and blame the whole mess on somebody else.

I can see the headline now:

RAMSEY CONSTRUCTION RUMORED TO BE MSU PLOT; SUPERINTENDENT INTERVIEWED.

I can see the story now:

The superintendent of District 623 said today that he has no knowledge of any construction at Ramsey High School.

"We had assumed that it was an extra-curricular activity of Ramsey's FTA, Future Teamsters of America," said the superintendent, leaning back at his mahogany desk. A board member was sitting at his right-side.

"I told teachers who weren't satisfied with our facilities to make the best of what they got," the board member moaned, "But I didn't think they'd get so militant with everything!"

"Can somebody just tell me who is responsible for the shambles that lay outside Ramsey High School?" persisted this reporter.

The two of them glanced back and forth for a second, and went into the "Superintendent's Lavatory" for discussion. When they returned they proclaimed in unison, "It's the Minnesota Student Union."

"What?" I remarked.

"It's them radicals who are to blame for everything that goes wrong," the board member stated. "Take a good look at what's happened to Ramsey--it just shows what an ill-dressed, irresponsible few can do to wreck a high school." He carefully tucked in his pockets.

The superintendent summarized the school board's case.

"We believe that the activity ouside Ramsey High School is part of a nationwide conspiracy to literally destroy our institutions of learning.

"I began to suspect something the first day of school," he went on, "when we sent the kids at Ramsey home because there was no electricity."

"MSU is after power," the board member agreed. "And that includes the lights and the plumbing."

"And do you know who funds these people?" the superintendent asked pointedly.

"No."

"Hanoi!"

"Really?"

"Yep. And I've got word that the school supply store is already selling bookcovers with Ho Chi Minh High stamped on them.

"But how do you plan to save Ramsey from destruction?" I asked.

He was being evasive, but I pressed for more information. "But could you tell me, sir, what plans District 623 has to correct its err--er--to stop MSU from taking over?"

Suddenly he was calm. 'When I first saw what was happening at Ramsey, I was quite alarmed. However, considered in the context of broader educational values, the Board has decided that it might just be a good learning experience for everyone to see the high school demolished."

I was stunned. But the board member was quick to agree--from a financial standpoint.

"Do you realize that if we didn't have a building out there, how much money we could save in maintenance costs alone!" he bubbled over.

He explained that Ramsey's only major expense would be for athletic equipment, since teams would play all over the Ramsey field.

"If we kept athletics and cut out all the educational frills, we could reduce Ramsey's budget by as much as ten per cent this year!" the board member concluded.

"But what are you going to do about English and Social Studies?" I wanted to know. "How will these courses function without classrooms?"

"Well . . . "

"I know," I interrrupted. "You'll plan more field trips, let students study outside in the fresh air. Students will go to see current films, instead of reading the old books. You'll have to let students go into Minneapolis to see the poor, instead of reading about poverty. You'll have to make education meaningful to the students' lives!"

"That," declared the superintendent, "would be against District policy."

My interview was over; I was anxious to leave.

"Well, I'll tell you one thing," the superintendent said as he locked me out of the District Offices. "We're not gonna' let MSU take all the initiative around here."

"No sir," added the board member. "If anybody's gonna' destroy our schools, it's gonna' be the elected representatives of the community who do it."

Letters to the Editor

Walkout Feedback

I, as an I.D.S. student, demand an immediate retraction for the following quote on page 6 of the Sept. 26 edition: "Between ten and twelve I.D.S. students leaped onto the stage and took over the speaker's table."

Why didn't the author tell about the athletes and the honor students up there? There wasn't anybody else on the table, so how could we take it over?

I think this is a good example. of biased reporting of facts. In my opinion, this is a damn poor way to run a newspaper.

Steven Johnson, senior

• • •

I would like to see a retraction of the article stating that I.D.S. students took over the speaker's table in the gym on the day of the walk-out. (Blueprint Sept. 26). I do not believe this degrading of I.D.S. was called for. There may have been I.D.S. students on the stage at the time, but they were not there as a planned or organized group. They were there as individuals, as were many other students.

Debbie O'Dowd, senior

• • •

We, the students of IDS,class Alexander Ramsey, wish to inform you of a grave mistake you made in your Sept. 26th edition of Blueprint.

You stated in your coverage of Friday's walk-out the "10-12 IDS students took over the speaker's table." This is a false statement! True, there were IDS students on the stage, but, there were also athletes and 50 others. Also, we did NOT take over the speakers table. We were merely sitting and listening to Barb Metzger. We, the students, wish to discuss this with you at your convenience.

Tom Klein, senior

congrats

Bravo!

You're continuing a recent tradition of responsible, meaningful and intelligent journalism.

While criticism and invective rains upon you, recall that some of us support right to inquiry and reporting even though we don't always agree with the result.

You've proven again that "Mickey Mouse" is dead.

J. Warren

smoking & the system

Some young people call it a system; others, just plain misery. The basic idea of a system is to advance knowledge to the younger members of our civilization. We tell them the facts.

Smoking is not good for your health. It may lead to tuberculosis, cancer and early death. Yet, at the same time, he is introduced to smoking on television as a pleasurable experience leading kids on about smoking.

Why does a young person start smoking?

"Why should I fear death from smoking? If cancer doesn't get me, Uncle Sam will!" This is one reason. Another is that the only fear of death a person may have is next to none so why not try it. But the big thing is: "Who is making the cigarettes? Who is importing drugs and pot? The older generation is; not me or mine. Is this a way to make a "living"; by sacrificing the young?

Smoking isn't the only area. There are many others. As your parents stand and say, "Where did we go wrong," remind them.

Dean P. Oknich, senior

Ramsey parallels national political trends

by Craig Eckert
Blueprint Editor

Looking at Ramsey and the particular country in which it resides, there is a striking parallel in trends, attitudes, and governing bodies of the two "states."

This high school, for some odd reason, seems to be a gathering spot for all ideas, ideals, and political thinking on the spectrum. Collected are left wingers, moderates, and those on the right.

It is not a bad situation. On the contrary, it is extremely good, but it is indeed strange, since most people attending this school come from a white middle class background.

Most of the country is also made up of the white middle class, although not to the great degree that Ramsey is, and here too is a vast range of ideals.

The only confusing thing in the two political arenas is the fact that Ramsey has been going through a conservative trend for the past few years and is now moving more liberal where the country has been going through a liberal phase and is now apparently moving more conservative.

The population at this school 3-4 years ago were an undaunted crop of "yes-men" who did things just because they had always been done. For example, no one thought to question the dress or athletic codes to the extent that it has been the last two years.

The nation has been quite the opposite. Where a few years ago, liberals were running off with the presidency and mayoralty posts, now conservatives have taken the spotlight.

The country's conservatives have shown their displeasure through the ballot box and the schools liberals are doing it in much the same way. The classic example is the Homecoming Queen election.

prevailing candidate

Barb Metzger was the object of the liberal affection this time when she prevailed as a queen candidate through the nominations, semi-finals and made it to the gruling finals only to be defeated. But, defeated or not, her candidacy was of great significance to the school.

Barb is not the stereotyped gushy queen candidate, and she was not, as some believed, only trying to make a farce out of the festivities. She was a person from a different faction of the school, not trying to condemn homecoming, but only trying to put it into a porportional perspective in which the entire school would be able to take an equally active part so that no individual could feel intimidated by it.

Some faction in the United States has begun questioning the motives of the military. Its counterpart in high school, the athletic department, ready to defend the virtue of dear ol' Ramsey against agressors on the athletic field, has also been questioned as to exactly what it means by some of the rules which it has set down.

Although the day may never come when a football player burns his service fee card because he can't bring himself to play in a game in which he does not believe, we may see questioning as to why athletes are required to hold to somewhat of a dress code and other things which right or wrong still prevail.

court under fire

The Supreme Court has been under fire, while Justice Earl Warren was on the bench, for its liberal attitude toward civil rights of the individual. The Ramsey administration, headed by principal Curtis Johnson and associate Principal Richard St. Germain, have also received criticism from people who do not feel that high school students are responsible enough to dress themselves, or govern themselves.

Reactionary orgainzations have sprung-up in Ramsey as they have in America. The most frightening in the high school is the "John Doe Society."

The "Doe Society" although not officially chartered as yet, consists of people who would like to see individuality in students stamped out. The "Doers" will consider themselves victorious if they see all Ramsey residents dressed in blue blazers, white pants (skirts for the girls but not more than two inches above the knee) and expressionless faces.

More frightening still is the fact that the "Doe Society" is made up of some frustrated educators. Frustrated because they feel that with more individuality and power given to the student, they would be losing their disciplinary power.

Luckily, this segment seems to be small at Ramsey, but it is essential that it is kept small.

The only way to contain it is through the wise use of power which the students have gained. Demanding change is suicide for reformers. That could only serve to intimidate and add to the membership of the "Doe Society."

mcj

by Mark Johnson

pornogaphy and me

In glancing over my World Lit text the other day, it suddenly occurred to me that all throughout my years in school, one facet of literature has curiously been overlooked. Although this particular brand of literature has undoubtedly existed in every known culture, it has obviously been ignored by our basic "Adventures in Reading" texts and our TAB book club selections. I am referring, of course, to pornography; otherwise known in the boys' locker room as "Whoopee Books."

I felt that this was a crying and degrading shame. So, in an effort to fill this void in my education and, in the ultimate pursuit of the humanities, I decided to catch up on my reading.

My first stop was "Lousy Luige's Book Stall" on Wabasha Ave. Luige, good soul that he was, took my plight to heart and in a seizure of pure unrestrained benevolence agreed to let me see his back room. It was a lecher's mecca.

Industrious scholar that I am, I dug into my work.

After 14 hours of solid leering, I finally concluded that there were only 5 main plots: He & She, She & He, He & He, She & She, and It & It. Needless to say, each of these books ultimately ended in the hero seeing the light and ending his evil ways by becoming either an Irish priest or an orthodox Rabbi (depending of course, on his original denomination).

One of the more noteworthy volumes (entitled "Saucy Tales of the Indian Nation") told graphically of an affair between an 11 year-old Indian dwarf and a tree. Unfortunately this affair was tragically ended when the tree died of Dutch Elm Disease. Later, the dwarf grows up to be chief of the Chippewa and, as his first act as chief, plants a tree in downtown Pittsburgh in honor of his lost love.

There are ice cream parlors and there are ice cream parlors. And then there's FARRELL'S.

Craig Eckert and I first stopped in at FARRELL'S a little over a month ago. Expecting another drab BRIDGEMAN'S, I held my breath and walked in.

I was quite pleasantly surprised.

FARRELL'S is furnished in an early 1900's decor and the place never seems to stop moving. Waiters, dressed in straw hats, vests and arm garters, dash about snapping sly insults and corny jokes at the customers while a player piano cranks out "honky-tonk" music in the background.

As we sat, the lights suddenly went out and a voice over the loud speaker bellowed, "Farrell's is proud to present another "Pikes Peak!" The kitchen doors burst open and out dashed two waiters carrying their sundae masterpiece on a royal divan while lights flashed, a siren blew in the background and the other waiters beat a bass drum with ice cream scoops and cheered.

The place never quite settled down after that. Craig however, didn't really seem to appreciate the place as much as I did and merely contented himself with ogling the girl in the booth next to us. Nevertheless, he did concede that the ice cream was good.

Although it is a bit out of the way, being located at Brookdale Shopping Center just off of Xerxes, FARRELL'S is worth your while, if just to stop in some evening and 'just watch the place operate.'

And even if you don't like the ice cream, there's always the soda water for two cents a glass.

BEATLES' LATEST

'Abbey Road' original

by Karen Jarvis

In their latest album "Abbey Road", the Beatles take the listener on a musical tour of life; expressing pathos, love, mysticism, anarchy, sadness, and utopia.

"Come Together," the first song, is the best on the album. The emotional intensity of the lyrics is evident in many parts of this song.

"He says I know you.
You know me.
One thing I can tell you...is
You got to be free.
Come together right now, over me."

To add to the emotional effect, a strong percussion section is integrated with repetitive guitar rhythms and panting voices that are ecstatically beautiful.

Strong percussion is also employed in "Something," a gentle love song, in which a full orchestral section captures the tenderness of love.

Possibly the worst song on the album is "Oh! Darling,". The lyrics and music style are monotonous, typical of the rock ballads of the 1950's.

"Oh, darling, please believe me,
I'll never do you no harm.
Believe me when I tell you,
"I'll never do you no harm."

The vocal and instrumental parts seem to overpower each other. The result is chaos.

The next song, "Octopus's Garden," reminds one of "Yellow Submarine." It is a light, comical tune about a "heaven-beneath the sea," a happy place where everyone would "shout and swim about the coral."

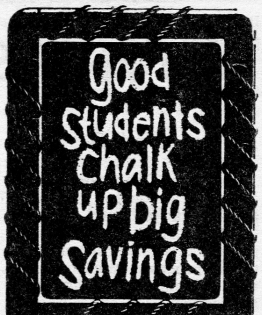
"I want You," the longest song on the album, is powerful. The lyrics are repetitive but the music is exciting. The lyrics, "I want you so bad, it's driving me mad," are alternated with, "She's so heavy," along with a change of mood and tempo. The pulsating drum rythym seems to drag on into infinity. The song ends abruptly and unexpectedly, deceiving the listener.

From "Here Comes The Sun,' a happy folksong, the mood changes and the next song is mystical and illusionary;

"Because the world is round, it turns me on.
Because the wind is high, it blows my mind.
Because the sky is blue, it makes my cry."

The songs that follow are free-flying and very personal. "Because" and "You Never Give Me Your Money" make use of a semi-classical style similar to "Beethoven's Moonlight Sonata." Jazz rhythms also heighten the effect.

Effectually, "Abbey Road" is a great and imperishable album. In it, the Beatles, endowed with unequalled expressive power, proved again that they are the greatest pop artists of our time.



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Around Ramsey High School

Dancers, lights, and flashing pictures...rock music and singers...

Sound like a new discotheque? Well, you're wrong. It's what James Peterson, orchestra director, hopes the "Bach and Rock" concert will be like.

Peterson, the innovator of the idea, said that the program will be produced by students, who will compose the music, text, choreography, and design the set and lighting effects. The orchestra will play a Bach cantata.

The concert, scheduled for April 2, 1970, will be open to all who are interested in participating. An announcement will be made as to how to become involved with this program.

Victor Collado, the 1968-69 AFS student from Panama, will be receiving letters from Spanish Club members. The club, which met October 1, made plans to set up correspondence with Victor soon.

Future Nurses of America have changed their name to Health Careers Club. Lectures on careers in health are planned. The club will also sponsor films and trips.

Teachers, Board end dispute

By Elaine Grittner

The teachers and the school board reached agreement on this year's salary schedule on September 29.

The board offered the teachers a proposal on September 22 which met all their demands. This offer was rejected by teachers because the pay increase was not made retroactive as the teachers wanted, and would take effect only from August 1.

But about a week later, teachers reconsidered and accepted the board's offer.

As a result of negotiation difficulties this year, the teachers and the school board have written up a statement concerning future negotiations.

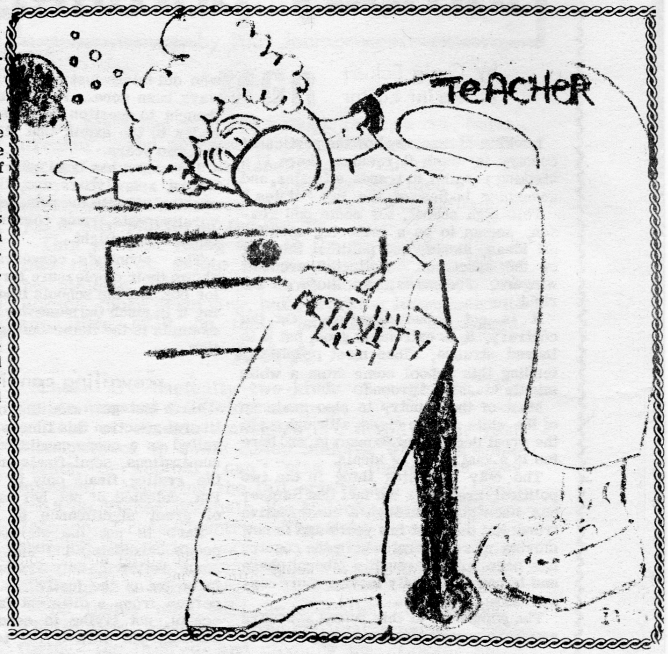
Two important points are included in the statement:

1. During any action between the school board and the teachers, all efforts will be made to avoid involvement of students.

2. Teacher representatives will exercise the right to inform all other teachers of any factors concerning negotiations.

When asked if he thought students were in any way responsible for the settlement, Superintendent Dr. Lloyd Neilson said "It was the concern of all parties involved that brought an end to the situation."

"I think I would have been much more surprised if the students did not react as they did," he said. "There was a definite pattern formed by other schools and it was only a matter of time as to when they would join the movement."



MERIT SCHOLAR FEELS

Grades aren't important

Steve Wood, Ramsey's only National Merit Scholarship semi-finalist, doesn't think grades are that important.

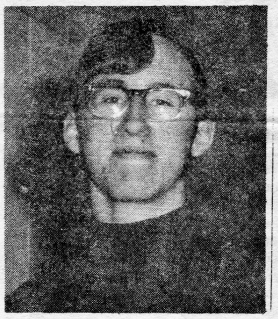
"I don't study for grades," said Steve. "What I get, I get, but I'm not going to kill myself."

He also stated that in some ways grades aren't good for students, because they usually put too much pressure on them. He admits, however, that some students need pressuring and grades are at present the only good way teachers have of evaluating what a student has learned.

"Ramsey isn't the ideal high school," Steve said. Because all students are individuals with varied interests, he feels there could never be one high school ideal for every student.

Steve must become a finalist in the NMS competition, before he can acquire a scholarship.

Semi-finalists received the highest scores in their states on the NMSQ test given last February to 750,000 high school juniors in the country. They constituted less than the top 1% of the graduating seniors in the U.S.



Steve Wood

To advance to the finalist stage, students must take another qualifying test and provide information about their achievements and interests. About 97% of the semi-finalists are expected to become finalists.

The NMS will present 1,000 scholarships of $1000 each in 1970. They will also offer a number of four year renewable scholarships for up to $1500 a year.

There are also about 39,000 students in the nation who fell just below the semi-finalists, but still within the upper 2% of the national graduating class of 1970.

Although these students will advance no further in the NMS competition, their names have been given to other scholarship granting organizations and to the college they have named as their first and second choices.

Among these 39,000 are 12 Ramsey students who have received a Letter of Commendation.

They are: Dave Black, Grant Blank, Tim Carlin, Dick Day, John Edwards, Denise Gorman, Bruce Johnson, Karen Little, Jim Meehan, Polly Meyerding, Kit Morris, Dave Sundeen, all seniors.

Novices adopt Ramsey

By Andi DeWahl

A new man in a new position is Dale Schneiderhan, Ramsey's administrative intern.

Schneiderhan was sent here as part of a University of Minnesota program which prepares new graduates for administrative jobs.

He will stay at Ramsey for one year, to prepare himself to become a high school principal.

To learn all aspects of administrative work, he has been given a variety of duties. One day he might be handling discipline, the next day he might be making up final schedules for the computer. One afternoon a week he attends a seminar at the University.

Schneiderhan has taught for six years at Hoffman and at Stillwater, Minn. He has a bachelors degree from Moorhead State College, his masters from St. Cloud State, a fellowship from Purdue, and did his graduate work at the University of Minnesota.

He has a personal interest in computer instruction, and though interested in the computer activity 5th hour, has not had the chance to work with that activity.

"I was overwhelmed by the number of students in the halls during passing time. I have never seen so many students in a hall at one time," commented the intern.

"I was also favorably impressed by the quality of student dress in spite of the fact that they have no dress code."

"So far I'm very pleased with the experience of being an intern," he stated. "I have already been provided with a wide range of experiences, and I am sure more opportunities will be provided."

Ramsey also has its usual flock of new teachers.

Robert Hallquist had taught at Capitol View for seven years before becoming Ramsey's band director.

He feels that Ramsey's bands have good potential, but he doesn't want to reveal any specific plans for them now.

Besides his work with the students, he has played with the Minnesota Civil Orchestra for seven years, and is now assistant director of the orchestra.

This is Miss Carol Field's first year of teaching. She teaches senior social studies and Debate. She graduated from Concordia College in Moorhead.

Miss Mary Lou Lupient teaches English 11 and journalism. She taught for four years in Beloit, Wisconsin, and graduated from St. Olaf College in Northfield.

Last year Miss Lupient was the assistant editor in the current editors department at Augsburg Publishing House. She is the advisor for Blueprint this year.

Wood and beginning drawing are John Lewison's subjects. Lewiston also works with Bergstrom and Busch with wrestling 5th hour.

Miss Ferial Abraham teaches interior design and boy's foods, and has taught at the University of Minnesota. She is a graduate of the University of North Dakota, and went to graduate school at the U of M.

Harry PaDelford has been teaching for twenty-one years. He is teaching industrial arts at Ramsey this year, and has taught at Capitol View, Saulk Centre, and Gaylord, Minnesota.

PaDelford went to Mankato State, and is now working on a dissertation for his Doctor of Philosophy at the University of Minnesota.

Last year Gerald Ramponi taught at a military academy in Missouri. At Ramsey he teaches business math and plane geometry. About the students, he says, "Coming from a military school, I find that the students are very relaxed."

This is Mrs. Sandra Allen's fourth year of teaching home economics. She has taught in California and Indiana.

She said about Ramsey, "I am not used to a school without a dress code, but the students are friendly."

Miss Judith Carlson teaches psychology. This is her first year of teaching. She has her bachelor degree from Hamline University, and did her graduate work at Simor Fraser College in British Columbia, Canada.

Other teachers that are new at Ramsey this year are Miss Kathleen Petjen, German; Miss Cynthia Farkes; Mrs. Katherine Koubsky; merchandising; Mrs. Arlys Leisinger; Miss Anita Madsen, American Studies and English; Miss Anne Wolf; and Pat Schaeffer.

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♂♀ Sex education Part 1

Parents say 'too much, too soon'

By Steve Lehn

Those who criticize sex-education in schools have created a furor which has hit several school districts in Minnesota.

To better understand the issues involved, Blueprint interviewed people affiliated with anti-sex education organizations and other parents opposed to sex education in schools. Most of those interviewed asked that their names not be printed.

One organized group is P.O.S.E. (Parents Opposed to Sex Education in the Schools) whose president, Mrs. Zimmerman, is a registered nurse and mother of a grown family.

While some parents oppose the program on religious grounds, the majority of them oppose it because they feel younger children are being force-fed on facts which are making them either fear adulthood, or better equipped with knowledge to take "out behind the barn"

In many schools, parents feel that a sacred and delicate subject is being treated with coarseness and poor taste.

They resent their children being told, "Do not go home and tell your parents what you are seeing; they would not understand." "Who is exploiting and manipulating the generation gap, and to what ends?" asked a University professor with sons in Fairview and Ramsey.

This father added, "What most of us supported as good biology courses, we find to be something very different. Both proponents and opponents of sex education speak simple-mindedly as if we must be either for or against it.

"Before I can say I am for or against it, I must know what constitutes sex education. It has never been clearly defined. I am for some aspects taught in the schools, against other."

"Apart from the biological, there are social and personal dimensions of sex education," he went on. "If the social dimensions do not reflect the values of the society in question, sex education becomes a lever to destroy. The church and the home are social institutions which have a major stake in this and must have a part."

In the spring of 1969, one mother said, her 14 year-old girl in Hosterman Junior High in Crystal, Minn., was in a mixed class which was shown film slides of cartoon characters demonstrating how boys and girls masturbate. For this they had both a man and a woman teacher. Then the woman teacher discussed more in detail with the girls alone, describing how it could be done with doorknobs.

"Do not go home and tell your parents what you are seeing; they woula not understand."

Another said her boy in Twin Lake kindergarten refused to go back to school for a time in 1968. He cried a good deal before he explained, "Babies kill!"

She discovered he has seen the film, "The Magician," which dealt with childbirth and was far beyond his years.

"This is as dangerous as withholding truth later," said one father.

One parent quoted from Dr. Rhoda L. Lorand's book, "Love. Sex and the Teenager." Dr. Lorand has been a child analyst for over 25 years. She says:

"Such materials is fine for individuals old enough to pursue nursing and medical studies, but it is inappropriate for little ldren's minds.

one with minimal understanding of children would recommend that sixth graders be preoccupied with miscarriages and abortion, or even the details of normal childbirth. Or that fifth grade is the appropriate one in which to discuss the marriage act and childbirth...

"Sexual excitement, confusion, anxiety and fear of adulthood will inevitably result...We have learned that it is harmful to force sexual preoccupation on children of the elementary grades...

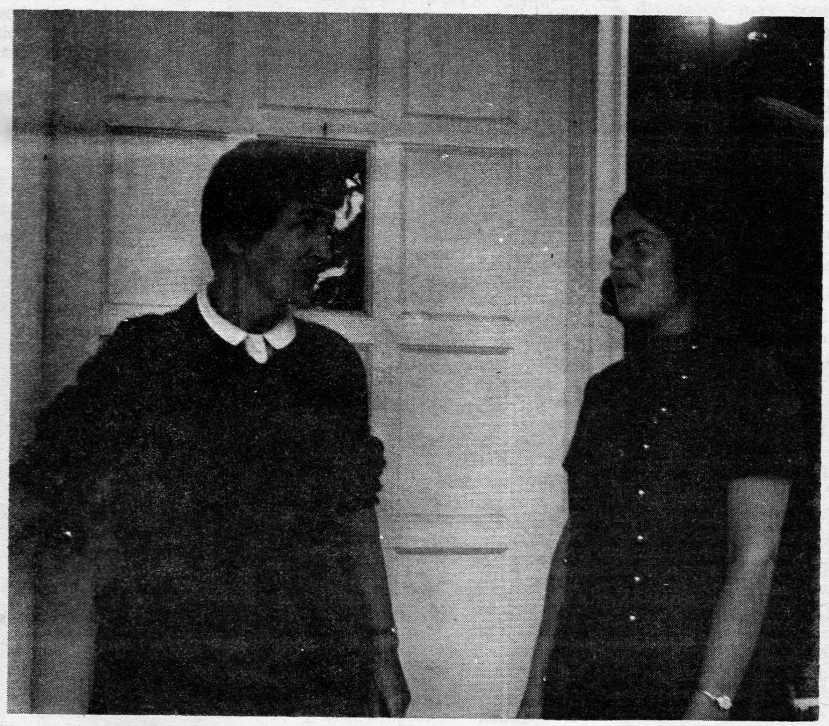
"These emotions, far from promoting mental health, put children under a heavy burden.. thereby creating an unhealthy split between sexuality and emotion."

As for the teacher's personal ideas, a seventh grade girl in While Bear Lake reported being told by her teacher in sex education class that if they found someone with whom they could have a personal, intimate relationship, to go ahead and have it if it could be meaningful. The teacher added that the only guilt would be in getting caught.

Parents who oppose sex education in the schools point out that the number of pregnancies among school girls is increasing. They say that tearing down moral guidelines is not a teacher's job.

A parent summed it up in the words of a newspaper editor: "Parents do not want their children to be the rope in a psychological tug-of-war that should have been settled by adults."

(Editor's Note: Next issue, Blueprint will report on proponents of sex-education in schools. Ramsey's sex-education program will also be examined.)



Harriet Jordan keeps in touch with students.

Mrs. Jordan quits school board

By Kathy Haggerty

Mrs. Harriet Jordan, who recently resigned from the District 623 school board, calls working in education the most exciting thing she has ever done.

After much thought, but with no misgivings, Mrs. Jordan submitted her resignation Sept. 11 in protest of the board's decision to increase their salary offer to teachers. Teachers had previously rejected an offer based on a report by an adjustment panel.

She felt that the adjustment panel's report provided an adequate increase in salaries. "And," she added, "I can think of no other profession where there is a guaranteed annual increase in pay.

"If I had it to do over," she added, "I'd do it again."

Mrs. Jordan felt that it was very unprofessional for the teachers to carry their dispute into the classrooms. But she says that students may have learned a little, mainly about mob control.

During the Ramsey sit-in, someone on stage had yelled, "We wanna stay, don't we?" Someone else had yelled, "We wanna go, don't we?" Both times the crowd yelled back, "Yea!"

Mrs. Jordan had served on the school board for seven and one-half years.

Although retired, she will always be interested in education, and pledges to do all she can for it. Not to be involved in it, she feels, "would be like not living."

Johnson attends education convention in Africa

By Andi Dewahl

Principal Curtis Johnson spent an "exciting 10 days" in Africa this summer. He was chosen as a delegate of the World Congress Teacher's Preparation to participate in an educational convention with delegates from 80 countries throughout Europe, Asia, and Africa.

They discussed problems of education, and how well developed countries might help underdeveloped countries in this field.

countries visited

Mr. and Mrs. Johnson traveled via New York, Copenhagen, Denmark and Italy on their way to Ohana and Acra in Africa. They landed in Abidjau on the Ivory Coast.

Once in Abidjau they went to the University of Abidjau, where they stayed during most of their visit.

Since many different languages were spoken, the convention delegates were equipped with earphones and translators. When a delegate got up to speak, translators would translate into different languages what was being said, and transmit it to the delegates by earphones.

Though the discussions were generally formal, a little informality was present since the audience and delegates could ask questions after the speaker had finished.

local customs

After leaving one of the conventions, Johnson was surprised to see squatters in a makeshift hut on the campus. They had been there about 6 months and would probably stay there indefinitely.

"The people of Africa have to work the land to live, and when it's used up, they move to a different place. These people chose the campus," Johnson commented.

wheels shimmy

Johnson took an amusing ride in a taxi driven by a little Frenchman.

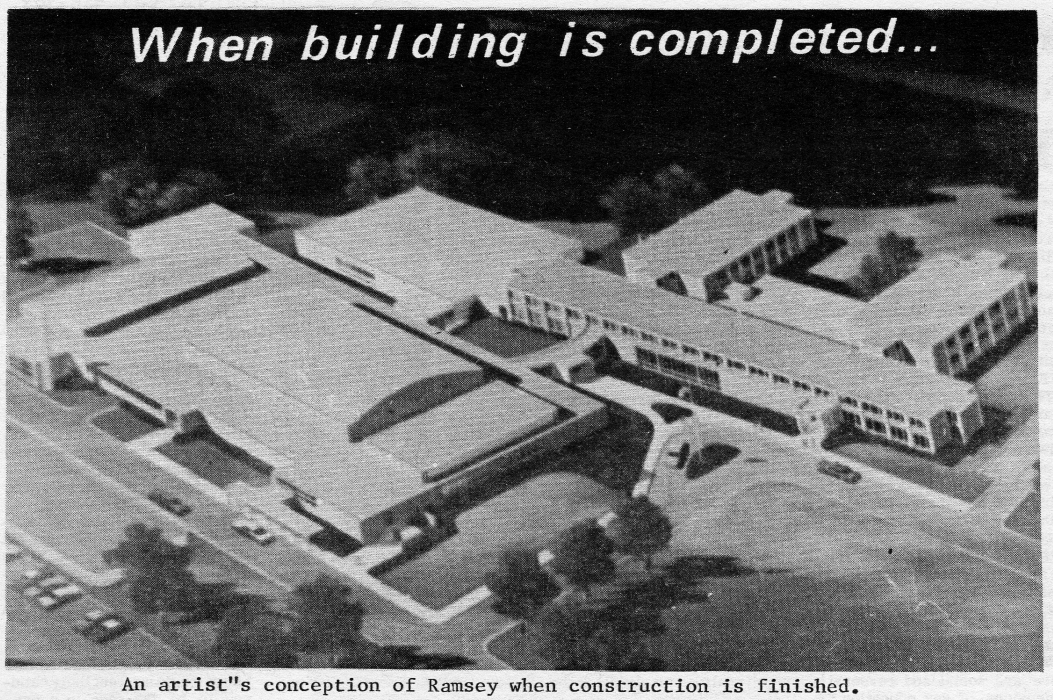
"I don't think it had ever been greased," Johnson stated. "He would get that car up to about 15 or 20 miles per hour and then the wheels would start to shimmy! So, the guy would stop, and start again, get it up to 15 or 20 miles per hour and stop again. Our whole ride was like that!"

Curtis Johnson

The Johnsons didn't have time to tour any African villages, but they did visit an open air market where raw meat, fish and other miscellaneous items were sold. "You name it, and it could probably be found there," Johnson stated.

While waiting for the plane to take them home, the Johnsons heard a group of Africans dressed in black robes, standing around a white couple, singing a song lasting the 45 minutes or more.

Johnson decided that the white couple must have been missionaries about to return home. "It was touching to see those people singing their farewells to that couple, really touching," said Johnson.



An artist"s conception of Ramsey when construction is finished.

How construction was planned

People, dollars decide

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 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.

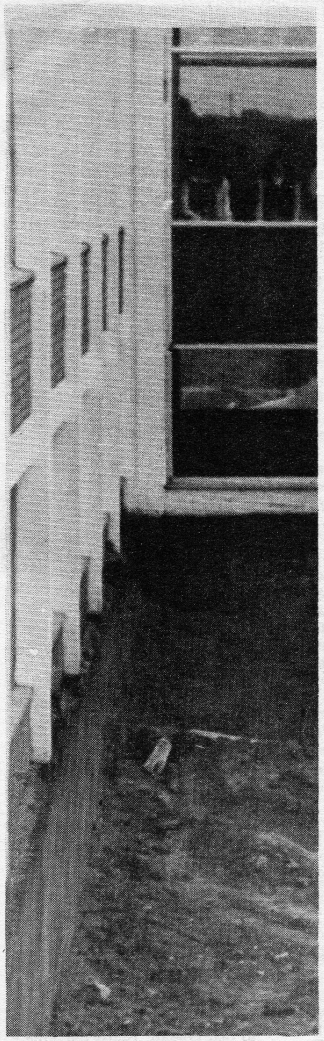
In May of 1969 it was evident for enough money to cover all of the teachers' requests. The bond issue had been passed for $1,145, 375; teachers requests totalled $1,778,000, or about 50% over what the bond issue has figured.

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 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."



A corner of construction

Additions planned for high school

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

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

* Three additional corridors to improve traffic flow.

* 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 de building 'cu

by Walter Hard

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."

"I've heard 13 different rumors about what's going on out there...."

"This school needs a large group instruction area, and we need a theater. It's not just drama that benefits from it. Everybody benefits from it. In the long run, I think the ommission 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

Builde invad Ramse

An in-depth report on

Reporters: Pho
Marge Charmoli
Keith Crane
Walter Hard
Bob Meek

Teamwork is

leplores cuts'

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 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.

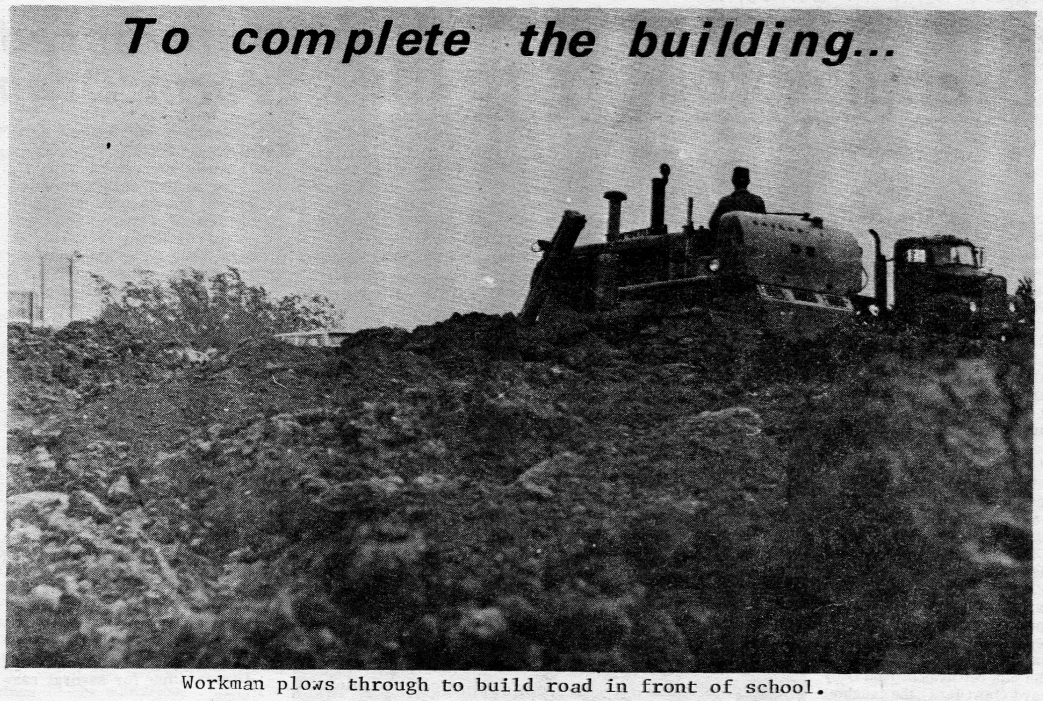
"It is only to be expected," said Winsor, that this cut will cramp his students and make work more difficult.

ers le ey

on building plans

Photographers:

Bruce Christofferson
Dave Erler
Fred Wolfe



Workman plows through to build road in front of school.

Teachers stare down crew

by Marge Charmoli

Some teachers have accepted the problem with a certain air of calmness, either calling study halls for the day or having microphones brought in to amplify their voices. But others have resolved to combat the noise, and the noisemakers.

Mrs. Pauline Schmookler, world literature teacher and a prime example, uses techniques ranging from stopping suddenly in mid-sentence to yell, "SHUT-UP, PLEASE!" to strutting to the window to have stare-downs with construction workers.

But what about the workmen outside -- the other half in the great noise war?

After following the crew around for several minutes, one feels that they must be part mountain goat (or better yet, Ram) to be able to run from one dirt pile to another and surivie.

"We're used to construction sounds, they're normal," said one dusty-faced worker as he melted some lead for a new tunnel. "It's that highway noise that I can't get used to."

Might it be easy for these men to become diverted from their difficult work?

A diversion may come in the form of a 36-24-36 walking up the ramp.

"Hey -- look at that one!" someone yelled.

Or it may come in the form of a stare-down with students gazing out the windows.

"We don't mind being stared at. It makes us feel important," joked a young worker staring at the B-wing windows.

"We usually just stare back anyway," commented another.

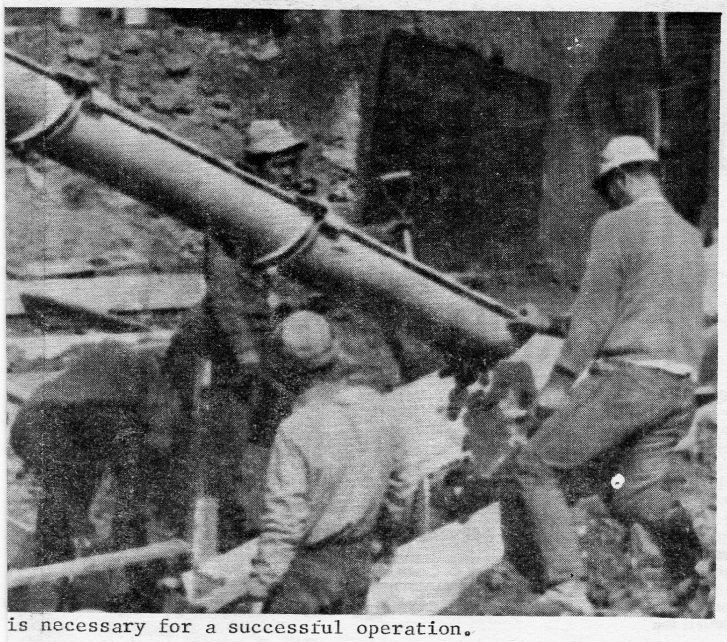
When polled as to whether they like working around Ramsey, workmen answered a unanimous "yes," although their reasons were varied.

An older man looked up from his brick-laying long enough to say, "Schools have to be built for young people to get an education, so someone has to do it."

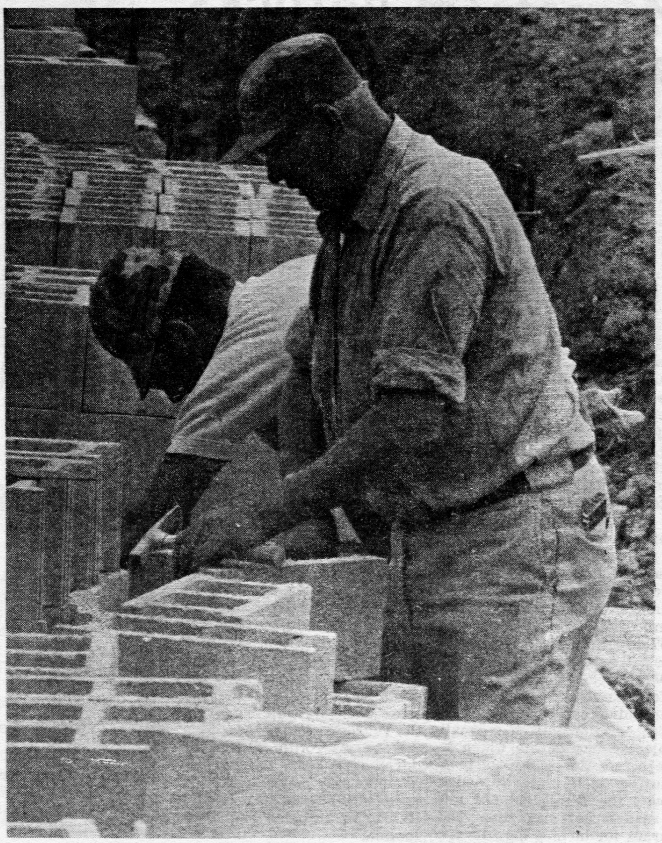
He also commented that schools and churches are the most enjoyable thing for him to construct, "not because they're easier, but because they're nicer."

Most of the younger workers thought it was fun working around a school because of the kids, especially the pretty girls.

Said one young worker to this reporter, "Hey -- why don't you send out a bunch when you go in!"



is necessary for a successful operation.



And only a million or so bricks to go ...

Dracula brought to life

By Craig Eckert

"In the past 500 years, professor, those who have crossed my path have all died, and some not pleasantly."

Yes, Count Voivode Dracula is again brought back to life as Director Mike Hanily pulls out the proverbial stake from his heart in the upcoming fall play "Dracula".

This somewhat different play, different, that is, because it isn't often done in high school productions, came about because of a dream of Hanily's.

"I've always had a secret desire to produce "Dracula" on the stage and now the opportunity has arisen," he said.

"Dracula" was adapted from the Bram Stoker novel of the same name, by Hamilton Deane and John L. Balderston. Hanily's cast will use the original adaptation which was first produced back in 1927 at the Fulton Theatre in New York.

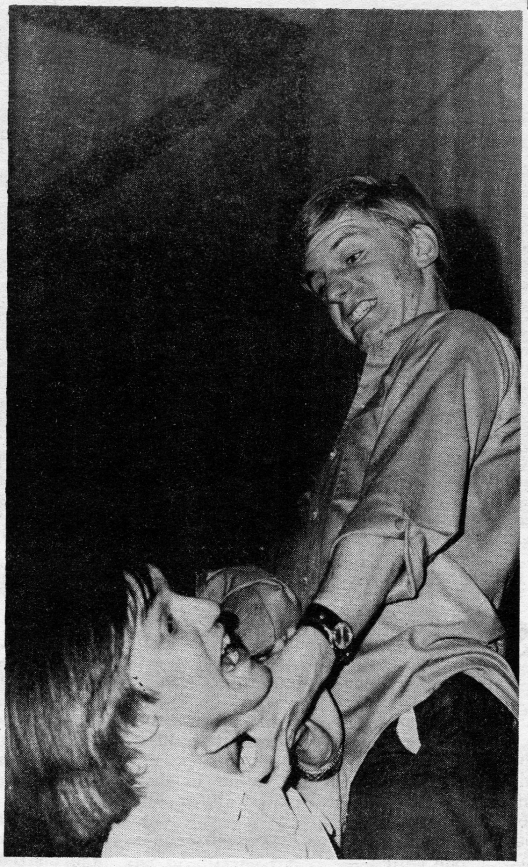
The plot revolves around Lucy Seward (Jan Clark), the daughter of a London physician (Bob Jenkins) in charge of a local sanitorium, and the question of what has caused her serious blood disease.

Doctor Van Helsing (Pat McGuigan), suspects that the disease is caused by a vampire and a search for such a creature commences. Van Helsing discovers that the vampire is Count Dracula (Mark Johnson), and attempts to put him at rest . . . for good.

"This a difficult production in that we will be trying to recreate the style of acting, the mode of dress, and decorum of the 1930's." commented Hanily.

The four people holding integral parts in the production are Liala Schirrmeister, the maid; Ronn Olson, Jonathan Harker; Kevin Conner, Renfield; and Harry Henderson as the attendant, Butterworth.

The movie, which starred Bela Lugosi, who also starred in the original stage play, was one of America's oldest sound films.



"Master, don't kill me!... I can't face God with all those lives on my conscience, all that blood on my hands!" pleads the crazed Renfield as Dracula's grip tightens.

In contrast to the original stage play, which Hanily said could not be defined as either a farce or a drama, the movie played the script for the shock value.

"There isn't much of a shock factor left in the play anymore because everything that could be done to bring it out has been tried. So consequently we'll be playing it more for its dramatic value," said Hanily.

The play as we present it won't be a farce, although it will be done melodramatically so things such as death scenes may be exaggerated," he added.

The short amount of time in which to produce the play is a detrimental factor, but, says Hanily, "With a hard working cast we should come off alright."

The play will run from Wednesday, November 12 (student night) thru Saturday, November 15.

Interested students form Drama Club

"Drama Club," stated Mike Hanily, club advisor, "is a group of people interested in drama".

The number of the interested people, however, is limited by the amount of space. The only rooms available to the members, who meet behind the stage, are two dressing rooms and a small room connecting these rooms to the stage.

The club was designed to give people time, during the activity hour, to work on things that would normally have to be done after school or on weekends. During fifth hour, the students work on lines, basic make-up, costumes, and scenery technicalities for the class plays, in which they will be lending a hand.

Drama Club is now working on the fall play, "Dracula," which will be presented as a melodrama and use the original script, which was first preformed in 1927.

The members have a variety of play backgrounds and joined Drama Club for several reasons.

Harry Henderson, senior, said that he joined mainly because he liked to build tables. He said this while pounding on a half-finished table in one of the dressing rooms.

Harry's two stage credits include "Pools Paradise", where he played a choir boy, and "Peter and the Wolf", in which he portrayed a duck.

Jon Cook, junior, likes to get involved in dramatics and so joined Drama Club. Although he has never been in a play, he would like to have a part in one this year.

Wendy Fowler, junior, joined because it is so easy to talk to Hanily and because it is fun to be in the club. Lynn Antrim, senior, joined because she had had the drama class last year and Hanily had told her the club would be interesting.

Juli Olson, senior, likes working on plays because it is fun. If she finds a part that she likes, she would like to be in a play this year.

Barb Metzger, senior, is in both Drama Club and the drama class. She thinks the club is an all around good activity and has much fun in it.

Barb has been in three plays, including "The Princess and the Pea," (where she played the king), and "Little Red Riding Hood", in which she appeared as the Big Bad Wolf. In the third play, "Fantasticks" she participated in the music.

When there isn't a play for members to work on, they devote their energies to painting the walls and making as much noise as possible.

Microfilm unlocks knowledge, space

Although microfilm is frequently thought to be something which is used to hide secret spy information, the library is now using it to store information (magazines) which would normally take up too much room.

Issues of "Harper's Weekly" which date from 1857 to 1900 are the oldest magazines in the collection of eight.

"Nation" dated from 1899 to 1923 is another magazine which does include issues from the 1800's. The other six magazines are "Time", "Business Week", "Ebony", "Fortune", "Life", and "Saturday Review."

This kind of microfilm is of motion picture size, but it comes on reels which are approximately five inches in diameter and two and a half inches wide. Their cost varies depending on the magazine and the number of volumes.

For example, the set of "Time" which covers issues from March 1923 to December 1957 cost $745 while "Harper's Weekly" from 1857 to 1900 cost $295.

To make use of the microfilm a machine called a reader is used. It consists of a small projector-like device which is where the film is threaded. A focusing knob, a lever which moves the film right and left to read larger magazines, and a crank for turning the film are also on this machine.

Above these parts is the screen, which resembles a small portable television screen.

Normally this reader costs $225, but the school received it free since they purchased such a large order of microfilm.

The reader printer is another machine which projects the microfilm onto a screen. If a student using the film for a class project would want a copy of a particular page, the reader printer could print a copy for him.

This machine cost approximately $1300. Due to the use of a special paper, there will be a cost for this. It will be in the area of 10 to 25 cents.

Tables for the machines have been ordered and should arrive around November 1, but the reader and microfilm are available for students' use in the Audio Visual section of the library.

Students wishing to use the microfilm should see Mrs. Lola Eddy, who is in charge of it. Either Mrs. Eddy or another qualified person will show students how to use the reader, and later when it is available for use, the reader-printer.

More microfilm will be ordered every year. Teachers and students may make suggestions as to what magazines they would like to be included in the collection.

JUNIOR MISS

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Cheerleaders work toward perfection

By Marge Charmoli

"V-I-C-T-O-R-Y"

"Victory, a victory, for Ramsey High!"

"Oooh! That stunk. Do it over, women," demanded Miss Willetta Brown, cheerleading advisor, while watching the cheerleaders during a practice session.

As the cheerleaders ran through the cheer again, Miss Brown continued to yell encouragement from the sidelines. "Good, good. Much better this time!"

So goes a typical cheering practice; drilling through cheer after cheer until a mark of near perfection is reached under the watchful eyes of Miss Brown.

A disciplined group of girls compose the squad. They are subject to both the High School League Rules and a few added suggestions which Miss Brown sees fit to throw in.

Under the League Rule, a cheerleader is an athlete. That is: no alcohol, no tobacco, parental permission, eligibility rules, and the requirement of a physical.

As to enforcing these rules, Miss Brown said she wouldn't go so far as to walk into a girl's home and yank a cigarette out of her mouth. This, she feels, should be left up to the individual's parents.

But she does see to it that the rules are enforced when the girls are in school, and other times they are under her supervision.

"Any time I see one of my women doing something which I don't feel is right, I give them 'h-e-double'," commented Miss Brown. "Any time one of them does something wrong it affects the 11 other girls on the squad."

Miss Brown suggests that such things as planned training hours, adequate rest, and proper diet be incorporated into each cheerleader's life.

She also sets curfews. "What time should you be in, women?," she yelled to the girls practicing on the floor.

"Ten on week nights and 12:30 on weekends." they answered in unison.

Cheerleaders must also learn the rules of the various sports.

These are usually learned during one of the "chalk talk" sessions Miss Brown holds instead of a regular workout.

"We call it mental practice," commented Sherren Rothbauer, senior.

When asked if she regulates the girls skirt lengths, Miss Brown decided to call the senior cheerleaders over to answer for themselves.

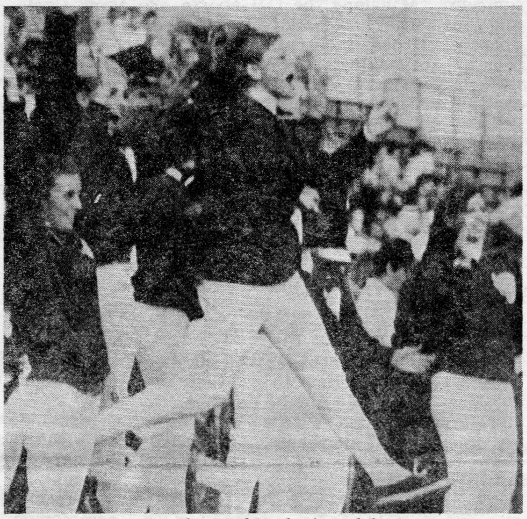
After being posed with the question, the girls looked at each other, glanced at Miss Brown, and replied, "Why no, we decide for ourselves."

Following a sudden outburst of laughter, Marty Peterson looked accusingly at Becky Werring and grinned, "Why look at some of the skirts she wears!"

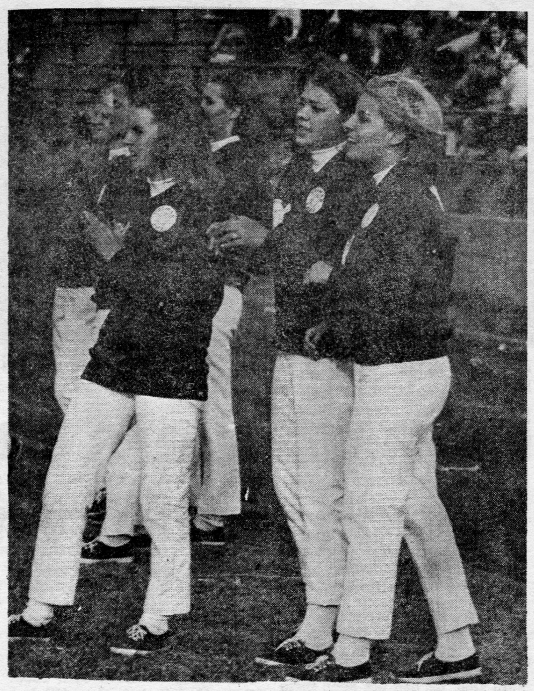
"Me, how about you?!" retorted Becky in defense.

The girls on the A squad are seniors Mardi King, Kathy McKay, Sherren Rothbauer, Sue Pederson, Marty Peterson, Cindy Tjenlund, and Becky Werring.

Juniors on the squad are Bev Boeckermann, Cathy Wedel, Rozanne Amsden, Kris Kilgore, and Bonnie Heuer.



Cheerleaders do their thing.



Hope and worry vie in the faces of cheerleaders

PHOTO SKIP CARROLL

Future holds possible computer counselors

By Karen Little

"You mustn't be afraid," Rita Futura was saying as I stumbled onto the escalator. "Some students believe all the counselors are cold, sputtering individuals, but my counselor isn't like that at all. She's really quite human."

I rubbed a bruised shin and clutched my notebook as one of the vacuums for clearing the halls of waste tugged at it. I was currently being escorted to the guidance office of highschool 689601 by Rita, one of the students.

I stumbled off the escalator and rubbed my other bruised shin.

Rita stepped over to the conveyor belt, set the destination for the guidance office and waited patiently for me to limp over to her.

"Watch your step," she warned.

The room we entered was lined with computers, flashing and blinking their lights. Every so often the computer would stop clanking and spew out a punched tape which was fed into a hole on the floor. No one, except for Rita and me, was about.

"Where is everyone?" I looked about, expecting to see at least a technician sitting in a corner.

"What do you mean?" Rita strode over to a computer, adjusting a funnel and placed her lips up to it. Into the funnel she said, "I want to make an appointment."

The computor clanked.

"Counselor?" it rasped.

"ICCA #960167-4."

"What time?"

"As soon as possible."

"More specifically."

"Now."

More clanking issued from the machine.

"Purpose of visit?" it snapped businesslike.

"Interview."

A few gears whirred, stopped, and whirred again. Finally: "Insufficient data. Specify purpose of visit."

Rita sighed, "Informational meeting.

"Name."

"Rita Futura."

"Be seated. ICCA #960167-4 will see you in five minutes. Be punctual."

Rita led me over to a chair.

"What is ICCA #960167-4?"

"My counseler."

"Your counseler is a computer?" I almost dropped my pen.

"Certainly."

"Say, we've got to go. Computers hate it when students are late and I think we are. Oh, I hope she doesn't ooze oil onto me!"

Rita led the way to the room of ICCA #960167-4. The door opened and I caught a glimpse of an empty room with a single chair (there was no indication of a computer) before the door closed behind Rita, leaving me behind. I pounded on the door to no avail. I returned to the seat and waited patiently.

Rita returned smiling. I was almost ready to leave without her. All of those machines and not a single person made the atmosphere eerie.

"What happened?"

"ICCA#96017-4 and I had a very pleasant discussion. I couldn't see her, of course, you never can, but it was pleasant just the same. We're getting to be good friends."

"I wish I had talked with her."

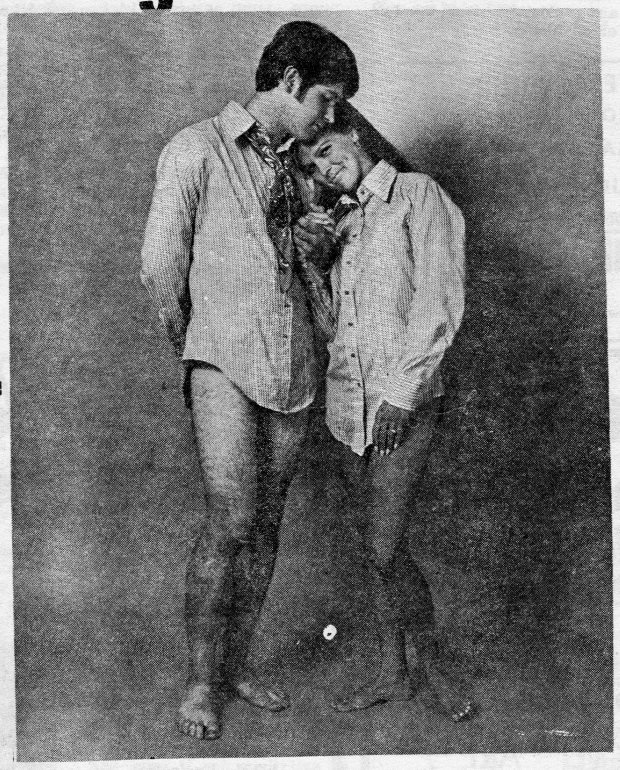
"Maybe you could come back."

"Perhaps I'll try."

I left by way of the escalator, although this time I didn't fall. The disintegrating door safely removed me from H. S. #689601 and deposited me back in my own school.

Fall-In-Love with Body Shirts

YOUNG AMERICA



FUN CLOTHING

Down Ivy Lane

147 Rosedale Center

636-1182

Stripes or Solids, Fancies or Prints the Body Shirt Lines are Happening

Ron "Rookie" Clark, senior, takes a hand-off from junior quarterback Dave Kath in the game with St. Paul Park. PHOTO SKIP CARROLL

Ram gridders anticipate 'tough game' with NSP

by Mike Dec

Always tough North St. Paul will face the Rams this Friday night at 7:30 in North St. Paul.

Ramsey Coach Lars Overskei said that he had not seen them play this year, but was expecting a big line and good speed in the backfield.

The coach feels that all games are crucial because with a loss Ramsey could be knocked out of the North Division title race. He added that Anoka still has to face Kellogg and Columbia Heights which are two tough teams who could give Anoka problems.

The team is improving in every game, according to Overskei.

Assistant coach Ted Molitor felt that the performance of some boys not normally starters was very good.

Ramsey's Dan Johnson twisted his knee in the Kellogg game, but the doctor felt it was not serious. Joe Garry has a back injury.

After the North St. Paul game Ramsey must face White Bear Lake and after last years loss of 49-7, the Rams will be out for revenge.

Rams vs. Kellogg

Combatting a revived Kellogg offense in the second half, Ramsey held on to its early lead to win the Homecoming game 24-20.

Ramsey scored early in the first quarter on a 13 yard pass from Dave Kath to Mike Phippen. Later in the first quarter Kath again passed to Phippen for 63 yards.

Then Kellogg scored on a hand off from Dokken to fullback Douglee from the 3 yard line. Ramsey came back with a pass from Kath to end Steve Sigstad for the touch down. Ramsey scored again on a 10 yard pass from Kath to Phippen.

In the second half Kellogg's quarterback Dokken handed off to fullback Doug Lee for a 15 yard run and a touchdown, Kellogg made the extra point on a 4 yard pass from Dokken to end Mike Hanson.

Ramsey outrushed Kellogg 230-160 yards and outpassed them 164-109 yards.

Kellogg fumbled eight times and recovered four of them while Ramsey fumbled twice and didn't recover the ball either time.

P. J. The poor man's 'mcj'

by Paul Johnson

MGR

The team has just lost a tough game; a real heart-breaker. The defeated players hobbled back to the locker room, sad and disheartened. But there is one man still on the field. One man who died with the team, who in the depressing silence, faces the hardest job of all: picking up the pieces.

This staunch young man is the manager. Yes, in this issue we salute those unheralded men behind the athletic scene, those work horses among work horses, those deserving, hard-working lettermen with the little MGR on their jackets--the Managers.

★★★

There are basically two kinds of managers. The inside men and the field managers.

Field or outside managers are mainly first year managers or in some cases athletes who, for some reason or another, can't play in the sports they manage. Managing the fall sports are Mark Czaia and Phil Fisher, football; Vic Nelson, soccer; and Jim Johnson, Cross Country. The field managers have the job of taking care of alot of the trivial, but nevertheless worrysome, things a coach would normally have to worry about.

The inside men hold the so-called "office jobs." Their jobs include equipment maintenance, "doctoring" the injured, and cleaning up. Locker room managers include Rick Kolodzieg, head manager; Bob Meek, trainer; Dana Dickson; equipment man; and Mike Kuhl, all-around man. The most trying for them is getting the equipment ready for the advent of fall sports, issuing equipment, getting the locker room back into shape in the two to three weeks before school starts.

★★★

Although every manager has his own specific duty, they all work together to get their overall job done. To make life easier for the coaches.

Talking to Rick, I found out what managers like to do and what they hate. They like going with the team to the games and getting in free. The hardest of their jobs are getting ready for the games and lugging the equipment. "In the fall, we have to line the soccer fields and that is one big job," commented Rick.

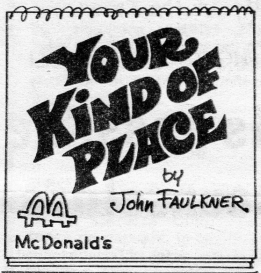
He said he also likes the dime-a-point card games in the training room.

Another aspect to managing is taking statistics at the games. Almost all the major sports keep charts of some kind. "Taking statistics can get pretty hairy some times when you have to run back and forth to the official scorers bench to get statistics on punts, punt returns, kicks and like that," said Rick.

★★★

What kind of reward and satisfaction does a manager get from his work? Of course, there are always the letter and credit after managing three seasons, and the advantages, like getting into the games free. I think it probably goes deeper than that. Not every boy who wants to can be in Varsity sports. These guys are just doing the next best thing by staying as close to the scene as they can.

I think that the coaches will agree, they do a pretty good job, too.



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Soccer team to face North St. Paul tonite

by Dave Black

Ramsey's soccer team faces North St. Paul here this afternoon in another important clash to determine whether the Rams will be able to successfully defend their 1968 Suburban Conference championship. Game time is 3:30.

Stung by an early defeat at the hands of White Bear Lake, 2-1, Ramsey has bounced back to win all its matches since then. (See late scores for results of last week's crucial rematch with the Bears.)

The loss was the first for the Rams since late in the 1967 season, when they were conquered by (guess who?) the same Bears, also by 2-1. Last year, they were undefeated, named unofficial state champions in at least one poll.

Coach Marc Brottem's crew rebounded to defeat North St. Paul, 3-1, on September 24. Seniors Paul Tegenfeldt (team captain) and Mark Fitzsimmons gave the Rams a 2-0 advantage at the half. The Polars came back with one in the second half, which was countered by Tim Carlin, also a senior, for Ramsey.

Rams vs. Kellogg

The next match was here with arch-rival Kellogg, and a record number of students stayed after school to watch. They weren't disappointed, as the Blue and White got two quick goals in the first half, then hung on to win, 2-0.

Carlin and senior Dave Paulus supplied the scoring, but the real stars were the defensemen. "It was our best defensive game," the coach commented later. Leading the effort were junior goalie Dave Bonestroo, who has done a "good job" throughout, and senior fullbacks Dale Ahrens and Bill Gorton.

"The offense was great," Brottem remarked, referring to the Rams' next game at South St. Paul. The team shut out the Pack, 5-0, as Tegenfeldt got a three-goal "hat trick" to break out of a personal scoring slump. He scored 13 goals to lead the league last year.

Paulus and senior Chris Olson added the other scores. The win gave Ramsey a 4-1 record on the season, keeping pace with White Bear.

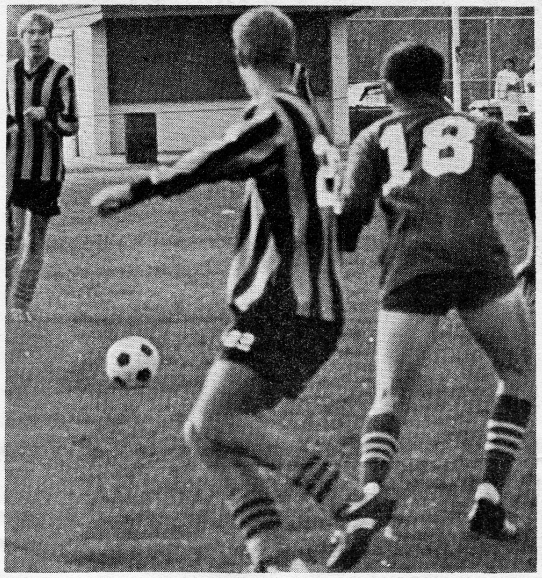
Rams vs. M.V.

The contest with Mounds View two weeks ago was, for nearly everyone involved, the worst performance of the year. Tegenfeldt and Olson got the lead with two quick scores near the end of the first half, even though the home team was battling a 20 m.p.h. headwind.

The second half, which should have been a breeze, wasn't. The Mustangs kicked a shot past Bonestroo midway in the half to narrow the margin to 2-1. Meanwhile, the Ram offense was sluggish, and the defense was having troubles in clearing the ball out of its own zone.

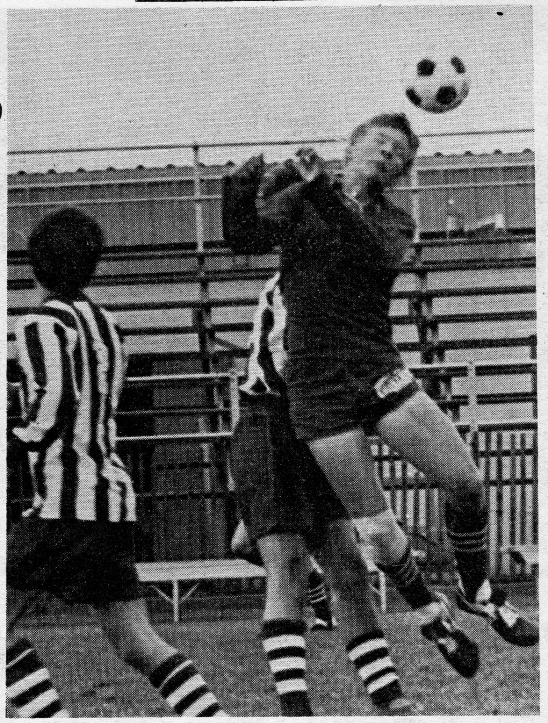
But the Rams still won, to keep the pressure on the Bears.

Two more matches after today's game close out the 1969 season in an extremely well-balanced Suburban Conference. The team travels to Kellogg Wednesday, and closes at home a week from Wednesday against South St. Paul. Both games start at 3:30.



Senior Bill Gorton sets to attack the ball in a game with Kellogg.

PHOTO BRUCE CHRISTOFERSON



Thinking man Paul Tegenfeldt, senior, once again uses his head.

PHOTO BRUCE CHRISTOFERSON

LATE SCORES

Football

Ramsey 14, St. Paul Park 6

Mounds View 21, Ramsey 0

Irondale 8, Ramsey 7

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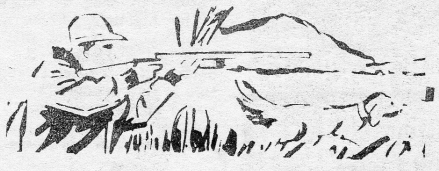

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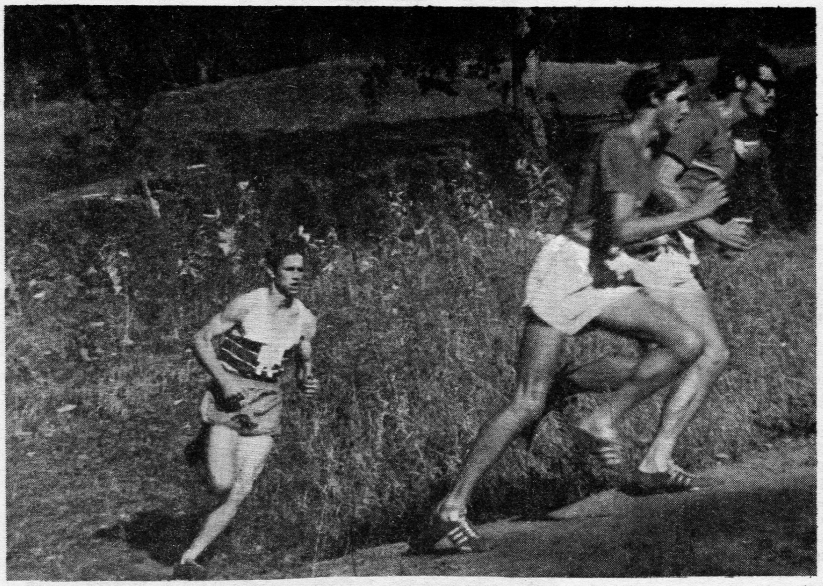
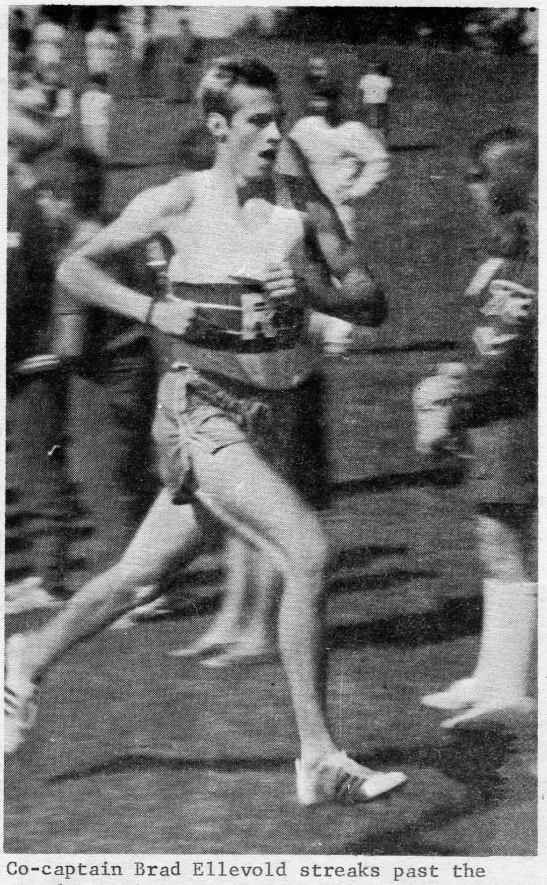


Craig Granse, Suburban Conference champion, chases Dan and Dave Lyndgaard of New Richland in the Mankato Invitational.

PHOTO BOB CHRISTENSEN



Co-captain Brad Ellevold streaks past the crowds at the Mankato Invitational.

PHOTO BOB CHRISTENSEN

Suburban Conference Champions

CC - men eye Region contest

by Dave Black

Ramsey's cross country team won the Suburban Conference championship, October 9, in one of the great upsets in recent league history. Heavily favored White Bear Lake and top contender North St. Paul went down to a whopping defeat. Many of the Rams ran their best time ever, despite having to battle a furious wind on many parts of the three-mile Goodrich course.

Complete results follow:

RAMSEY	51	So. St. Paul	194
White Bear Lake	70	Hastings	226
No.St. Paul	82	Anoka	232
Col.Heights	142	Irondale	286
Mounds View	171	Sibley	396
Kellogg	189	Stillwater	453
Coon Rapids	190		

The Rams were led by senior co-captains Craig Granse, who also captured individual honors, and Brad Ellevold, who took an amazing second. Mark Nelsen came in eleventh, with Tom Flaherty close behind in 13th position. Phil Houde finished a surprising 24th to clinch the victory.

The 130 multi-colored runners started into the teeth of the 30-40 m.p.h. wind. A group of 8-10 runners took the lead along the first big straightaway, but the diminutive Granse took off at the first turn, never to be headed. He widened his lead to 30 yards at the mile mark, then to 60 after two miles.

Ellevold was running fourth at the mile, close to second place. Meanwhile, Nelsen and Flaherty battled for 17th and 18th, with Houde close behind.

Guy Johnson, senior, who has run very well all year, didn't have one of his better days, but he was running close to Mark, Tom and Phil after a mile.

By the time the athletes had completed the second mile, Ellevold had moved into second place. Nelsen overtook six tiring harriers to gain 11th, and Flaherty passed five, moving into 13th. Houde dropped back several places, but was still running better than he had in more than a month.

While Granse came in far in front (wearing a brand-new STP sticker), the other Rams battled for their positions. Ellevold gained slightly on Craig, but still finished 50 yards behind, although he improved on his previous best time by a big 17 seconds. Nelsen and Flaherty also held their places, Tom just failing to overtake North St. Paul's Mark Swanson.

But five men are needed to win a CC meet, and Phil Houde took the fifth spot, just behind WBL's Dave Cadry, who had been among the top ten conference runners all year.

The win was the 13th for Coach Paul Busch's crew in the 15 years the meet has been run.

Harriers cop District 14

Craig Granse took an overwhelming victory and Brad Ellevold came in third to lead Ramsey's cross country team to the District 14 championship and a spot in this Thursday's Region IV meet.

The gun goes off at 4:00 p.m. at Goodrich Golf Course, with the top two teams advancing to the 27th annual State Meet, to be held November 1 at University Golf Course.

The combination of Granse (15:02) first, "Ellie" (15:14) third, Tom Flaherty (15:36) seventh, Mark Nelsen (15:47) fifteenth, and Guy Johnson (16:19) twenty-fifth gave the Rams 51 points, and a five-point victory over White Bear Lake, with North St. Paul third. Five teams from other districts will compete with these three on Thursday.

Trucks 'ball' up Phy. Ed. Dept.

by Marge Charmoli

Construction trucks have set the athletic department to bawling. (Or is it balling?)

This has presented the athletic department with other problems, too.

Since school started three soccer balls have rolled to a "smashing" finish under the mighty wheels of truck drivers.

Though the athletic department will quickly tell you it's no laughing matter (balls cost $18 a piece,) the department is open for a wave of ball jokes.

One example might be: 'Q. "What did one soccer ball say to the other?" 'A. "Get your fake I.D. card. We're gonna' get smashed today."

A more immediate problem is the disposal of these useless balls. Perhaps funerals would be in order, with three girl's athletic teachers and three coaches serving as "ball-bearers."

At the graveside rites the "ballbearers" can throw dirt on the balls and chant:

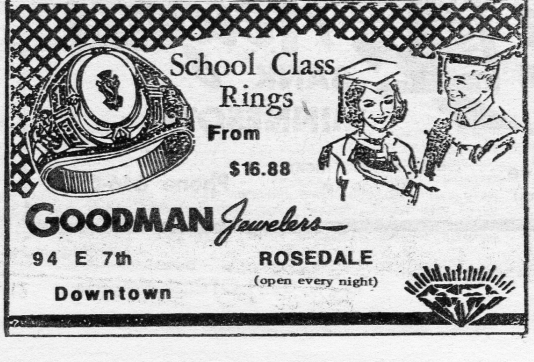
"Smashes to smashes,
Dust to dust,
If the trucks don't hit them,
The graters must."

Of course it's nice to know what can be done if more balls get smashed. But how can we prevent this?

Someone could go and inform the truck drivers of what they are doing. More than likely they'd retort, "Ball-loney, we are!"

Perhaps the best solution to that would be for the Student Council to initiate a "Ball-leave it or not" week. Classes could compete towards raising funds for a "save that ball" campaign. The winning class would be awarded a smashed ball in remembrance of their service to good ole Ramsey.

The highlight of the week would be a lyceum with the principal addressing the students. "Now pee-pul, remember this is your school. Those little round objects ball-long to you so take care of them, please."



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