

BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

Volume. 17 No. 11 Roseville, Minn. 55113 Friday, April 17, 1970

Pollution Teach In:

Dealing with the problem of clean-up.

ALSO THIS EDITION

Holman goes nude

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Abilene, Ramsey exchange

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Kellogg student seeks theatre career

The curtain rises page 11



Art by Diana Vance

BP editorial/opinion forum



2001: an environmental travesty

board negotiations

The teacher Board negotiations are over . . . bravo. There will be no walk outs, no withholding action.

No cliches about the letter of the law, and no cute picket signs. There will be no opportunity for demogogues to run the students ragged.

In general there will be none of the hogwash that many people last fall rationalized to being "The most relevent education the students will get all year." Yes, it is in deed a sorry situation for all the students wishing for a rallying point.

However, it is best for all concerned if the negotiations are not something which splits schools, and indeed classrooms in two while creating ill feeling between teacher and students which lasts much longer than the negotiations.

This year the issues were naturally different, than last year, whether more or less crucial it is hard to say.

In the previous negotiations, a new law and the new experience of negotiating moved the talks to the breaking point.

We commend the School Board and the Teacher's Council for their business like attitude in the recent talks. We also feel that a wise decision was made in keeping the political manuvers out of the picture.

Furthermore it was an even wiser and more commendable decision to keep the students away from the fray.

BLUEPRINT STUDENT FORUM

dave hearding's illogic?

Concerning your editorial be Mr. David Hearding on page three of your April third edition of Blueprint.

As a former debater, Mr. Hearding appears to have lost some of his former polish. While the headline of his article called for logic and reason, he makes the cardinal error of self-contradiction. Coupling this with an often lost or misplaced logic and reasoning, Mr. Hearding abandons his debate tactics for the security of the opinions and ideals of the status quo.

Mr. Hearding advises that "Man is selfish! He is imperfect. . .and he will always be that way! Accept that fact and quit beating your head against the wall. . ."

In my opinion, youth must continue to beat its head against the brickwall of society with the energy of idealism. Only if youth beats its head long and hard enough will the archaic, cracked, decrepit, and eroded bricks fall.

As an alternative to beating their heads, Hearding suggests that youth "try to live the idealistic life within..." itself.

The results of this would be, as I see it, twofold. Youth would be a mass of hypocritical, inner-directed social products. Hypocritical because the idealism would be only "within yourself," while outside we would accept Mr. Hearding's pessimistic, self-defeating attitude toward a hopeless mankind. Because the idealism would be strictly inner-directed, society would lack the vital conflict of idealism and realism, which produces change.

Mr. Hearding suggests we do our "own thinking," at the same time his advice is to agree to "advice from the elder generation."

Youth must remain outwardly idealist, only then can we prevent the stagnation of society.

Pat Scully
junior

effective s. c.

I have heard so much from the students about the ineffective Student Council. This has got me to thinking about the whole situation.

One has got to look at the Council in respect to the students, the representatives and the officers. It is easy to look at the president and vice-president and say that they are ineffective, but when you take a good look, not just a glance, but a good look at the representatives, one can easily see where and when the Council becomes ineffective.

The classes are even a different story. It is more or less a game of "post office." What happens at a Council meeting is told differently to the class, which may be the result of min-interpretation and not paying attention.

when one looks at the Student Council in all its aspects, it is being effective, especially with what it has to work with.

Harold Akaki
senior

Holman's Heroes

by Jeff Holman



THE NUDE RAMSEY

Ever since the coming of spring, I have felt very strongly that the only way to really improve this school is to undress it.

Let us shed our doubts, fears, and inhibitions. Let us shed our clothing.

Nudity in school would bring the student body closer together. Students could see each other as they really are. The results would be educational, stimulating, and reveiling.

Sex-education courses would be easier to teach, if not unnecessary. It would be a boon to biology. The drama department could stage "Hair" as the next spring play.

Of course, there might be some people afraid to face the naked truth, but Ramsey could eventually accept it's nudity, even if it were to blush a little at first.

It would give a boost to our athletic department. It would take less time to dress in the locker rooms. Our football players might be at a disadvantage without all that protective equipment, but this might be compensated for by our cheerleaders, who would hopelessly distract the other team.

Students would not spend hundreds dollars to keep up with the latest styles. There would be only one beautiful style. . .the human body, in all its glorious variations. We would be more honest, more open about ourselves and each other.

Ramsey High would gain a reputation unique and innovative. A citizen with a good telescope could spot a Ramsey student walking home a mile away. Ah, but would the community object?

Concerned citizen: "Hello, Ramsey High School? I was standing in front of my house this morning, and I counted 127 naked students walking across Highway 36."

Student answering phone: "My, you must have stood there for a long time. You say that students were crossing in the middle of the highway?"

Concerned: "Yes! But. . .they didn't have any clothes on!"

Student: "Well, they weren't supposed to take their clothes off until they were in the building, but it's such a hot day, isn't it?"

Concerned: "Young lady! This is teaching decadence, smut, filth, and dirt! The world is perverted!"

Student: "I should say so. But what did you say was dirty?"

Concerned: "Why , naked people, of course."

Student: "My body isn't dirty. If you think your body is dirty, why don't you take a bath?"

Concerned: "Then I'd have to take my clothes off. And what if my wife saw me? Hey--what has happened to Ramsey, anyway?"

Student: "Well, there are fewer unwed mothers, fewer students seeing psychiatrists, fewer students dropping out of school. . ."

Even though it is obvious that nudity would be fun and educational, let's face it--it might not be healthy. The school board probably wouldn't spend enough money to heat the place. We'd all catch cold.

BLUEPRINT

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Forum wages war on pollution

by Andi DeWahl

Pollution experts say the end is near. In answer to the growing concern over the pollution of our environment, Ramsey has scheduled a pollution forum for Tuesday, April 21.

The idea of having a forum was brought up by the Suburban Student Council after National Pollution Day had been declared for Wednesday, April 22. The original plan was to have a number of schools participate in a forum held at Aldrich Arena, but when this idea fell through, it was decided that each school should hold its own forum.

Ramsey's forum is being organized by the Joint Student-Faculty Relations Committee, headed by junior Katie Turnball. Katie revealed that our forum was planned for April 21, because most of the good speakers were tied up on the 22. An additional reason for choosing the day before the national observance was the program being offered by the University of Minnesota on Wednesday, which Ramsey's pollution committee encourages students to go to.

Ramsey's forum will contain an assembly during which a speaker will talk about the problems of pollution and overpopulation. Following the lyceum, from 9:30 to 11:30, students will have four, half-hour periods in which they can listen to various speakers. Some of the speakers scheduled for this time are Robert T. Smith, columnist for the Minneapolis Tribune; George Rice, WCCO news; and Jean Levander King, Governor Levander's daughter. In addition there will also be speakers from Population Zero, a national "save our environment" organization.. A demonstration of a car that runs on Propane will also be provided.. Another speaker talking on transportation, and a forty-five minute film will also be on hand.

At 11:30, students will report to their fourth hour class, and eat on schedule. From 1:00 to 2:30, discusson groups will be organized. In conclusion, from 2:30 to 3:30, a "multi-media presentation" will be given in assembly form to the student body.

The financial cost according to Katie, will run around $300. The committee received $100 from the activity fund. In an effort to raise the remaining $200, students have gone around to several business in the area asking for donations.

As a follow-up to the forum, Katie would like to see the 'clean-up campaign' begun. She would also like to see students involve their parents in the idea of banning backyard burning.



Buttons pierce pollution problem

—CENSORSHIP—
Mini control turns maxi

by Sue Amos

How much control of the mini-courses do students have?

At the start of the mini-courses the Student Council Mini-Course Committee got together and discussed ideas for possible mini-courses. They took their ideas to Robert Emahiser, activity co-ordinator, who in turn took them to Dale Schneiderhan, intern, to be okayed.

"At first we had little trouble and were able to go through with most of our ideas," said Peggy Stevenson, junior, who is chairman of the Student Council Faculty-Student Relations Committee.

"Mr. Schneiderhan was our advisor, not our censor," continued Peggy. "He would let us know if he thought we might have trouble with a program and we would even it out so that it was acceptable."

There were no written guidlines at the start of the mini-courses, but a need for them was brought to a head by David Pence coming to speak at Ramsey. However, he was not here as a mini-course.

"Rules not written down are easier to change but when they are written down you know what you are up against," stated Richard St. Germain, associate principal, at the April 1 mini-course meeting.

Now guidelines for fifth hour activities have been set up. They are for mini-courses and other fifth hour programs. These guidelines will help prevent another incident like the one which resulted from David Pence.

1. No language will be used that is offensive to community standards.
2. Speaker's presentation will not physically endanger students.
3. A speaker must conduct his presentation in a manner that reflects the moral values of the community.
4. Parents are invited to attend all mini-course programs.
5. Speaker must allow at least 10 minutes at the end of his talk for questions or discussion by those who attended the course.
6. Attendance will be completely voluntary for all courses and sessions.
7. Admission to mini-courses will be by ticket only. This applies to all persons who may attend a course.
8. A committee of three students (the student sponsor, student council mini-course chairman, Student Council Faculty-Student Relations Committee chairman), two teachers (faculty sponsor of mini-course and activity coordinator) and one administrator will be formed. The purpose of this committee will be to evaluate and make recommendations before and after the presentation.
9. All prospective speakers must submit an outline of material and methods to be used. The committee will notify speaker of his acceptance within one week after the outline is submitted.
10. If after any session the committee majority finds that the speaker has violated these guidelines, he will be informed of what corrections must be made for his next presentation. If the committee finds that the guidelines have been violated for that presentation, the course will be cancelled.

"These guidelines were set up after bouncing ideas off of a lot of people," said Schneiderhan, "if they don't work we will have to change them. They are not meant to be very rigid and restrictive, but to be a means of having some control." Scheinderhan continued.

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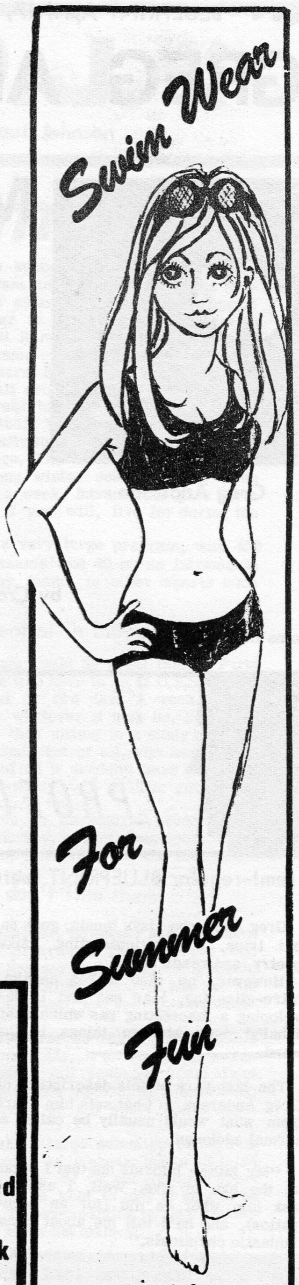

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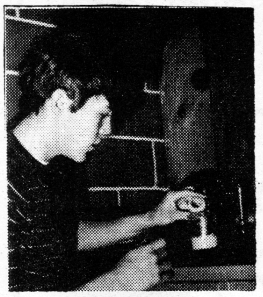
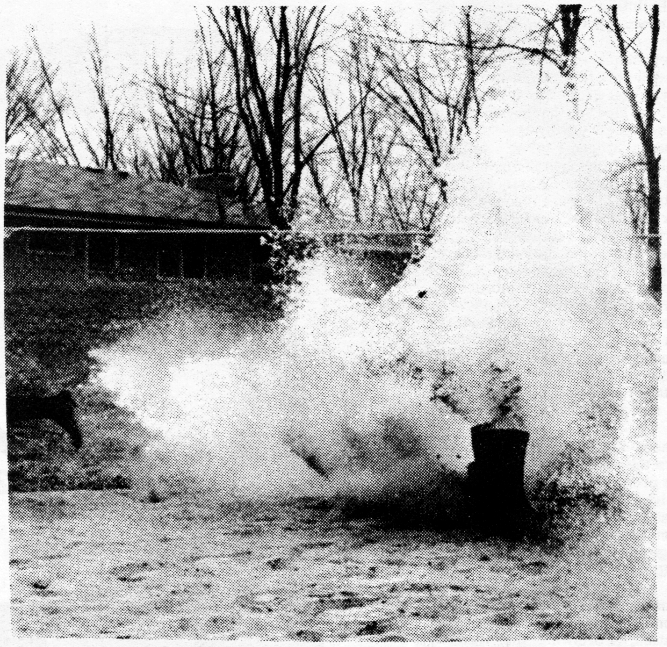


Greg Anderson

Man or Beast (or both)?

by Craig Eckert

photos fred wolf



"A picture of a good blast"

PROFILE

(a semi-regular BLUEPRINT feature)

Greg Anderson plays tennis, goes on ski trips, writes interesting Haiku poetry, and reads books.

However, he also makes napalm, nitro-glicerine, tear gas and is developing a fascinating gas which when inhaled does strange things to the mind.

The last part of this description of Greg Anderson is what sets him apart from what would usually be called a normal adolesent.

"My father informs me that I began at the age of five. Well, I used to ask him what he did (for an occupation), and he'd tell me about these fantastic chemicals."

"And then he brought home, oh, I don't know when I was about eight or nine he brought home my first chemistry book."

Greg's father works for Litton Industries which at that time was interested in Chemical and Biological Warfare defenses.

Greg is currently working on a nitrator which is used for nitrating glycerine, of toluene, which are useful in making nitro-glicerine and TNT.

Admittedly his fascination with explosives and other types of chemicals, not necessarily condusive to human life, is just a little unusual, but as Greg explains,

"Explosives do more than sit on the shelf."

"You can take them out in the field and play with them."

"It is more of a feeling that you've arrived at something, instead of something just worthless."

"Making something like salt or something, you don't get any results it just sits there and you look at it."

Greg considers his success in the chemical field as being the times he synthesised TNT, TNX, PTN. Says Greg," That's pentaerythritol tetranitrate if you wanna write that down, but its easier to abbreviate things."

The young scientist went on to explain that

He had developed "All sorts of flash powders, and gun powders, and little bombs. . . and big bombs for that matter."

Why didn't he try to make things like record players and things?

"Well, I've tried those too, you know rockets and hand grenades, they're fun, but of course that's more the mechanical aspect. I'm more involved now in the chemical aspect."

Talking with him compares with facing a somewhat overzealous weapons tester at an ordinence plant as he goes on to talk about his other fields of endeavors.

"Of course then there's the smoke field, you know different types of smoke bombs. The tear gas area, oh, I've made six or seven types of tear gas, MACE."

When asked what he did with them, he joked

"Oh, I try 'em on cats."

Later, however, he denied ever harming an animal and said if he really wanted to test them he did so on himself.

"And then there's the field of ahh . . . what others fields are there Grant (Blank)?" Grant is Greg's sometime cohort in his apparent plot to puzzle the world.

"Incindiaries, thermites, and things like that."

"I happened to try my World War II style smoke bomb in the garage once, and it happened to leak through the attic and entered the house. The little catch is that these smokes don't disdipate for about 48-60 hours afterward, and we had eight blowers in the house, and the windows and doors trying to get the smoke out."

"We also got a fine deposit of zinc chloride on all the furniture."

"Oh I've tried thermite bombs on our driveway which unfortunatly is asphalt, we had a one foot puddle of molten asphalt after I got done."

Greg doesn't consider himself fasinated by destruction even though he does deal with its tools,

"They're just exciting, I think most people enjoy a picture of a good blast."

His laboratory is stocked "with all sorts of chemicals and glassware and junk, it resembles a real laboratory." He estimates that the worth of the laboratory to be above $2000.

In his time, Greg has had some interesting incidents with his neighbors, who, by now, tend to keep their eyes open for his antics.

"That World War II smoke bomb in the garage was leaking out the corners and windows, and someone was going to call the fire department because they thought our house was on fire, so we had to quick go over and tell them and we were running all over the neighborhood telling everyone not to call the Fire Department because it wasn't really any fire. It was just me."

"I put a lot of smoke in peoples yards, nothing dangerous to speak of, except one time. . .

I launched a Hydrogen balloon and I had a time detonator on it to blow it up a couple thousand feet up, but it landed in a neighbor's tree, and it blew up right in the tree and it was about a ten foot ball of fire, but luckily it had just rained and it didn't catch on fire."

His neighbors may have in the past been in relative safety since now he is working on a radio controled airplanes designed to drop three or four pounds of blasting jell.

Greg confesses that his mother is somewhat disturbed at what he makes down in the basement, "She doesn't like my smells, you see I've succeeded in synthesizing the smell of a skunk, onions, garlic. . ."

"My dad keeps telling me to be careful of course. I'm always kidding my dad that he's going to write on my epitaph, 'He wasn't careful.'"

"I was worried about accidents, but I try to do everything with the greatest of care, that's were a good background of chemistry comes in.

"Any old clown can go out and make something like nitro-glycerine, but there's very few of those clowns that will survive"

When asked if he credited any of his success to the science program in the Roseville Schools, Greg answered, "No, none what so ever."

"The teachers out here are basically not interested in organic chemistry. Our Chemistry courses have don't get too involved with chemistry as it applies to the world or actual production. They are more interested in the atomic basis."

He explained that the basics which Ramsey teaches are important to the chemist, but he says he had learned most of it by eighth or ninth grade.

Greg recently attended science recognition day at the 3M corporation. It is an event for outstandingly motivated students in the field of science.

The subject came about to how easy Ramsey would be to incapacitate through the use of tear, nausea, smoke, and the other incapacitation gases passing through the duct work. He also mentioned a new gas which he is still trying to find the formula for.

It is a halucinagenic has which is one thousand times as powerful as LSD.

It is now being developed by the army and Greg calls it "a human means of warfare."

"Hippies would love it, too." mused Greg. "Hippies would enlist. It is good stuff though."

It would be great to use on banks. It would be fantastic to go into a bank and see everybody sitting there stoned, you walk in and remove the money."

Greg is vitally interested in working for Dupont in their explosives division, therefore many of the campus disturbances which prohibit such companies from coming on campus to recruit bother him.

"The main hang-up I have with the radicals is their emotionalism, they associate our industry with the war in Vietnam which they associate with hate, so they immediately want to destroy the industry without givng any second thoughts to what was good about the industry."

"They don't have the brains and the guts to build on the country so they figure the easiest way is to tear it down."

Greg has some theories on how he would like to pass into the great beyond. One would be to be pushed from an airplane by Al Mundy, a television character, best described as a thief and Greg's idol. The second is to go by hugging an atomic bomb as it explodes, "I've always wondered what it would be like to grab an atomic bomb when everything is vaporized, I wonder what you'd feel."

He claims to have once had a dream of being encased in a ten by ten block of TNT. "It compressed me to a ball about the size of a pinhead."

The neighbors really don't have to worry about Greg anymore, at least in terms of blowing up their houses. It seems that he's stumbled on to this laser. . .

Abilene, Ramsey exchange. . .

The following story is an interview with Linda Kampff who attended Abilene High School from Ramsey.

How is the school itself built compared to Ramsey?

It's a lot smaller than ours. The gymnasium isn't quite as big - almost though. But there's kind of like one wing of Ramsey is like their whole school. It's got like classes on top of each other on two levels - and that's kind of it. And then they've got certain halls that go out certain classrooms.

What is the relationship like between students and teachers?

Student-teacher relationships are more personal. There aren't so many kids for the teacher to remember and it seems like there's more time. It's a more relaxed atmosphere between the teachers and the students.

I think the relaxed atmosphere is beneficial, I don't know but it didn't seem like anyone was complaining about their teachers too much. And they all got on really well, most of them did.

Do you have any comments about the curriculum?

We have more variety, a lot more classes to choose from like in our science department you've got a choice of applied chemistry or general chemistry. Down there it's just chemistry.

And in the English department you've got just honors English for seniors and there's ways of getting out of that by taking journalism and speech.

Here we've got a choice of World Lit or English 12. And down there they have a vocational school and in there they have a highly developed mechanics department and they take apart cars and jeeps and tractors and all kinds of things. It was interesting.

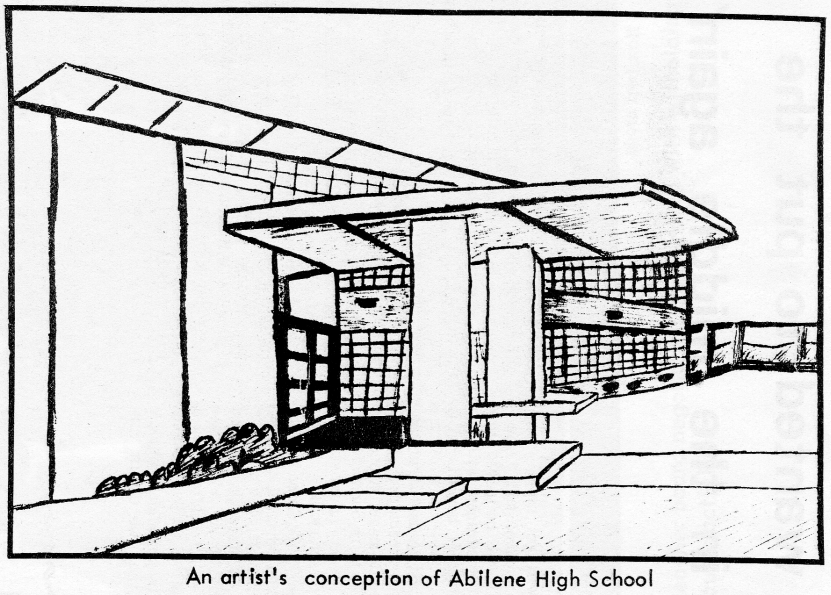
And they've got a carpentry class where there's five or six boys that build a cabin or a small house during the school year (the house is later sold).

What value was exchange, was there any?

I think we should do the exchange again, because it was a great experience for both Tim and I. We, ourselves, really got a lot out of it. We did do a lot of things for them down there. And maybe next year we could go to a school that is really different from ours, that we have time to look into, and that would really benefit us. But for beginning the exchange I think this was really something great to do because maybe next year we can iron out the problems that we had with it this year and be more organized.

Do you see the exchange as more beneficial to the other school?

This year yes, but in the future I think we can find more schools with a different educational system than Ramsey's and we'll see how they work.



An artist's conception of Abilene High School

. . . Students and ideas

by Craig Eckert

Anne Morse and Paul Hettenback arrived here in the Twin Cities on April 4, for a two week stay as the second phase of the Roseville-Abilene exchange program.

Abilene is a town of about 8,000 so the contrast is a factor since Roseville alone is about 30,000.

Anne and Paul seem pretty much agreed that Ramsey is much bigger and more differing in curriculum than their high school, which has a population of about 600.

"The people here aren't really very much harder to meet than in Abilene, but there's so many more that it's hard to remember names," said Paul.

An apparent difference between Abilene and Ramsey seems to be the way the classes are conducted.

Paul commented that he felt the teachers here are not as strict in the classroom as the teachers in Abilene.

"In Abilene the teacher will like tell you to sit-up and listen." observed Paul.

He went on to say that he prefered the more strict attitude in Abilene because he felt he could learn more if the classroom was in that ridged atmosphere. Anne, however, didn't exactly agree with Paul in that aspect. She apparently, at least tempararily, enjoys the more open atmosphere of the classes at Ramsey.

Paul is the president of the Abilene student council and Anne is the secretary. They both agree that their council doesn't have the powers that they would like.

Not unlike Ramsey's governmental body, they openly admit that they do not feel their student council has put through any major types of legislation in recent times.

The Abilene exchange program has been going on for the last nine years, in which time they have exchanged with schools in states including; Washington, New York, New Mexico, and Florida.

The two students from Abilene are sanctioned by their student council, but are financially sponsored by various civic groups in the Abilene area.

In exchange for the sponsorship, Paul and Anne will speak to these civic groups when they return home.

ATTITUDES POLLED

Abilene, Ramsey— clash, agree

conducted by Tim Heil

Ramsey and Abilene have a number of remarkable similarities and odd differences. Surprisingly enough, 25% of Ramsey students believe we should have a dress code and only 10% of Abilenites do. This may be because Abilene has a very strict dress code.

Abilene came out more liberal on issues of social life. More students dated, marriage was proposed at an earlier age, and more students had a job at Abilene.

Smoking, drinking, and drugs were radically different between the two schools. Fifty per cent more Ramsey students smoke than at Abilene and twice as many Abilenites drink as Ramsey students.

Do you have a job?
Abilene 70% do Ramsey 50% do

Do you plan on college after high school?
Abilene 60% yes Ramsey 95% yes

Do you believe your school is adequately preparing you for college?
Abilene 45% yes Ramsey 45% yes

Do you drive to school?
Abilene 60% yes Ramsey 15% yes

Do you believe athletics is an asset to high school?
Abilene 85% yes Ramsey 80% yes

Do you support sports in your school?
Abilene 60% yes Ramsey 60% yes

Do you feel your student council is effective?
Abilene 25% yes Ramsey 5% yes

Can you communicate with your
Abilene 80% can Ramsey 95% can

Do you believe in premarital sex?
Abilene 50% yes Ramsey 50% yes

Do you like long hair on boys?
Abilene 75% yes Ramsey 50% yes

Should marijuana be legalized?
Abilene 30% yes Ramsey 30% yes

Have you ever used a drug?
Abilene 20% yes Ramsey 25% yes

Do you smoke?
Abilene 50% do Ramsey 75% do

Do your parents?
Abilene 75% do Ramsey 50% do

Do you drink alcoholic beverages?
Abilene 80% do Ramsey 40% do

Do you date?
Abilene 90% do Ramsey 85% do

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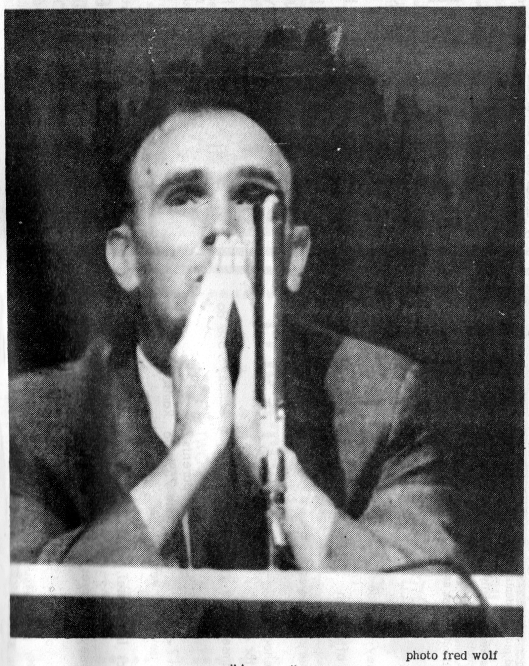
623 settles negotiations

"No one wanted to put the students in the middle again"



"Amen."

photo fred wolf

Representatives of the School Board and the teachers of District 623 agreed on a salary schedule for the 1970-71 school year.

A settlement was reached on March 24, 1970, at 4:30 AM and approved, the next day by an overwhelming majority of the teachers. John Rose, Vice-chairman of the Teacher's Council, estimated that there were no more than, "25 disenting votes out of the more than 300 teachers voting."

The settlement itself raises the salary of a beginning teacher with a B.A. degree to $7,475 up $475. A teacher with a M.A. and 12 or more years of experience will earn $15,399 up $979 and a teacher with a Doctor's degree can earn a maximum of $16,595 up $1,055.

The settlement also included an increase in various fringe benefits, elementary teachers will get more preparation time, High school and Junior high coaches salaries will be increased, Health and Hospital insurance will be offered, and several other benefits will also be increased.

In a marked contrast to the disruption and disagreement that accompanied the '69--'70 salary schedule negotiations, the negotiations this year were conducted in an atmosphere of calm and mutual search for an equitable salary schedule.

Dr. Lloyd Nielson, superintendant of district 623, explained why; "Last year we used the labor-management model of salary negotiations. . .The teachers asked for a 33% raise so the board had to come up with something equally ridiculous; it countered with an offer of a 1% increased."

"We found out this just didn't work," he said, "So this year we did it differently. . .We first exchanged data and discussed and contested each other's data. Then each side brought in different salary ranges and fringe benefits. . .By March 25, the board was at $7,425 and the teachers were at $7,,550."

"This year both sides acted responsibly and resaonably," Nielson continued, ". . . and I think they demonstrated the matter can be carried out with a minimum of dissatisfaction and conflict."

Rose agreed, when he stated, "I think to act in a manner that would. . . rebuild both groups wanted to show they had responsible leadership. They felt they had their prestige in the community and ,of course, no one wanted to put the students in the middle again."

Value of law questioned

The Minnesota law governing relationships of School Board and Teacher Organizations, passed in 1967 has proved to be "not of much value" according to Robert Bell, State representative from 49B in view of last year's negotiations.

Bell feels that there was a lot of disatisfaction in the way the negotiations went and the resulting strike.

The law provided for the following

5. Prior to March first either party may request an adjustment panel, (made-up of one board representative and one teacher representative along with a third neutral member) if any matter regarding economic aspects has not been agreed upon.

6. If the results of the Adjustment Panel are not satisfactory to either party by April first, a hearing may be requested.

7. Within 15 days of the hearing, the Panel shall report its finding to each of

BURNSVILLE, STILLWATER

Districts propose merit pay

In at least two districts this year, Stillwater and Burnsville, experiments and research are under way to study the question of "merit pay."

Merit pay is in essence more pay for better than average teachers.

Burnsville teachers agreed with the board's proposal of a new approach to teacher pay. They did not however, agree with the board's specific proposal.

In Stillwater, the teachers contract settlement arrived at included $20,000 for a career teacher merit program.

It is planned that the teachers will help determine who merits extra pay.

The primary concern held by Burnsville district residents is that any form of merit pay might evolve into a system of punishment rather than reward for exceptional teachers.

The argument goes that the "apple polisher" teacher who never causes the board and administration trouble might get the extra pay while the exceptional teacher who occasionally might "make waves," would be penalized.

The Burnsville board estimates that the change will ultimately take two years to enact. Teachers who initiated a committee study of the board proposal say it may take longer.

The Burnsville board has also proposed adding teacher competency to the traditional reasons for raises, education and experience.

There is some legal red tape to be cut first. Superintendant Robert L. Miller said the fact that teachers after attaining tenure are traditionally on a continuing contract "maybe where the law is going to catch us.""

For example, a career teacher may merit extra pay one year and then go into a slump the next year. Under a continuing contract. "what has been given, cannot be taken away."

processes:

1. Recognition of teachers organizations by the Board upon application prior to October 31.

2. Naming of apportioned members to five member Teacher Council by Oct. 31 by teacher organizations.

3. Teacher Council organizes itself by November 10.

4. Board's committee meet and confer at reasonable times with Teacher's Council in an effort to reach agreement on economic aspects of employment, and to exchange views and information with respect to other matters.

the parties and to the Commissioner of Education.

There was a disagreement last fall when Charles McCarty, presently a mayoral candidate in St. Paul, revealed that he felt the members of the Adjustment Panel's were being paid too much.

He was referring particularly to the St. Paul School district.

The statue referring to this point states that Adjustment Panel members "should be paid their expenses." As Bell pointed out, the disagreement arose over how their expenses were determined.

Salary scales vary

The following list gives districts in which formal or tentative salary agreement with teachers had been reached.

Hastings 200	7,200	8,100	8,900
	11,640	13,980	14,780
	(12 steps)		

(Tentative agreement based on teacher proposal. Top pay is for educational specialist.)

St. Anthony 282	7,450	8,500	
	11,400	15,200	16,000
	(10 steps)	(12 steps)	

(Master's plus 45 top pay.)

South St. Paul 6	7,400	8,300	8,750
	13,228	15,023	15,838
	(10 years)	(10 years)	(10 years)

(Master's plus 45 for top pay. In addition, full-paid teacher income protection and an additional $500 for doctorate degree teachers or specialists.)

West St. Paul 197	7,425	8,316	8,762
	11,583	15,072	15,815
	(12 years)	(12 years)	(12 years)

(Master's plus 60 for top pay.)

Stillwater 834	7,400	8,140	
	14,800	14,800	15,760
	(14 years)	(14 years)	(14 years)

(Master's plus 60 for top pay. Settlement included $20,000 package for career teacher merit pay.)

NSP-Maplewood	7,450	8,568	9,685
	12,367	15,049	16,986
	(12 years)		

(Master's plus 60 credits for top pay.)

Reminisings of yester year

The stormy 1969-70 teacher salary negotiations that culminated last September in student walk-outs all began in November 1968.

In addition to raises in salary, the teachers wanted added benefits in leaves of absence, sabbatical leaves, and changes in the pay scale for experienced teachers.

"There was definitely pessimistic character about the talks. They were very destructive of morale," reflected Rosselit. He feels they became more difficult after other parties, such as lawyers were added.

By February of last year it was apparent that progress was not being made and long, hard negotiations were ahead.

By the end of that month, the possibility of teacher strikes, though very remote, had been discussed by some people.

State law provided that if agreement was not reached by March 20, an adjustment panel would be set up, composed of a teacher's representative, a school board representative, and a neutral member agreed on by both.

In April, the panel put out a report recommending a higher salary schedule, but not high enough to please the teachers. Talle refused to sign the report, and state law made no provision for procedure if the report was not accepted.

Throughout the summer, informal meetings were held, but no progress was made.

The opening of school rolled around and no settlement had been made. The board stated that to re-open talks after the adjustment panel had made its report would be a weakening of the law.

To protest lack of talks, the teachers decided to withhold all extracurricular activities not specified in their contracts.

When this happened, the students became involved, saying action hurt their education.

On the night of September 11-13, a hearing was held at the district office where students, teachers, and others expressed their opinion. The next morning, a lyceum was held at Ramsey where Neilson and Bonkowske spoke to the students, but failed to quiet their complaints.

Shortly after the lyceum ended, a walk-out took place in which students stayed in the gym or milled around the halls.

Over the weekend, another walk-out was planned and held at Ramsey and Kellogg early on Monday, September 15. Most of the students returned to class before noon.

Later that week, teachers agreed to take on extracurricular activities again.

On September 22, the board made a pro- September 29 because it was not retroactive. The negotiations were finally over.



photo fred wolf

Last year's teacher board negotiations culminated with witholding of extracirricular activities

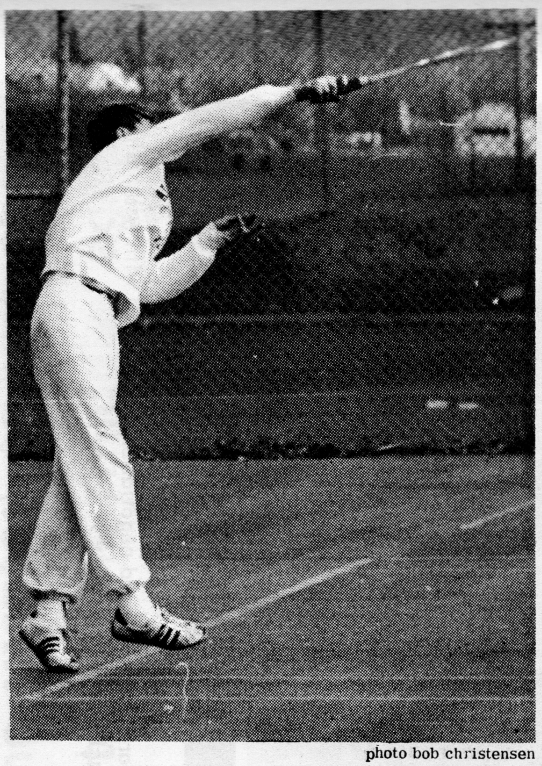


photo bob christensen

Ramsey's net team faces Hastings next Tuesday, 3:45 p.m. at Ramsey.

SOME COACHES VIEWS

What is a trackman?

by Dave Black

During the first day of the track season, head coach Kent Smith passed out two sheets to the squad, both entitled "What is a Trackman?" Portions of these anonymous writings are reprinted here in hope that they may give a better idea of what goes on in the sport, not only at the meets, but during the grueling daily practice sessions.

Between the innocence of boyhood and the dignity of manhood we find an intrepid creature called the trackman. Trackmen come in assortedweights,shapes, jersey colors, and insignia, but all have the same burning dirve: to compete every second of every event with every ounce of power and determination in their makeup.

"Trackmen are found everywhere: running, coasting, driving, jumping, vaulting, hurdling, putting, throwing, doing calesthenics,, passing competitors or breasting a tape. Teammates bump them, opponents push or spike them, students ignore them, officials disqualify them, kid brothers wonder at them, coaches criticize them, girls can't see them, mothers worry over them and fathers can't understand why they aren't out for football or basketball.

"He practices harder, works longer, and is bent on bringing recognition to his school. His performance is never a relative sort of value because it's always measured and recorded in black and white. He knows how good he is or isn't, but he's always trying to be a champion.

"Trackmen like days off, trips away from home, getting out of school early for a meet, running in nice weather, ttrophies, medals, records, and the pleasant feeling of doing something better than they've ever done before. They would rather no before. They would rather not run lots of wind sprints, or overdistance running; they aren't much for the wind,, rain, or cold, but lying in the sun is a most pleasant experiance.

"A trackman is a hard-working, untiring, determined kid doing the best he can for his school all by himself without the adulation of a crowd. And when you leave a stadium, or an arena, or read in your morning paper that your team did not win, and you feel upset that your school is not top dog, he can make you feel almighty ashamed with just four sincerely spoken words- 'We did our best.'"

Ramsey's trackmen have been working hard lately, especially since the weather turned warm, and the track became suitable for workouts. The team travels to St. Paul Park tomorrow morning for the first Cottage Grove Invitational meet, featuring many top schools and individuals from the metropolitan area.

Next week is an off week until Saturday, when the Burnsville Lions Relays will be held in Burnsville.

Ram golfers face Mounds View today

by Paul Johnson

Weather permitting, Ramsey's golf team, headed by Coach Dick Mraz will play Mounds View tonight, 4:00 p.m. at Midland Hills. Mounds View should prove to be a tough and tested team, losing only one out of five of last year's Suburban Conference championship team.

The Rams played White Bear Lake yesterday, April 16. The five starters in that meet were Morgan, Charlie Meyers, Vern Svac, Dan Carlson and Jim Stauff. The linkmen played the rank-determining qualifying rounds Monday and Tuesday at Gross golf course.

In the qualifying round, Morgan and Meyer tied with 80, Svac shot an 82, and Carlson and Stauff tied for fourth with 85 strokes. When asked about the performances in the qualifying round Morgan commented, "Considering the weather conditions (it was raining, snowing and cold) and the fact that it was a first time out on a course for a lot of us, I think the scores were excellent. They will improve as the season progresses, too."

As for the outlook of the team this season, Mraz said, "The team looks like a possiblity for the upper division. I think we will finish in the top five, but that is all I can say for now."

In high school golf, twelve holes are played and match and medal scoring is used. The player with less strokes than his opponent after the first six holes hets one point. One points is awarded for the lowest score in the back six holes and one point is given to the player with the best score for the twelve holes. There are five matches in a meet, hence, fifteen points total and the teams will either tie, 7 1/2 - 7 1/2, or one team will win.

Girls go out, have fun

GIRL'S SPORTS PROGRAM STARTING

by Jeff Johnson

Someday, go down to the gym about 1:00 and take a look inside. You might say, "Who's that hurdling in there? It sure isn't the track team."

Well, in a way you're wrong. It is the track team - the girl's track team. Just in the growing stage, the gals practice several times a week and now are just moving outdoors.

"No, I wouldn't say our program is too organized as of yet," replied Miss Willetta Brown, head of the girls athletic program at Ramsey. "We have what you probably would call an extramural arrangement working for us," she said. "This type of program is very broad in its own sense. The women are not called for to come out nor are they recruited. They come out because they want to be fit and because they would like to participate in the sports they enjoy. Maybe they would like to play scholastic level, but not as highly competitive and stressing as that of the varsity boys sports. so they learn the basic and not - so - basic fundamentals here. I'm not saying they would like to be Olympic starts or pro- these sports when they are older, fessionals; just knowing about the sport and how to play it."

Ramsey does not have an interscholastic girls athletic program, yet. In the next two or three years, however, it will probably expand to the inter-

Track is not the only girls sport available at Ramsey. Golf and field hockey are others as well as tennis in the fall. "The reason we have tennis in the fall is to keep out of the boys way in the spring." she said. "Especially now, with less courts available to us, we must allow the boys use of the courts at all times."

Next year, gymastics, volley ball, and basketball will be offered as girls sports.

"I would suppose we could get some real stars out here if we really pushed the track team bit," stated Miss Brown. "It is strictly voluntary and hopefully it will continue to be."

But guys, judging from the talent you see down there, you just better watch out.

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Jackets to change

Soon, you may see some new inovations on the Ramsey letter jackets.

Recently, the Letterman's Club met and voted on an amendment to allow Ramsey letter winners to wear year of graduation numerals and emblems of the sports they lettered in.

"Basically, the letter jacket themselves will be the same," commented Lars Overskei, Head of the Athletic Department. "The numerals for the left sleeve and the sport emblems for the right sleeve are the only new revisions voted on by the lettermen."

"Right now, the numerals are here to be sold at cost to the athletes," said Overskei. "The only trouble may be how to get them on. They probably will have to bring them to a tailor or sew them on at home, which may prove not to be the easiest task. I was hoping to find a very strong glue to attach them but Ive been unable to locate anything to serve the purpose."

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EDINA

HOW FAR WILL SUBURBAN PUSH AND MONEY GO?

by Paul Johnson

With the right combination of suburban influence and the "do everything for anything and anything for everything attitude, Edina has built a dynasty.

Never in the history of high school sports in Minnesota has there been such a school with the winning reputation as that Edina has massed in the past five years or so.

They in the past year alone have had the No. 1 ranked football team, No. 1 ranked hockey team (even though they lost the championship, you would still have to say they were the class of the tournament) State Champion track and baseball teams.

sports has the emphasis

Sports has a tremendous emphasis in Edina. So much of an emphasis, in fact, that instead of voting a bond issue in that would have given Edina a new high school and hence split up their wealth of athletic talent, they chose the consequences. The consequences are morning and evening shifts with athletic practice somewhere in between.

What causes this emphasis? It's part of the "suburban attitude." Edina fits the myth of typical "suburbia" more than any other area in the Twin Cities. breathing. Bill Nyrop, a defensman on their State runner up hockey team summed up Edina's attitude very well in a taped pregame interview during the Hoc key Tourney, "We've always won and don't know how to do anything alse. When we go out to play we know we're going to win." In that kind of a situation, staying in first place goes hand in hand with eating, sleeping, and breathing.

They will go to any measure to assure themselves of a winning team. They pour a lot of money into the recreational sports feeder programs.

They have every kind of youth sports program imaginable. Teaching the kids to play and win at the early ages produces the boys that win in high school. They boys are taught to "do anything for everthing and every thing for anything" from their year one.

cheating the ethics book

Several years ago there was a "recruiting" scandal where the school district allegedly offered a man a job in the district at a fat salary to get the man's family to move into the district. Tehy did, and Edina's basketball team got their badly needed fifth superstar, the man's son, and went on to win the State Championship.

There have been incidences where Edina has pulled the type of shady tricks where they don't actually cheat the Book of Rules, but do cheat the Book of Ethics. Twisting the Golden Rule (P. J. April 3) is commonplace in Edina.

Nevertheless, Edina does come up with talent and most of the time can win by ethical means. They are not afraid to spend thei money to get talent.

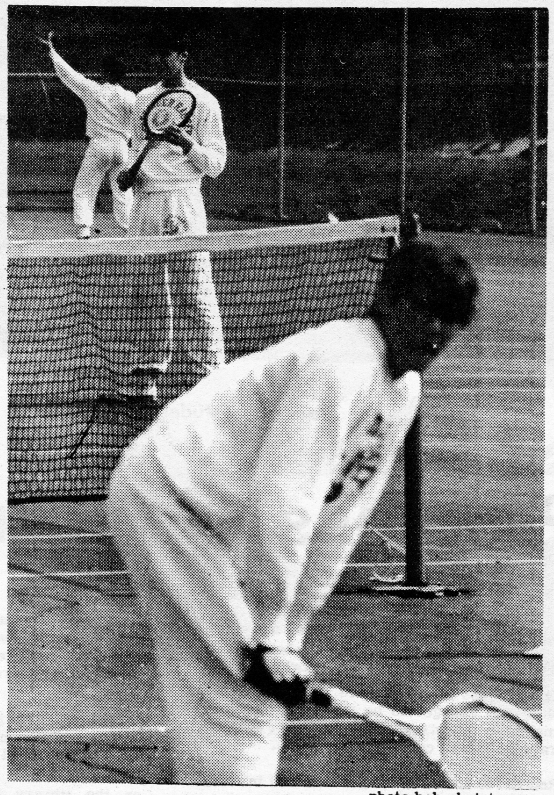


photo bob christensen

Head Coach Duane Nelson's racketeers opened the tennis season with a victory over Murray 5-1. Nelson has hopes for a first division finish this year.

money reaps power

Edina, however, is a very rich commun.ty and can easily afford to spend their money on anything they want to, just so they get the best.

Prestige is what they are after, and it is what they have got. Whether it is a good scene or a healthy situation is another question.

P.J.

by Paul Johnson

Intramurals

After witnessing the success of this year's intramural basketball program and then observing the University of Minnesota's extensive intramural program (everything from soccer to volleyball), I've come to the conclusion that what Ramsey needs is a bigger and better intramural program.

For the past three years, Ramsey has had a successful intramural basketball program. Fifty or sixty boys have turned out each year to play on the teams, which play during the basketball season one or two days a week, whenever the varsity team has a game and doesn't use the gym for practice. These fifty boys would have otherwise spent the long winter season rotting in an O.S.S. room ten hours a week. Intramurals gave them something to do and, if you will, live for during the winter.

The University has a very large program, with 450 intramural basketball teams and 90 or so intramural hockey teams and many teams in other sports such as volleyball.

great potential in intramurals

An intramural program could do great things. First it would give the people who have to sit in O.S.S. rooms an opportunity to, one or two days a week, stay in shape for their sport, whatever it may be. Secondly, it would be more fun than sitting in a study hall five days a week. Thirdly, and best of all, with next year's seventh hour activity period it wouldn't have to benefit just the "sporties," anybody with a little guts could find a place on an intramural team.

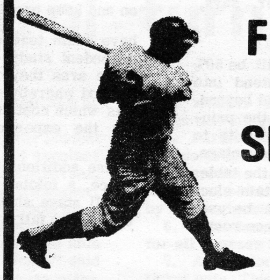
It's important to have an intramural program for sports like basketball, hockey, or any other sport where cuts are made, that is, limitations on the size of the team.

coaches don't like them

Most of Ramsey's coaches, however, are in ardent disfavor of intramural programs. The only one who supports intramurals at Ramsey is the basketball coach, Bob Erdman. For the past three years, he has run the intramural program in basketball and has done an excellent job, I might add.

The next question, of course, is why are intramurals looked down upon? Presumably, it's because if intramurals were lauched on a full scale, it would affect the turnout for their particular sports, be it wrestling, gymnastics, football, track or any sport where depth is a necessity.

Coaches naturally want a large selection of boys to get the "cream of the crop" so to speak, but to sit third or fourth string on a team, or be cut from the sport they go out for and not be able to play at all can be misery. These may be 75 boys wanting to play basketball but only fifteen can make the team.



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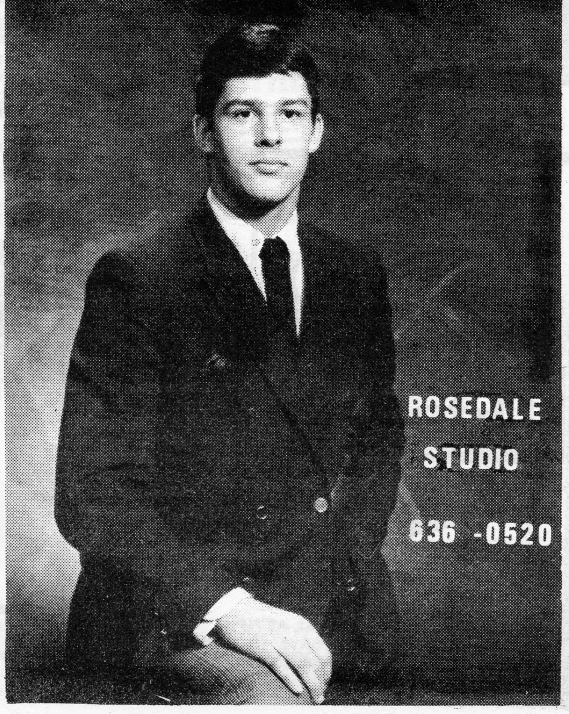

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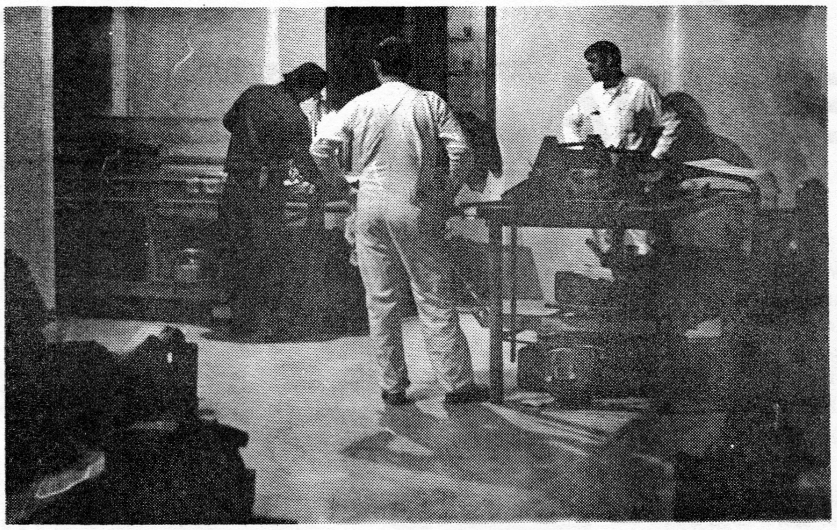

photo bob christiansen

Temporary students at work

Progress rolls on . . .

by Keith Crane

Aside from moved lockers, ripped out walls, and the smash of jackhammers what effects will the contruction have on students?

The changes made now are small compared to the total changes to be made for next fall. Immediately after school lets out this June, the library walls will come crashing down.

Rooms 140 and 151 will be obliterated in order to make a new hall. The library window will be bricked up.

Richard St. Germain expresses the meaning of this expansion to teachers and students. "What it is that we are really after is flexibility," he says. The addition has been built with this concept in mind.

The arts and industrial arts additions express this concept. The art rooms were designed to fulfill a plan put into effect two years ago. They provide for four stations each designed for a specific use such as drawing or ceramics with a specialized instructor in each area.

The area where a student is working has all the materials and help he needs. However, the art addition as well as most of the buildings areas is as Tubbesing, art teacher, says, "a big mess right now."

The new resource center which will be 50% larger than the old library will extend into the hall between the A and C wings and beyond.

The new library will be based on the principle of giving students the opportunity to use resource materials to fullest advantage.

Study carrels will be placed where the tables are now, twelve of which will contain electricity so that tapes and films can be used in them. There will be five conference rooms with soundproofing for seminar and group use. A typing room will also be added for student use. The new resource center will be carpeted for soundproofing.

Worked in with the new resource center is an entirely new type of room. Four new English or social studies rooms will be directly on the library with doors opening into it. folding doors in between. Thus classes can be combined so that one teacher can lecture to two classes.

One of the greatest changes brought on by the building will be in the science department. On one side the new classrooms will be changed from the present labs to a combination of lecture room in the front (with arm chairs) and lab in the back. Folding walls will also be used here so that labs can be combined.

On the other side will be the biology rooms.

In the center of the science complex will lie a lab resource center, a materials resource center, and a teacher planning area. An individualized project area will allow students to make up experiments they miss and to work on and keep projects they develope. Students may have team teachers, combination labs, or independent study. If students lack knowledge in some area they can use the resource center. A method whereby stuudents have independent study kits which contain all the compounds necessary for the experiment being planned.

These additions with some changes in the main office, a folding wall in the cafeteria, and the small stage should be completed before school opens next fall.



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Vivian Tanniehill: Next stop Broadway?

by Mark Johnson

Vivian Tanniehill came skipping down the stairs from the music rooms singing a rock tune from the musical "Your Own Thing" and threw herself briskly into a chair in the then empty and then darkened Kellogg High School cafetorium. Despite a long Sunday evening rehearsal for an upcoming how, she was as energetic as ever.

"You know that," she said, indicating the soft music coming from the loudspeaker on the wall, "The janitors put it on at night. It keeps them company."

She settled into her chair and took off her coat.

"Boy, did I have a traumatic experience," she casually confided, "Some young man called me up on the phone last night and said that he couldn't live without me! I wasjust shocked!" She laughed slightly at her momentary digression and settled down to talk about her one great interest: theatre.

One of Kellogg's brightest theatrical talents, she is probably best known to Ramsey audiences for her roles as Joe's mother in "Golden Boy," the shrew:queen in "Exit the King" and for her performance as Anybodys, the tomboy,, from last summer's production of "West Side Story."

Theatrically speaking, her future looks very bright. She is being seriously considered by a professional rock-musical repertory company based at the Crawford-Livingston threatre in St. Paul.

"I really don't know much about it," she said, "Except the company, 'Hugo-Square,' is doing a rock musical repertory season this coming summer at the Crawford-Livingston Theatre. They're doing three plays - one original, by Guy Drake, and the other two by Wesley Balk of 'House of Leather'."

The company although non-equity (not a member of the theatrical trade union) would nevertheless employ actors on a regular weekly wage and would give many that much needed public exposuure.

"And they're really fantastic people. You wouldn't believe how nice they are," she commented, "I was just shocked to death. I went down there (to audition) and they were just patient and kind and all smiles."

Vivian was particularly impressed with Guy Drake.

continued p. 12

Those mischievous military medics make mad mayhem and mirthful merriment in the miserable malarkey of a misguided movie. In other words. . .

M*A*S*H* - B*A*D*

by Craig Eckert

A Riddle:
What is bloodier than a train wreck, funnier than a rubber crutch, wanders like a lost child and is at time as tqsteless as water?

The answer: M*A*S*H

This vaguely anti-war picture's reputation far outweighs its worth.

The premise (we say premise because there is no plot to speak of) revolves around some surgeons who keep their patients in stitches (ha-ha) during the Korean War.

The Mobil Army Surgical Hospital (M*A*S*H) is located three miles from the fighting, and we would suppose that would explain where all the mangled, and maimed soldiers come from.

The surgeons; cut, and then have an orgy, stitch, and have a booze party, mend, and go play a round of golf. Needless to say, they were simply brilliant at them all.

Director Robert Altman seems to go under the theory that if something is tastless enough, then you have made a meaningful social comment. The picture reeks of this "see how clever and cute we are" attitude, and it tends to wear even those strong of stomach.

Altman kicks at everything in reach, from religion to the All-American sport of football.

His first swing at Christianity comes with the introduction of a bumbling Catholic chaplan who runs around the operating room prayer book in hand ready to give the last rights.

The Father later gets drunkbetween halves of a football game.

Altman second blast at religion at a totally sensless and ridiculous 'satire' on the last supper.

Following that comes the big football game at which point the discriminating movie goer must ask one of three things 1) How did I get here? 2) How did they get there 3) How much does the popcorn cost?

David Sutherland and Elliot Gould deserve honorable mention for their respectable portrails of two young surgeons, not totally elated at being in Korea.

Nicely wandering through the undefined meandering story, the Sutherland-Gould duo were aided by a fun loving surgeon played by Tom Skeritt, a religious fanatic, (Robert Duvall) a spinster nurse (Sally Kellerman) and another nurse (the cute type) played by Jo Ann Pflug.

It's too bad that some of the hysterical material seen in the movie is in such a mish-mash.

However, since they are, we can only suggest one thing:miss-M*A*S*H.



photo gopher theatre

Elliot Gould and Jo Ann Pflug play their own special brand of "war games" in "M*A*S*H."

Kellogg, soggy 'Milk Wood'

by Mark Johnson

"Under Milk Wood" is Dylan Thomas' sentimental play about people. In much the same vein as Wilder's "Our Town" and Master's "Spoon River Anthology," it looks at the common people of a Welsh fishing village. It is a simple work and, as Thomas called it, "a play for voices."

Kellogg High School's production of "Under Milk Wood," despite the care and work put into the show, unfortunately lost much of the charm and local flavor of the play. While being in many respects superior to many college and community productions, by and large the show was too bland and shallow in character.

The partial failure of Kellogg's "Milk Wood" can be attributed to the director, Mrs. Laurel Rule, for deciding to stage the play on a proscenium stage. By placing the action behind a clumsy and detached proscenium, much of the intimacy of the play is lost. Behind a proscenium, "Milk Wood" takes on a detached "look-but-don't-touch" atmosphere.

Secondly, Mrs. Rule's decision to give a literal interpretation to the poetic work through period costumes and character make-up was an unfortunate decision. "Milk Wood" lost a great deal of it's "improvisational" charm. It was originally written as a choral reading and a redio play and, by staging it, too much is taken from tthe imagination.

But, in all fairness it must be said that Kellogg's "Under Milk Wood" was by no means bad. In fact, it was quite good. It's just that with such potentially exciting material, it could have been so much better.





'Inherit the Wind' called to order

Brady vs. Drummond

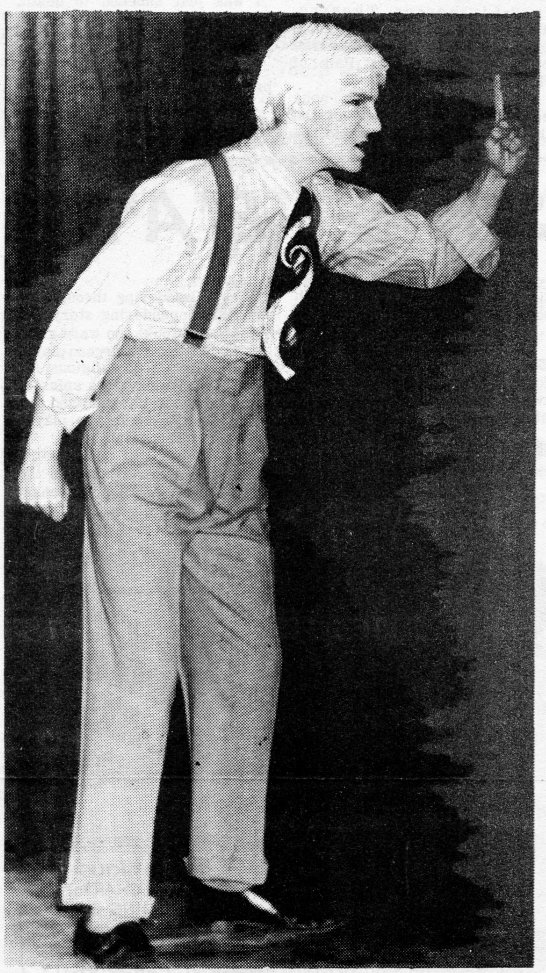

photo fred wolf



by Craig Eckert

Despite some setbacks, like having the set partially torn down at least once, and having workmen hanging over the rehearsals, it looks as though the spring play, "Inherit the Wind" will open on schedule.

April 23 is the date which the cast and crew of the play are looking to. They are hoping that when the proverbial curtain rides on that day, that all the lines are straight and actions come as second nature.

Rehearsals are often not the easiest nor the most exciting. Lines, scenes, and even entire acts are often gone over several times an evening.

On one night, the cast was not particularly punctual, and in addition, was running short on its deadline for getting themselves costumed.

The rehearsal finally started and director Mike Hanily apparently liked what he saw as he mused, "With a little work its going to be a good play."

As time went on, however, he saw various kinks in the production which make him get up on stage and read a part which he feels needs improvement. Occasionally, a wise crack from a member of the cast visibly annoys Hanily.

The director never really gets upset though, he appears to be intent on the performance and not much else.

Hanily intends to direct the play towards and educational type experience.

The stage play itself will involve multi-media projections, such as films and slides, in addition to the people on stage, something which is not often done at high school productions.

Tanniehill continued from p. 11

"I got called back," she said, "I went down and I did a song and I kind of goofed it up. So he came up and said 'You've got to come back tomorrow and you've got to try out. You've got to move around, you've got to do everything you can and put everything into it.' I was surprised that somebody took that much interest in me!

"So he came out to school the next day and helped me for two and a half hours."

Inevitably,, the sixty-four dollar question came up: How do the prospects look?

"They look pretty good to me," she said, "I was going to call them tonight . . ." Her eye caught the cafetorium wall clock. It was 10 p.m. and the school had an eerie mausoleum-like feeling after dark.

As she got up to put on her coat to leave, she glanced briefly at the dormant "Under Milk Wood" set as it lay patiently on the stage waiting to be torn down, "Did you like the show?" she asked.

"I didn't really like it. The play itself is really a beautiful work of art. But I didn't like the way the director directed it. Instead of trying to achieve a real theatrical performance, she was just trying to give people experience, And she DID that. But the audience didn't know that these people had improved 200%." She buttoned her coat and grabbed her purse to leave.

"By the way," Vivian said, pausing just outside of the school's front door, "Can I have a copy of that thing when it's printed. You see, my brother and I have this thing going. We're trying to see who's going to be the worlds greatest Tanniehill first."





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