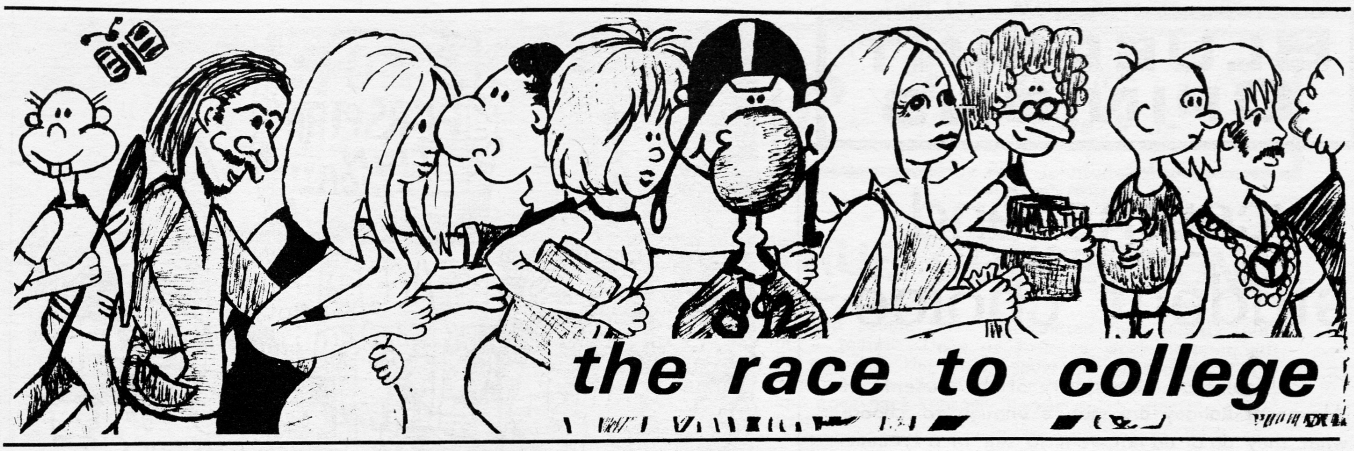

BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

Vol. 17 No. 5 | Roseville, Minn. 55113 | Monday, Dec. 1, 1969

Village refuses Weihe



Ann



Mark



Jeff

S.C. picks three to councils

The Ramsey Student Council and the Roseville Village Board have made an attempt to bridge the generation gap, but may have failed.

Ramsey students have been offered by the Roseville Village Board a voting position on the village human rights, Metropolitan affairs, and park and recreation advisory committees.

Ramsey's executive board elected Mark Fitzsimmons to the Parks and Recreation Committee, Anne Haveravas to the Metropolitan Affairs Committee and Jeff Weihe to the Human Rights Committee.

Following the Student Council's announcement of their elected representatives to the board, they received a letter from the Village of Roseville stating their "reluctant decision' to not accept Jeff Weihe as a representative.

Their reason was that, as stated in the village constitution, all representatives must be residents of Roseville. Jeff lives in Lauderdale.

"I feel I should be accepted," stated Jeff, "because I do represent Ramsey. I wouldn't be there as a resident of Lauderdale; I would be voicing Ramsey students' opinions by bringing back the issues of the committee to the Student Council to be voted on."

Roseville Village Manager Burte Raymond strongly insists that the original letter did state that the representative had to live in Roseville. The student council is equally insistant that the only requirement in the letter was that the representative be from Ramsey. The letter itself has unfortunately been destroyed.

The reason for the refusal is hotly debated. Raymond says, "There is a city ordinance that prevents us from accepting him. It is the Council's policy not to seat someone who doesn't live in Roseville. After all, we can't tax people who live in Lauderdale. The Council just doesn't feel it has the right to seat him."

Student Council Vice-President Steve Judge feels that these reasons are, "just a bunch of double-talk." He believes that what the Village Council is really concerned about is his long hair and political feelings.

On the other hand, Rick Vernier, sophomore, feels that the Council was sincere in its reasons for refusing Jeff.

"I feel," he said, "that they don't want to seat Jeff because he lives in Lauderdale. I don't really think they're concerned with his hair."

Jeff himself is doubtful of the Council's motives, but he says, "There's a good reason for it if it is in the Council's constitution. However, if there is a by-law to this effect, I think it could be challenged.

After some discussion the motion was voted unanimously to ask the Roseville Village Board to make an exception, since not only was he a representative of Ramsey, but also that it was only for an advisory committee and he wouldn't actually be making any laws.

The next week, Mr. Raymond, Roseville Village manager, attended Ramsey's Student Council meeting to express his regret for the difficult situation but also state that they simply couldn't accept Jeff Weihe.

On your marks, get set... go!

by Sue Smiley

Blueprint Staff Writer

By 1970, six million students will have passed the goal post in the race to college, filling the halls of over three thousand colleges in the United States. And competition to get there will have been the toughest in history.

The Scholastic Aptitude Test (SAT) or the American College Testing (ACT) is required for most schools. Once the necessary tests are taken the scores are combined and computed with the students class rank, and form the criteria for acceptance or rejection by the college of the applicant's choice.

Size and geographic location are two basic criteria in the students' selection of a college. A small college like Macalester has a very different atmosphere from the University of Pennsylvania.

They must also decide on a liberal vs. conservative-minded college, a homogeneous group of students vs. a diverse student body, and a school with much academic standing compared to one with social or athletic prestige. He may want to look for a school that is well-known in a field he is interested in. He must also consider finances.

'You don't have to be wealthy to go to college," says Clarence Lovejoy in his famous book. "There are few American colleges without some scholarships." Lovejoy also points out that financial aid is possible in the form of scholarships, work-study programs, summer employment and loans.

Allen McIvor, admissions counselor at Macalester, said in an interview that it is important for the student to find out about the "Personality of a school . . . what it's like to be a student there."

He also stated that high school students should "make a point of seeking out students at the particular college he is interested in. Go spend a day on the campus, meet professors, and stay in the dorm over night."

When the student has applied at the college of his choosing, he begins a new phase in the race . . . the waiting phase. His application may be one of 100 or 10,000 processed by man or machine. Ramsey counselors recommend that the student apply as early as possible in his senior year.

"It is wise, even for secondary school valedictorians, to apply to about six colleges concurrently, no matter what the application fees are," states Lovejoy. "Some are admitted by all six."

Then the student may have the happy privilege of deciding which of the six acceptances to accept.

VOLUNTARY LYCEUMS?

Students, faculty study question

by Andi DeWahl

Blueprint Staff Writer

Should lyceums be made voluntary? Students and administration have expressed different opinions on the question.

Senior Jim Meehan has presented a resolution calling for voluntary lyceums to the Student Council.

"I didn't like a lot of the lyceums I was forced to see, so I wrote up a resolution stating my feelings," said Jim.

Since Jim presented his resolution, a Student Council committee has been formed to draw up a new resolution explaining what could happen, in detail, of voluntary lyceums were installed.

Seniors Donna Shields and Dave Paulus are co-chairman of the committee.

"They (the administration) will oppose voluntary lyceums until they know exactly what's going to happen," stated Donna. So she and the rest of the committee are making the resolution very specific.

Jim Meehan's resolution spelled out many reasons why lyceums should be made voluntary. Students who did not care for a lyceum would not be wasting their time, students would have the chance for extra study, and lyceums presented would be better quality because students wouldn't choose to go if they weren't good.

"The main idea," says Jim, 'is to give kids a choice. I think I should be able to decide if I want to go to a lyceum or not. I think you should be free to make up your own mind."

Principal Curtis Johnson is not convinced that voluntary lyceums would be in the best interests of the students. He stated that he felt students need to be exposed to a variety of things.

"This is part of education to be exposed to many ideas," he said. 'Lyceums give an ideal opportunity to have students become acquainted with new ideas. You can't expect others to respect your ideas if you don't learn to respect theirs."

A recent Blueprint poll indicated that eighty-nine percent of the students wanted voluntary lyceums.

Student Council President Chuck Drange, has mixed feelings about voluntary lyceums.

"They're good in the sense that maybe the people at the lyceums would be more interested, and studying time could be used by those that aren't interested, but that's about all," said Chuck.

A faculty committee is devoted to the study of lyceums and their future at Ramsey. They are considering basic issues such as when lyceums should be held, who should plan them, and whether they should be voluntary.

James Warren, a social studies and English teacher, and a member of this committee, suggests that lyceums such as awards ceremonies could be held after school because they are not of interest to everybody.

Basketball coach and counselor, Robert Erdman, feels that students along with a few faculty members should play lyceums, and that they should be very selective in what they choose.

"My idea of a voluntary lyceum," says Erdman, 'is to have forums like we had last year, where students planned, organized and brought in speakers on different subjects, and students could go and listen to the speakers they wanted to hear."

BLUEPRINT OPINIONS

Lyceums and student choice

We feel that the majority of the students of Alexander Ramsey are mature enough to choose what they do or do not want to see in a lyceum program.

The fact that the student body maturedly accepted the abolishment of the dress code should be an indication to the administration and district that they are also ready for a program of voluntary lyceums. We feel that the transtition to such a program would be mature and intelligent.

In some cases, the lyceums would even be enhansed by such a change. With a smaller but more interested audience, lyceums would be more intimate, fresher and more stimulating.

A common argument against such a program is that students will miss a valuable educational experience should they choose to remain in class. While this argument ideally has merit, it cannot be considered valid until the quality of the lyceum itself is improved. Until the Minnesota Symphony actually DOES replace fall sports awards assemblies, this arguement will continue to fail to hold water.

Mini-Editorial

At this point it is important for the Student Council to consider just WHAT they are rather than WHO they are.



Holman's Heroes

THE TESTING TRAUMA



by Jeff Holman
Blueprint Editor

In the library students were having the MSAT, otherwise known as Minnesota's Scholary Asinine Trauma.

As the clock struck 9:10 a.m., Bob Erdman handed me my copy. I had shown up a little late, as I figured I'd better go to the bathroom before I took my test.

The test-writers first endeavored to scare me to death by stating how important their test was. The test would be used for consideration to certain colleges, permission to participate in outside activities, and schedule changes.

The schedule changes concerned me. I wanted one right now--out of here. And I wondered about the outside activities clause. I had always considered testing outside activities. Perhaps if I got a low score I would not be permitted to take any more tests.

Then the moment came when I was instructed to turn the page and begin. The test was about as interesting reading as the St. Paul Telephone Book. Except that the phone book has some logic to it--it is arranged alphabetically.

The test consisted mainly of reading and verbal exercises. Some of the words were really cute. In a typical exercise, we had to choose from "serenly, sereneous, serenelysess, sereneousness and serenity." By the time I was done with that, I wasn't in a serene mood. I had some really cute words for the test, but I did not want to offend Coach Erdman.

One of the reading exercises had a little math thrown in, and they wanted to know something about the value of "M". I thought they might be asking about the value of MSAT. But I couldn't find "zero" among the answers.

I wondered if some of the words on the test existed only in the mind of the testers. But then, I remembered that all thngs were possible in the mind of God.

What is my objection to this kind of testing?

In a truly worthwhile educational process, we must be able to examine, argue, and savor a question. MSAT and similar tests give you no opportunity to do this.

What if a student interprets a question in a new way? What if the test-maker made a mistake? Of course, we don't find out our score until three months after the test, anyway.

Also, tests assume that everybody has had similar experiences. So they are unfair to students from unstimulating backgrounds, such as students from Ramsey. And if one is to believe the propaganda of the testing industry, one test could make the difference between becoming the President of the U of M and sweeping his floor.

The only value I can see in the test is as a possible measure of artistic ability. In an hour and a half you get to show how well you can make dots on a sheet of paper. I was personally trying to construct a cow with my dots, but I was thinking about the test writers, and ended up with an ass.

And tests may help to train more people in how to take and give tests. After all, testing is a million dollar industry in the U.S. Testing companies have a big stake in the program.

The only thing the MSAT really tested was my patience.

Letters to the Editor

Student calls last issue 'poorest ever,'

I considered the last issue of the BLUEPRINT to be one of the poorest ever put out. Two stories especially stand out as mediocrity in journalism. Firstly, the page one article on Student Council is a one-sided, editorialized piece of copy. My gripe with it is that it belongs on the editorial page instead of the news section. With our policy of 'fair and accurate in-depth reporting," I feel that the article commits hypocrisy of the highest degree. For example, the use of "swagger," the lead sentence, the satirism throughout the whole article prevent it from being a decent piece of copy.

Secondly, the article '. . . and a super ball! What difference does it make if Drange and Thurlow play with a super ball? Just because they do not act in the dignified manner to which they, supposedly, must adhere doesn't mean anything. Also, the part about Meek searching for the word "trophy case" is ridiculous. May I ask for the significance that makes that remark so very important?

By the selection of the quotes, the article came off slanted. Quotes are an excellent tool for editorializing simply by the insertion or deletion of certain of them. If you feel you can justify these two articles in light of objective reporting please do so.

Keith Crane, Junior

Student Council-- Instant I.Q.

I wish to compliment the Student Council on finally bringing order to its meetings, at least in a small degree.

I have watched the meetings fairly closely since the beginning of the year, my primary reactions being laughter and a kind of sick feeling in between the laughter.

One of the most amazing facets of Student Council I have found is the transformation of fairly inane people into sudden geniuses. Although there are a lot of people that I really respect there, I would like to know how becoming a member of S. C. can automatically increase the intelligence of anyone, be he brilliant or an idiot.

At least, though, the leaders have started now to increase the efficiency of the meetings. A new seating order has been evolved which effectively stops spectators from posing as representatives in voting situations. This allows a meeting to continue without continued recounts, and also assures a vote representative of the student body to be made.

Bruce Johnson, senior

JA defended

In the Nov. 17 issue of Blueprint there was an article dealing with the MSU. A statement was made in this story to the effect that, Junior Achievement is connected with a company that manufactures Vietnam weapons.

The company referred to is Honeywell which manufactures fragmentation bombs. I would like to make it clear in what way J. A. is associated with Honeywell.

J. A. is a non-political, non-profit making organization which operates entirely on donations of time and money from large and small companies around the nation. Honeywell is only one of these many companies. By accepting money from Honeywell, J. A. is neither condoning nor condemning what Honeywell does. The J. A. program would just as happily accept donations from the MSU.

Ann Flanagan, Junior

BLUEPRINT

Published approximately every two weeks during the school year by students of Alexander Ramsey High School, 1261 W. Hwy. 36, Roseville, Minn. 55113. This publication is dedicated to fair, accurate, and in-depth reporting of events and issues that concern students, whether school, community, or national. Opinions will be expressed in editorials or signed columns only. Letters to the editor must be signed (names will be withheld on request) and are encouraged on any subject. Blueprint reserves the right to condense letters over 150 words to meet space requirements.

EDITORS-IN-CHIEF .... Craig Eckert, and Jeff Holman

TV reviews

'Cosby' fine, but 'Room 222' . . . 'zzz'

by Mark Johnson
Blueprint Editorial Editor

Sidney Poiter is in his suit of armor and rides once again in the form of "The Bill Cosby Show" and "Room 222". Both are about the problems of a modern high school teacher. Both of these teachers are loved and respected by their students. Both of these shows are uproariously funny. Unfortunately, only one of these programs is supposed to be a comedy.

"The Bill Cosby Show" is a warm, human, unpretentious comedy about Chet Kincaid, a high school gym teacher. It is a simple, sincere program that grows on you. Laced with a generous portion of Cosby humor, it has a casual adlibbed warmth about it.

On the other hand, "Room 222" is a 30 minute sticky, gooey, saccharine soluted, cyclamate polluted chunk of video sentimentality which perhaps would have been more appropriately retitled, "To Sir, With Love--American Style".

Lloyd Haynes, as Pete Dixon, is the typical "good guy teacher" who is part-time "Mary Worth" to the senior class. His stereo-type character speaks in typical nice guy cliches. Inevitably he winds up getting emotionally involved with each of his students and plays "Dear Abby" to each of them. It is impossible to imagine him ever giving a test.

The students, too, are insipid, sweeter than popsicles stereo-types of the young hope for a better world. It is sickening to see 28 year-old UCLA drop-outs masquerading as high schoolers of sweet sixteen. It is also impossible to picture those sweet kids smoking in the cans or letting anything worse than, "Oh, fudge" come from their all American lips.

While "The Bill Cosby Show" is pure Cosby, "Room 222" is pure hooey. Transfer out if you get the chance.

mcj

by Mark Johnson
Blueprint Editorial Editor

elroy's magic chicken

Once upon a time, about two and one half T.V. seasons ago, lived a boy named Elroy.

Elroy was always a bit unusual, being that he was the only Druid in the second grade. At any rate, Elroy was a little out of it.

He told little fibs all the time. One time he said that he had a pair of contact lenses that were once worn by Ray Charles. Another time he said that he had seen Spiro Agnew smile and say hello to Eldridge Cleaver. Still another time, he said that he had been in a Christmas rush at Daytons and lived.

Well, Elroy's poor mother didn't know how to take all this. Generally, she ignored Elroy's fibs with a casual "Oh, is that so?"

One day Elroy came home from school and announced that he had a magic chicken, only that it really wasn't a chicken, but a 5000 pound rhinocerous who merely thought he was a chicken.

This was too much for Elroy's poor mother. She scolded him and sent him to bed without any supper. Needless to say, Elroy was quite indignant about the whole matter.

"I'll get even," he snarled as sinisterly as he could through braces.

The next day, Elroy came home from school and announced once more that he had a magic chicken only it wasn't really a chicken, but a 5,000 lb. rhinocerous who merely thought he was a chicken.

Well, this was too much for Elroy's mother and already having had a hard day, she decided to relieve her frustrations on the nearest possible object--namely Elroy's seat. Just as she was about to tan Elroy's gluteal epidermis, she heard a rumbling down the street. It started slowly and gradually grew in intensity. At long last, the rumbling reached a peak and the door burst open and there stood a 5000 pound pink rhinocerous. Elroy's mother was flabbergasted.

"Okay, Rudolph. Do your stuff!" grinned Elroy.

Quicker than you can say "Richard Nixon eats Quaker Oats," Rudolph squatted and laid an immense golden egg in the middle of the kitchen floor.

"That's astounding," gasped Elroy's mother. "What other tricks have you taught him to do?"

"Just one," smirked Elroy as he turned to Rudolph, "HATCH MOMMY!!!"

It was such a funny trick that Elroy laughed all the way to death row.

I seem to be the living proof that the generation gap can be bridged. I now have the dubious distinction of being hated equally by the establishment and the turned-on alike.

One thing for sure is that this column doesn't help my situation any.

My lastest rend in my rapidly deteriorating garment of family harmony was placed there last evening by this, my wretched little vignette of cliches.

I had just finished what I considered my finest column. A piece which came as close to true satire as I could ever hope to come. It was Ramsey's school epic.

"Are you going to publish this crap?" was my father's curt reaction.

"Why not?"

"It's in bad taste. Look, make fun of the goofies. Pick on the moratorium or some woman who writes you, but don't pick on the institutions!"

The skirmish lasted a painful ten minutes, ending in the inevitable "DON'T YOU DARE PRINT THAT THING!"

Well, I had exhausted all of my guaranteed rhetorical maneuvers and my parents inevitably emerged victorious relying on Tactict #42 ("Over-whelming child with verbal affront").

Oh, well, anyone wishing to pay last respects to my unpublished epic, "The Ramsiad," may do so at the "Johnson Memorial Mortuary for Censored Journalism." Visitation is between three and ten this weekend only. The deceased will then be creamated.

private opinion

Office fiddles as school smokes

by Ann Flanagan
Blueprint Staff Writer

Students choke as they stumble from the lavatories. Through the thick black smoke one spies a flicker of red. Someone's lighting up.

It would seem that non-smokers are unfairly victimized by the smoking population at Ramsey. Lavatories stink, are cluttered with cigarette butts and smoke, and "look outs" provide a challenging obstacle course. Clothes on those people leaving the lavatories, whether or not they were smoking, smell as though the owner worked in a cigarette factory.

Of course, all of this is greatly exaggerated. Smoking in the school is not so bad that, as some say, the Public Health Department is considering closing the school as a major cause of air pollution.

Smoking is spreading from the lavatories to large study halls in the cafeteria. And even the left over signs of smoking in the lavs are becoming more apparent.

The major problem as far as smoking goes is enforcement of non-smoking rules. There is a law prohibiting students from smoking in the school buildings. It should be enforced.

There are some students who brag of being caught smoking by teachers and receiving no punishments. Whether or not these bragging students are honest may raise questions. But the feeling is around that enforcement of smoking rules is loosening up.

The Administration should begin enforcing non-smoking rules. Such enforcement would be to the benefit of the majority of the students.

The fact that it is difficult to catch students in the act of having a smoke or prove a student was smoking is recognized fact. But an apparent effort in this area is needed. And the stress here is on "apparent effort." The fact that they are being watched will keep many students from lighting up that cigarette.

True, there may be more pressing issues facing the administration at this time. But the need for the administration to stand by all rules they have made and to enforce these rules is clear. A strong administration can only be undermined every time a student breaks the rules and gets away with it.

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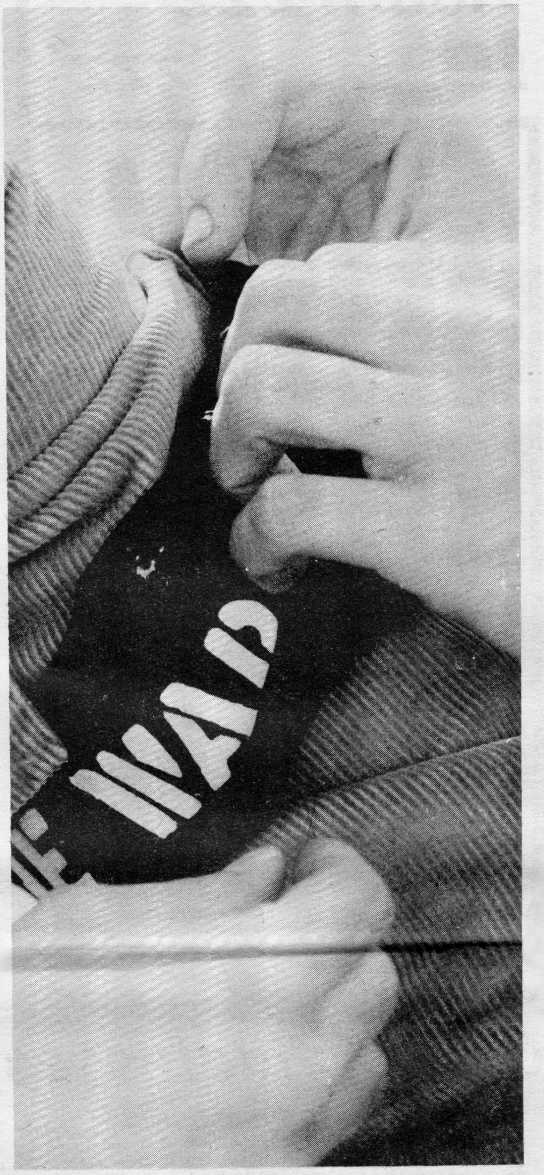

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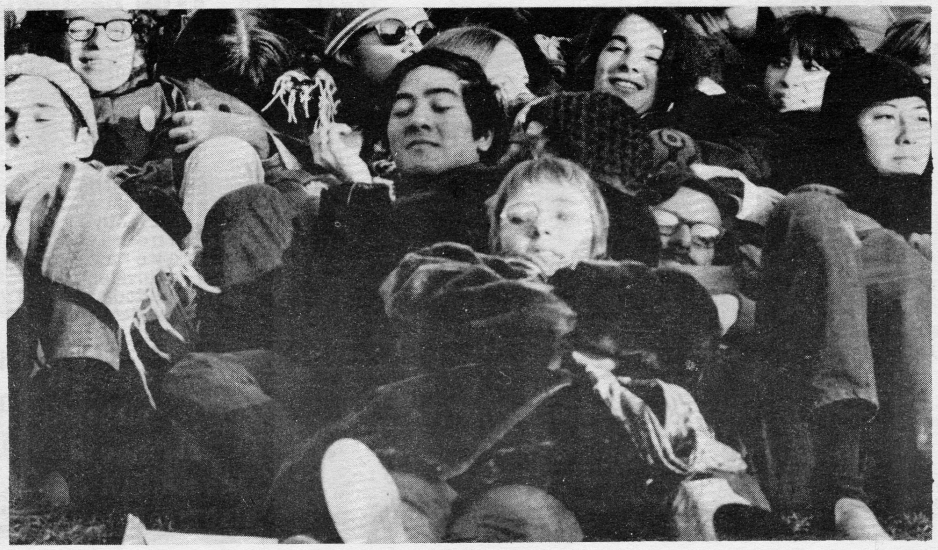

Wash. D.C. : Staff writer tear gassed in Capitol demonstration

by Karen Jarvis
Blueprint Staff Writer

Because of mechanical difficulties, the article that was to have appeared in this space could not be printed.



America looked cynically that day.

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Financial help available

Scholarships, loans fill in money gap

Financial aid to college students falls into two categories. The first type, non-repayable, is composed of scholarships and makes up only a small part of the total aid picture. The second type, repayable, concerns, for freshmen, student loans.

Scholarships are not intended to cover all costs of a college education. Scholarships are designed to fill in the gap between the amount of money provided by the family and by a working student, and the estimated cost of attendance.

Almost all scholarships take into account the financial need of the applicant. Parents whose children are applying for aid from one of these colleges must fill out a Parents' Confidential Statement (PCS). The PCS is a detailed form which assesses the financial ability of the family.

In addition to financial need, almost all scholarships consider scholastic achievement as expressed by class standing and test scores such as MSAT and ACT. In the case of the University of Minnesota, an applicant must rank in the upper 25% of his class, but the precise figure varies. Other criteria are also sometimes taken into account such as character and leadership qualities.

The student applies for financial aid in general on one form, and the University decides whether he will receive a scholarship, a loan, a part-time job a combination of these, or nothing.

Daniel Patenaude of the University Office of Student Financial Aid advises students intending to enter the University to apply for financial aid before they are accepted.

While college scholarships do constitute a majority of the money available, other types of scholarships have their advantages to the student. Veterans organizations, civic groups, businesses, religious and ethnic groups and other organizations may give annual scholarships.

Considerations beyond need and scholastic achievement are taken into account. Interest in a certain occupation may be required, membership in a certain organization, service to a group, and other factors influence the choice of who gets the scholarships.

The District 623 PTA also offers several scholarships. The Emmet D. Williams award is worth $450. The awards are determined on the criteria of scholastic standing, character, personal attributes, vocational promise and financial need.

Daniel Patenaude, financial aids officer at the University of Minnesota, points out that many scholarship winners supplement their funds with student loans. Financial need is not as important a factor in getting loans as with scholarships, so that loans most often help the superior - or middle-class student who does not qualify for a scholarship.

In 1958, the Federal Government established the National Defense Student Loan Program. This is a nationwide system where colleges and universities participating in the program receive nine dollars of Federal aid for every dollar they put in.

Colleges may also loan out their own trust funds. These funds are also limited, and criteria of college performance and need are used. At the University of Minnesota, a student may borrow between $1,000 and $1,500 per year from the University if he meets the criteria.

BLUEPRINT POLL

Majority aim towards college

Blueprint recently polled 228 students as to their future plans.

1. Do you plan on attending a four year college? Yes 61% No 35%
2. Do you plan on attending a junior college? Yes 14% No 66%
   If so, do you plan on continuing your education after the two year program? Yes 1% No 26%
3. Do you plan on attending a vocational or trade school? Yes 24% No 61%
4. Do you plan on working full-time after you finish high school? Yes 34% No 53%
5. Do you plan on marriage as soon as you graduate from high school? Yes .6% No 80%
6. What is your greatest obstacle in choosing a college?
   Cost 35%
   Grades 17%
   No obstacle 15%
   Location 11%
   Other 20%
7. What degree do you plan to attain?
   BA 28%
   Masters 13%
   BS .49%

If college is out ... what then?

College beckons to many Ramsey students, but more than one third have other ideas in mind.

Vocational school, the armed services, and jobs are the major areas to which some Ramsey graduates go into.

Students at St. Paul Vocational are "quite practical" as an instructor there puts it. They go there to learn a trade. The students attend a class teaching their field for four hours and then attend three one hour classes of related subjects in the other half of the day.

Vocational has a flexible program. Students often do not graduate. Students often work in their trade part-time and when the instructor judges them ready to work, they begin to work full-time.

Vocational school students must know what field they plan to enter before they start school. This way, they can specialize by learing one field well.

Courses offered in vocational schools cover all the middle-echelon occupations. Such things as sales, craftsmen, clerical work and electronics are included.

Jobs in the Armed Services cover all areas. Career opportunities are much the same as those in civilian life. Engineers, doctors, craftsmen, mechanics, and infantrymen are needed.

One aspect of the Armed Forces are the opportunities for training and further education. They will supply courses for dropouts, pay men to go to college and train people in almost any trade or profession.

Girls generally have more job opportunities that do not require extensive education. Clerical jobs are available with the business education available at Ramsey.

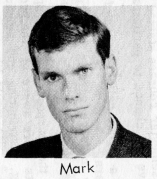
One glamorous job is being a stewardess. Two Northwest Orient Airlines stewardesses, Julie Walesheck and Judy Olson, explained what being a stewardess is. They both "always wanted to be a stewardess."

They enjoy the freedom of picking their own flights and their own hours. They also enjoy the excitement of the flights and meeting people. As a career, they feel the challenge of the job and the cheap travel make it worthwhile. However, they both say, "It's not a bunch of glamour."

by Debbie Bell

Last year's grads tell: How college is different


Ming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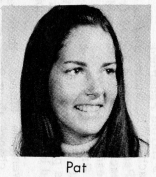
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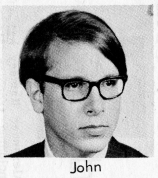

John

Ming Shiue

Ming Shuie, now attending the Institute of Technology, finds school a lot more difficult than last year at Ramsey. "Homework -- they cram you full."

He's loaded with sixteen credits this quarter and finds the competition hard. "Grades are a lot tougher. There's nobody to bring the curve down."

The students in his math and chemistry classes are the cream of the high school crop and grades on a test are very high, often with perfect papers. "If you get a 90, that's pretty bad" compared with the rest of the class," he said.

"It's an entirely wrong idea that you have more freedon in college," Shuie comments. "You have to pick a major. In high school you have a little more choice

"Ramsey is about the best you can get," Shuie says of the background Ramsey has given him. "It prepares you generally pretty well...just as good as any other place."

But Shuie feels more responsibility would have prepared him better for college. "Ramsey doesn't give you much personal freedom." As for transition from high school to college, "Snap, like that. Your strings are free. I just realized that I had to do something completely on my own."

Mark Gilquist

Mark Gilquist's most difficult adjustment to college was required Freshmen English. "Freshman English is slowing a lot of people down. From being on "Blueprint" last year, I was used to a certain style of writing, and it was a complete turn-around."

He feels a writing class should be included in Ramsey's curriculum so that students can go through as little Freshman English as possible.

Gilquist, attending the University Institute of Technology, is taking physics, calculus, and computer courses. He feels Ramsey prepared him well in the math department, and said, it was excellent--probably too excellent. "I'm ahead."

Ramsey has basically good curriculum, he thinks, but college prep courses would be a great help to students. "Students get out of Ramsey and don't know where the hell they're at."

Another major problem in college is the expense. Tuition went up last year at the U, which makes it $133 per quarter, plus a $35 fee for incidentals such as the newspaper and health insurance. Then, there is the added expense of books, on which Gilquist said he spent about $75 for the first quarter. And the technical classes such as his, the expenses are even greater.

Pat Maloney

"Macalester is kind of a liberal school," says Pat Maloney. "They're more progressive and have got things going on all the time."

One of the things she likes best about Macalester as opposed to a larger school is the student-teacher relationship.

"All my classes have about twenty people in them. The teachers are so great as far as if you've got problems. Like my first history paper wasn't so great, but the teacher was glad to help me."

Although Pat isn't under a great deal of pressure right now, there are some students at Macalester who are having a bad time. "It's hard after a while, plodding through classes, some kids really dispair."

Many freshmen don't plan on finishing college because of the pressure. But she thinks her schedule makes it easier for her. She has no math or science to worry about, and her psychology courses have been repetitious of last year's course. "I took psychology last year and it was really good. This year I could have gone onto something more advanced."

John Rukavina

"The change is so total. Everything is put on you, and nobody tells you what to do in college. There's nobody standing over you with a club."

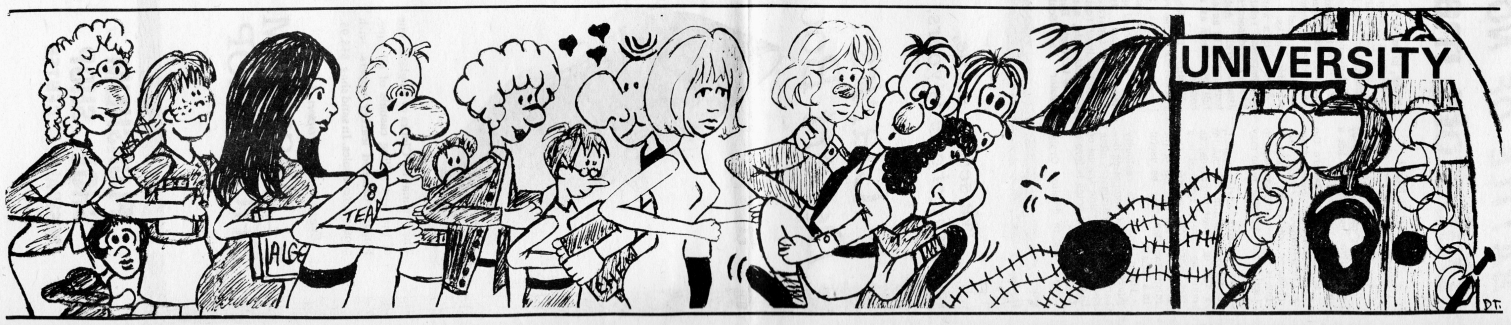
He said that some students drop out after the first quarter because they are used to being told exactly what to do, and can't adjust. "The studies are more in your hands. If you want to do it, you do it."

College teachers seem to Rukavina, to be less personal than high school teachers. "It depends on the size of the class, though. The larger the class, the more formal the teacher will be." With a class of about 300, as in Rukavina's history class, the teacher is quite formal.

Was Ramsey a good foundation for college? "Yes, as far as I can tell. One class which was best for preparation was Literature and Methods of Social Sciences, which Mr. Johnson taught."

He thought that this course was very similar to college as far as independent work was concerned.

"High schools really fall down as far as preparation goes. Students should be given more responsibility in their work."



BATTLE OF NOTECARDS

Debators match wits

by Walter Hard
Blueprint Staff Writer

The team goes off to do battle. Their pads are not heavy protective equipment, but a means of taking notes.

In the days before the tournament, the debate team is practicing frantically, exchanging noteboards, and trying to figure out arguments to tactics the opposing team may raise.

Each debator carries a small, metal box with him. It contains a file of small notecards, as many as several hundred in a box. Each card contains a single quote, or a tiny bit of information that may be useful in a debate.

These boxes are zealously guarded against competing debators, though teammates often spend a considerable amount of time exchanging notes before a debate.

According to debator Grant Blank, to be really prepared for a debate, a debator must spend at least four hours a day for a month gathering information.

Debate coaches Carol Field and Curtis E. Johnson use their experiences as coaches and debate judges to answer debators' questions, and warn about possible attacks.

"Debate is a warm, human, interpersonal relationship between the debators," cracks Jim Pickrel. Actually, the tournament is as exciting and full of stress as any athletic contest.

Usually, the debate is organized into three rounds, each lasting roughly an hour. Each affirmative and each negative team is matched against three opposing teams from other schools in separate matches.

After, a lunch rest is included in the schedule, a relief if the debate is rough. Besides, says debator Pat Scully, "The Swedish meatballs really get me going hot."

The debators really must be on their toes, since they have only minutes to listen to an opposing debator and think up ways to destroy his arguments. If a debator makes a mistake, he will never hear the end of it from his partner.

The debate judges give points to the teams based on their presentations and arguments. The team with the most points wins the round, and the team that wins the most rounds takes home the trophy. Since the beginning of this year, Ramsey's varsity team has taken one first place trophy and one second place.

The debator has to have a quick mind, a good memory, patience, and just a touch of agressiveness. For far from being a free-for-all argument, a debate match is well-planned and highly structured.

The first requirement of a debator is to be on his topic. The topics are picked, one each year, by the National Forensis League. This year, the resolution is that, "Congress should prohibit unilateral military intervention in foreign nations."

Debators might get pretty bored with a resolution by the end of the season, except that they are constantly kept busy digging up new arguments and new responses to arguments used against them.

The debators also collect information on resolutions they might might come up next year.

Teacher of the Year

Harold Padelford



by Jean Keenan
Blueprint Staff Writer

Like all schools, Alexander Ramsey has many prized possessions, including trophies. However, few schools can claim as important an industrial arts teacher as Ramsey's Harold Padelford.

Nominated by the teachers he works with in the north suburban area, Padelford was selected from 1,400 industrial arts teachers in the state as Minnesota Industrial Arts Teacher of the Year.

Although this is his first year in Ramsey's industrial arts department, Padelford is by no means new to this area. He has previously taught industrial arts at Capital View and before that was the graphic arts teacher at Ramsey.

If Padelford was given the chance, there are several things he would change about Ramsey's industrial arts program.

He would like to see semester courses started so more students would have the chance to participate in industrial arts.

He would like to see a higher caliber course for the college bound engineers.

Because women have a large part in industry today, he said he would like a course with more opportunity for girls.

Padelford feels that the purpose of industrial arts is to make students more aware of "the procurement, manufacturing, distributing and servicing of man-made goods." He would like to see a closer tie between industrial arts and socialogy, considering effect of industry on man.

He received his Bachelor of Science degree at Mankato State College, his Master of Arts degree from the University of Minnesota, and is presently working on his Doctor's degree.

He will leave Ramsey at the end of next month to accept the position of Professor of Education at Eastern Michigan University. He will instruct students in methods of teaching industrial arts and will also be developing new curriculum.

We set the scene, the choice is yours.

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FLORSHEIM SHOE SHOP
ROSEDALE CENTER

MINIATURE IDENTITY CRISIS

Students learn to mime

by Linda Sorenson
Blueprint Staff Writer

Have you ever played a wild game of cops and robbers as a child, brandishing a finger "revolver" or a cupped handful of stolen "jewels?" If you have, you are well acquainted with the art of mime, as demonstrated by actor, David Feldshuh, Nov. 12 in the first program of the Humanities Lecture Series.

The intense young man captivated the audience from the start. Three volunteers, seniors Harry Henderson and Mark Johnson and sophomore Kathy Krueger were asked to stand on the makeshift stage in the library and state a few of their interests.

Observing their stances after he froze them, Feldshun explained, "We all have a miniature identity crisis and so we must touch ourselves to make sure we're still there." He urged us to watch the door and true to his prediction, senior Kit Morris entered and touched her cheek briefly, sending a roar of laughter and applause through the audience.

Many people confuse pantomime and mime. Fehdshuh stated, 'Pantomime is the substitution of gestures for specific words." An example would be grabbing a sore foot and hopping around replacing the word ouch.

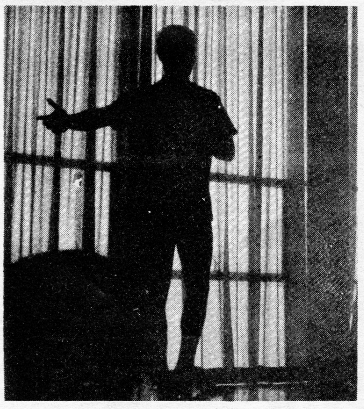
"Mime", he contrasted, "is the expression of motion through the body." This 'non-verbal communication" existing in the "region of silence" is the essential difference between the two art forms.

Breathing is of extreme importance in mime. It is the "oil" which gives mime context. We were asked to participate and we assumed the stances of fighters. We were asked to punch the air as hard as possible, at the same time exhaling with a "ffft" sound. We then reversed the movement by inhaling with a "fft" sound as we punch out. Try this once and you'll find a great difference in your effectiveness, simply due to your breathing pattern.

Anyone passing the library at this time, would have guessed we were all trying out for the "The Great White Hope" or were practicing to be inducted in the National Guard riot control platoon. The response to the exercises was enthusiastic. Even Bill White, English and I.D.S. teacher and Richard St. Germain were laboring along with the students.

The concept of breathing led into the great power of concentration. Flanked by Harry and Mark, Feldshuh seated himself cross-legged on the stage. He instructed us to focus on the horizon at eye level and breathe out as we moved our head from left to right. Feldshuh commented the purpose of this exercise is to 'go beyond the room and make ourselves other conscious."

The point of focus is especially important in the handling of imaginary objects. Feldshuh brought a chuckle from the audience as he lured Harry back on the stage. Holding Harry's head forward, Feldshuh instructed him to turn all ways as far as possible. As Harry squirmed, he noted we always focus on the point of stillness, in this case Harry's head.



Silhouette Captures Mimer's Actions



Graziger on Board

Blonde, beautiful, charming and chatty, senior Mari Graziger has brought these qualities to Field Schlick's national teen board. She has been chosen to represent Ramsey and the whole Twin Cities area on the board.

"My idea of what I should do on a teen board," said Mari, "is to represent my school, and bring ideas from it, like what's going on, or what some new fads are, to the teen board, where they can be shared with other teen boards throughout the country.

"I also think I should bring back new ideas to the school and tell kids what I've learned."

The reason for teen boards, Mari says, is "the store has to be able to communicate with the school, 'cause they don't know where it's at and this is the only way they have real contact with the students.'

Is modeling include d in her future plans? "I've had a lot of kids come up to me and say, 'Aren't you thrilled?' but it really isn't that big a deal," Mari continued. 'I've done a lot of modeling for Field Schlick, and I enjoyed it a lot. I don't really know what I want to be, but I think it would be fun to be a model."

TALK

People Seminar includes parents, teachers, students

by Andi DeWahl
Blueprint Staff Writer

Tuesday evening at 7:30, November 11, the Student Council Student-Faculty Relations Committee launched a People Seminar talk session in which students, teachers, and parents discussed issues pertinent to Ramsey.

"I don't think that we can change anything with these discussions, but I hope this will be the beginning of an understanding . . ." began senior Lynn C. Anderson.

The seminar was held in the gym, and chairs were placed in a large circle for the thirty-some people who attended. Moderator was junior Pat Scully.

The format for the evening's discussion was to have the students discuss issues among themselves for fifteen minutes, while the "older generation" (over eighteen) remained silent.

After fifteen minutes, the adults were allowed to talk while the students remained silent. Then, the students and adults combined their efforts and continued the discussions.

up their own minds, they shouldn't be told what to think," commented a teacher.

"Kids should have the tolerance and perspective to be able to make up their own minds if they are being indoctrinated," countered someone else.

"Why have pink passes? Why is attendence so strict? Is a high school diploma awarded for attendence?

Students directed their questions toward Richard St. Germain, assistant principal.

A middle aged businessman asked, "What's wrong with using pink passes? As far as I can see, they're used to keep the kids out of the halls. What's wrong with that?"

"Let's face it," added Pat Scully. "The only reason they (the students) want to be free to roam the halls, is so they can go into the can for a smoke."

This statement from junior, Bob Meek bringing up a new issue. "Why doesn't the administration enforce the law and stop the kids from smoking?"

"I don't think that it's the teachers' problem, and I think that it's up to them to do something about it," answered St. Germain.

"Why not call in the police? That's what they're there for, to enforce the law."

"You want the police in your school, but you don't want pink passes restricting you!" exclaimed a teacher. "I find that hard to believe."

Author gives Ramsey to Germans

Alexander Ramsey High School is now internationally known for German high school students are reading about our grading system and education philosophy.

Senior Grant Blank wrote two articles, "Alexander Ramsey High School -- Handbook for Students and Parents" and "Conflicting Philosophies in American Education" which appeared in a recent publication of QU14!"

"QU14" is published by Quirinus Gymnasium in Neuss, Germany. A gymnasium is roughly the German equivalent of an American High School.

Grant, along with the rest of Mrs. S. Schroeder's German IV class, were asked to submit articles by Ted Molitor, Ramsey Chemistry teacher.

Molitor is corresponding with his cousin who is a physics teacher at Quirinus Gymnasium. He was asked by him to have articles written about problems in American education for his school's magazine.

The article appeared in English since it was intended as an exercise for English students at Quirinus Gymnasium.

Grant's article said in essence that there are two types of education in an American High School. First of all there's career education which is preparation for the future. Secondly there is what Grant calls "education in life." This could be explained simply as learning to interact with other people.

Handbook for Students and Parents explained the grading system here.

Grant feels that writing the article was fun to write even though the material was complex and difficult to state in his alloted space limit.

It is expected that articles written by the German four class of last year will appear in future issues of 'QU14!"

FULL, THEN EMPTY HOUSE

It's curtains for Dracula

by Craig Eckert
Blueprint Editor

Act I Scene I
Time: Saturday, Nov. 15, about 5:45
Scene: Alexander Ramsey High School, typically suburb in the typically suburban community of Roseville.

Its the last performance of the fall play. The school outside is dark and dead. The doors are locked, the weather outside is cold and raw.

* * *

One member of the play's cast has arrived early and opens the door from the inside. Upon entering the building there is a warm, quiet, almost eerie feeling which could only be sensed by those few people in a building meant to hold almost 2000.

Approaching the doors to the cafeteria turned theatre the case member named Pat McGuiggan asks, "Have you see the play before tonight? We've been having full houses every performance."

The cafeteria, a large room, also possesses a strange effect in its emptyness. Just ahead is the stage already set to probe the imagination of the viewing public. On stage is the play director, Mike Hanily.

"You know that they're going to put a student lounge in here pretty soon. That's gonna kill those lighting bars up there." said Hanily pointing to the ceiling. "That's the only way we can light this stage, and they're all gonna have to be ripped down."

Act I Scene II
Setting: The dressing rooms backstage.
The cast is beginning to arrive and the stage and technical crews are already busy getting ready for the final performance.

The dressing room is, with its hot lights and many people inside, uncomfortably warm. Mark Johnson soon to become Dracula has just finished putting on the eighth can of black hair coloring of the show.

Act II
Setting: The "theatre" full of anxious patrons.
Time: 8:00

The play, seemingly the smallest part of the entire production, begins. Weeks and weeks of planning, building, wiring, rehearsing, and adapting have gone into these two short hours.

The audience gasps, screams, laughs and applauds at the appropriate time. The play concludes with the final curtain call.

Act III
Setting: The same "theatre" now empty.
Time: 10:00

"Alright, lets get going we gotta get this set down tonight!"

"Yeah, lets move, start stricking the set!" So now the same actors and stage crew, who not more than a week earlier put the finishing touches on their beloved props were tearing them down with equal enthusiasm.

But off to the side is the most ironic sight of all, pretty and frail, Lucy Seward clutching a hammer while pulling out a spike from a two by four.

Curtain.

JUNIOR MISS

Any Way You Look At It

Lynn is in Fashion with Jr. Miss Clothing

★ ★ ★

Rosedale, Brookdale, Knollwood Southdale,





Ed Olson, Howie Merriam, and Bill Cafferty await a tip off during an intra-squad scrimmage.

Solution to a problem: Blueprint breakthrough

During the past few weeks I have heard from various people, some of whom I respect, that they would like to see the sports page abolished. They can see no real purpose in it.

I looked at the sports pages of a few of our editions this year and I put muself in the position average reader or the non-athlete who is not entirely disinterested in sports. From this standpoint, I looked for truly interesting story. Nothing.

After the first four inches, sooner in some cases, the stories became dry, dull, blow by blow rehashing of old facts from past games. This might be fine for the athletes and their girlfriend to read, but to anyone else is uninteresting.

For this reason, we are going to concentrate on more featurized sports stories rather than the dull, news-type sports coverage we have had in the past. Features that contain the basic facts needed to give a good overall picture of the sport, and bring in other facts to make it interesting to boot.

People who always have read the sports page will probably keep on reading it. People who never read the sports page and could care less will probably never read it. But people who would read it but don't find it interesting enough to spend time on, will probably find it interesting enough now.

The sports page has hopefully shrugged its Dead Sea Scrolls image. — Blueprint Sports Editor

Cagers get ready for Kellogg rivals

by Dave Black
Blueprint Staff Writer

Ramsey's basketball team is now preparing for Kellogg, who invades the Ram gym this Friday at 7:30. This game could be one of the closest games of the season, if past meetings between these strong rivals are any indication.

The teams met three times last year, and two were extremely tough for the Rams, who went off to capture the conference, district, and region titles. Kellogg, meanwhile, tied for last in the conference and finished with a dismal 5-14 record overall.

In the first of last year's clashes, the Rams entered the final quarter with a seemingly safe eight-point lead, but had to hang on to win, 51-48. A very effective stall saved a near disaster.

The second meeting was a 77-55 romp, but the final encounter, in the first round of district play, was almost a greater tragedy.

The fired-up Chargers caught the Rams on a bad night, both offensively and defensively, and found themselves ahead by six at the quarter. They held the lead through the first half, and the Blue and White appeared to be in serious danger.

But, Kellogg flopped in the last 16 minutes, and Ramsey won, 74-57.

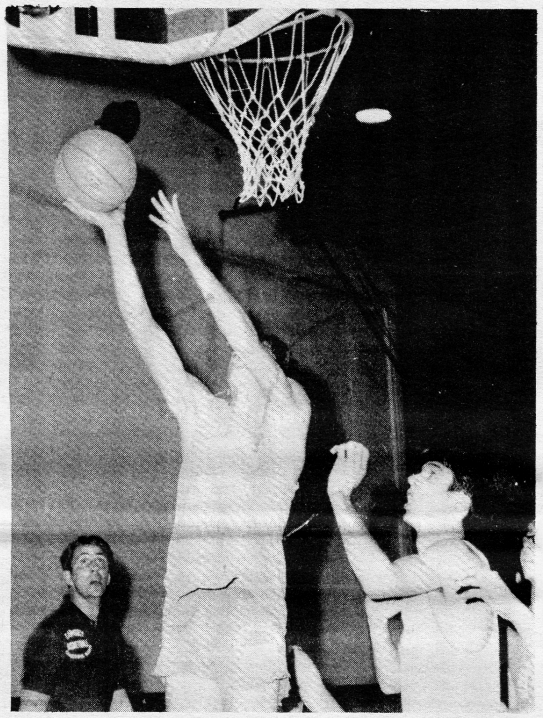
The young Charger team of 1968-69 returns four regulars this season, including guard Dave Hoit and forward Dave Danielson, both of whom are strong candidates for all-conference honors.

In a recent interview, Ramsey coach Bob Erdman said he considers Kellogg to be one of the top conference contenders "They are a well-coached, experienced team," he commented.

Concerning his own team, Erdman said his feelings haven't changed much since practice started four weeks ago. They are progressing slowly, and may have a tough time before Christmas, when the coach hopes the Rams will really start to jell.

Scrimmages with Hopkins and Osseo before the first game were showed some strong rebounding, though other play left something to be desired. The big front line of Bill Cafferty, Dan Carlson, and Steve Sigstad did a good job on the boards, which the Rams will have to control in order to succeed.

The Rams face eighth-rated White Bear here Tuesday, then travel to South St. Paul Friday. The Packers have four excellent starters back and were an unanimous pick to take the championship.



While Head Coach Bob Erdman looks on, Jim Meehan (face covered) lays the ball up and in.

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Across from the Venetian Inn

FACE ST. THOMAS TOMMORROW

Tankmen psyched up for meet

by Mike Dec
Blueprint Staff Writer

Is swimming an individual or a team effort? This is one of the questions confronting a swimming team.

Captains Duncan Kirkwood and Mark Baden said that it is an individual sport, but a team effort. They added that they swim for the team and not for personal fame.

As team captains they feel that it is their job to help the other guys out and to build up the teams morale when it's down. They agreed there is a great deal of nervousness before meets in which they explained as butterflies in your stomach.

Tomorrow the swimmers will be getting "psyched up" (that's what the captains call it) for their third meet of the season at St. Thomas and the time is 3:30. Thursday Ramsey faces the South St. Paul swimmers at Hamline and that meet is at 7:30.

Shira feels that these meets should give them a good look at the teams capabilities.

Shira feels that there is a good crop of underclassmen out for swimming and added with the pool at Parkview opening in the Spring of 1970, the swimming outlook will be bright. With almost everything going for the swimmers by going to see them you could not possibly lose.

Coming Sports Events

Hockey

Thurs., Dec. 4, vs. White Bear, Aldrich
Sat., Dec. 6, vs. No. St. Paul, Roseville

Wrestling

Fri., Dec. 5, vs. Kellogg, There, 7:30

Basketball

Fri., Dec. 5, vs. Kellogg, Here, 7:30
Tues., Dec. 9, vs. No. St. Paul, There, 7:30

Gymnastics

Thurs., Dec. 4, vs. Kennedy, There, 7:30

Swimming

Thurs., Dec. 4, vs. So. St. Paul, Hamline, 8:30



Wing Pat Phippen pushes the puck past the Kellogg netminder in one of last years games.

Ramsey - Mounds View

Who will win out this year?

by Paul Johnson
Blueprint Sports Editor

With the hockey season just starting, writers all over have been making predictions as to how the races for Conference and Region titles will come out.

Both newspapers dealing with the Suburban Conference, the St. Paul Dispatch - Pioneer Press and the Roseville Suburban Sun, look to Mounds View as the favorites for both the Conference and Region II titles. However, Ramsey's own should not be counted out of the fray.

Tom Wegleigtner, Mounds View's hockey coach, views his team with bold optimism. "We're shooting for the State Championship. We've got experience, speed and depth. We'll be an offensive team, always moving that puck, featuring aggressive play," he said recently.

He picked Ramsey as his team's toughest opponent and main rival for the conference and Region II crowns. "We know our league will be tough and that Ramsey looks especially rugged but we have set our goal's high," he commented.

Ramsey's Gordy Genz, while optimistic, was more conservative in his approach toward Ramsey's chances. He said, "Every team is out for the State Championship. I know we're out to win 100%. We think we've got as good a chance as any good team in the state."

The Mustangs, last year's Region II Champions, have eleven men coming back and the Rams have nine lettermen returning. Depth is no problem for either team.

Good Goalies

One all important factor, besides a moving offense, in determining a hockey team's success is the goaltending. The Mustangs have three returnees in this department, including Terry Moores, considered outstanding by some. Moores last season, as a sophomore, stopped enough to get his team to the state Tournament.

Ramsey has senior Ward Morgan from last year's squad and Doug Madole and Doug Nelson, juniors who served at goalie on the "B"- squad last season.

Genz plans to start Morgan, at least at the beginning of the season, and use Nelson and Madole.

Strong goalie performances during pre-season scrimmages with other schools indicate good shape in this department, according to Genz.

The offensive attack centers around Mike and Pat Phippen and Dave Kath - first line; Jon Kelsey, Dale Ahrens and a rotation of Carl Brandt and Mark Fitzimmons - second line; and Craig Arvidson, Mike Eagles, Bob Graziger - third line.

The line numbers are not definite. Defense pairs are Tim Anderson and Steve Curley, Mark Czaia and Dale Wessel, and Joel Holger and Dan Short.

Revenge

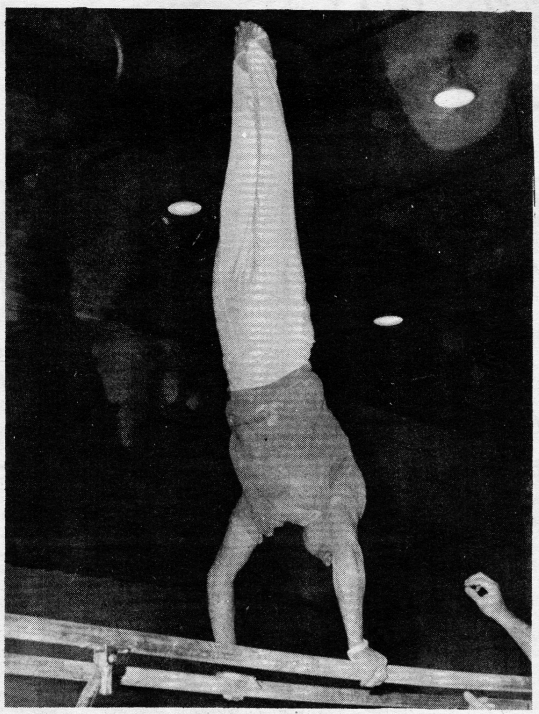
The Rams face Mounds View only once during regular season play, on Jan. 24. The Rams will be out for revenge against the Mustangs, who defeated the Rams in last year's Region II title game, and in turn, won the Region II berth in the State Tournament.

This season's Conference and Region II competition, barring any injuries or similar misfortune, will almost inevitably be a neck-in-neck race between the two teams, which may once again go down to the final wire, the Region Championship game.

It could be that Ramsey will emerge the victor this time.

Meanwhile...

The Rams face White Bear at the Aldrich Arena Thursday, Dec. 4. This, along with the next two games with Kellogg and North St. Paul respectively are exhibition and will not count in Conference standings but Genz stresses, "When you only play twenty games, every game is important."



John Goedeke's gymnasts ready themselves for their opening meet with Bloomington Kennedy, Thursday, Dec. 4.

P. J. Tells it like it is

by Paul Johnson
Blueprint Sports Editor

TRUE CONFESSIONS:

When people think of athletes they usually think of a team. Once or twice a week the team will go out onto the field, court, or whatever and play a game. The team wins or loses (sometimes ties) and goes back into the locker room after the game. Right?

Lot of "fun"

Well, that is partially right. But all too often the long, hard hours (4th and 5th hours every day) of practice are forgotten.

How many people know what it's like to hit a practice dummy twenty times in a row (hit, spring back, hit, spring back, etc.) Being a one time football player of small acclaim, I can tell you what I called it - HELL

This, among many other "Gut" drills, like "no-holds-barred" scrambling for a ball thrown out by the coach to a group of two or so gridders. This supposedly resembles fumble and it is drills like these that comprise most of a football practice. The other part, scrimmaging, is often the easiest.

While you walk out to practice, after it's over you may be crawling back to the locker room.

"WE want YOU in shape"

Other sports have their fun things too. In hockey and basketball are the strenuous three-on-two drills, that is three offensive players go against two defensive players and try to score. The two defense men try to stop them.

Wrestlers are almost always trying to learn new moves. The more moves he has, the more versatility he has over his opponent. He may do the same thing forty times in a row before he perfects it. Gymnasts are the same way. Doing things over and over again until they get the routine to their liking.

Perhaps the worst practice time for athletes is the conditioning period before regular fall sports practice begins.

During these mid-morning work outs in about the second week in August, the athletes who weren't smart enough to keep in shape over the summer know who they are. Many an athlete loses many a good breakfast.

The Strategy

The strategy behind these hard practices is simple and fairly obvious. By exaggerating game conditions in a strenuous practice, the real games seem like a piece of cake.

How many times do you come in contact with opponents during one football play? Certainly not twenty.

A gymnast gets only one chance to show his routine in a meet. That's why it's necessary that he practice his routine to perfection before the meet. He gets no chance to redeem himself if he messes it up.

Every athlete has a good reason to practice and practice hard. Besides the obvious results of greater physical skills, mental discipline is learned. Players learn to press on when their bodies tell them to quit. This is the character building side to athletics.

Third String Benchwarmer

The person on the team whom I admire the most is not always the star ace. Often he is the third string fellow who practices his guts out, day after day, and plays every bit as hard as the next guy. The members on the starting team get rewards for their efforts; they get to play. The third stringer rarely sees any action or glory. All he has is his name on the bottom of the roster.

It takes a lot of guts to take all that torture without any glory. Sort of like the bitter with no sweet.

The Moral

The true picture of athletics is not reflected in the games and star players alone. Practice plays perhaps the biggest part. It's where you get no glory for putting out the same amount of effort that you would in a game.

Take a six minute trip to heli

or, what is a wrestling match?

by Jeff Johnson
Blueprint Staff Writer

Competition.

Yes, eagerness and competition. A good description of a wrestling team.

A visit to the wrestling room 4th hour proves this.

But it's not all as easy as it looks. By no means. Ask any wrestler.

"Those are the toughest 6 minutes of my life," says Dan Johnson, captain of the Ramsey wrestling team, wrestling at 175 pound weight class. "After my match, I'm completely exhausted. It takes all the energy I've got."

"I really think wrestling is the toughest sport of them all," comments Ray Hermanson, the only returning junior letterman. "You really have to be in good shape. I know in other sports you need to be in shape too but this is the only one where you're that tired after 6 minutes."

You can see why the wrestlers have it tough. And their practices. Sweat and desire. Desire to win.

"Wrestling is really individual. It's team too," declares Tom Maze, heavyweight grappler, "but a lot individual. Sometimes a whole meet rests on one wrestlers shoulders. If he wins, we win. If he loses, we lose. Occasionally, that happens to me because I'm the last guy to wrestle in each meet. You really get nervous."

Pre-match "downs"

You might wonder how a guy feels before a meet and what he thinks about.

Hermanson comments, "I try not to think too much about it until the day before. It sort of keeps me from getting too nervous."

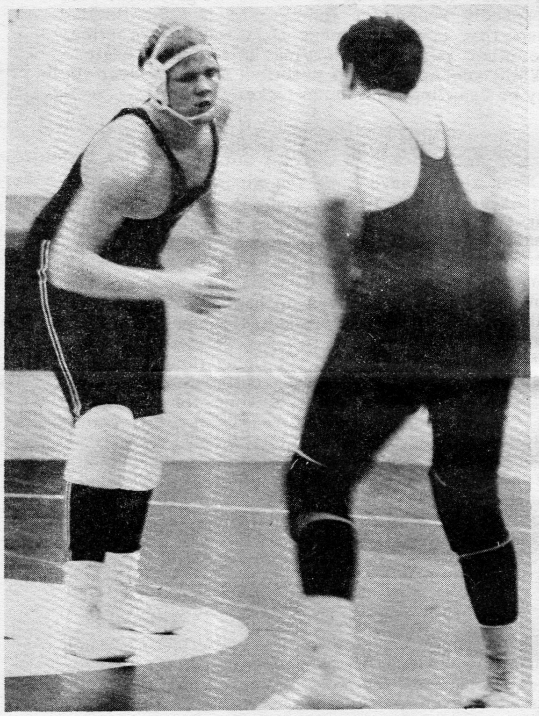
Conversely, Dan Johnson mentions, "It's on my mind all week. I'm not too tense until the night before. Then it gets bad. I'm most nervous about 15 minutes before my match. But, as soon as I'm out there, it all goes away. When my match is over, I'm more pooped than I was tense."

The strain must be unbelievable.

Strategy - Key Factor

Strategy is another key factor in wrestling. "To win in wrestling, you've got to know a little about your opponents. You have to keep them from doing what they want to do," comments Coach Ken Bergstedt. 'If they like to sit-out, we've got to keep them from doing that. For example, Anoka has all their team members work on relatively the same thing. Therefore, we all work on countering that one basic move. Each wrestler must work on his indivudual opponents actions. This is what we mainly concentrate on in practice."

Just plain hardworking desire.



Tom "Bubba" Maze, heavyweight, is at a stand off with his opponent. Ken Bergstedt's wrestlers meet Kellogg, Friday, Dec. 5.

LATE SCORES

Swimming

Irondale 212, Mounds View 204, Ramsey 201

Ramsey 59, White Bear 35

Basketball

Ramsey 47, Rochester Mayo 35

Ramsey 57, Mounds View 43

Wrestling

Ramsey 28, White Bear 16

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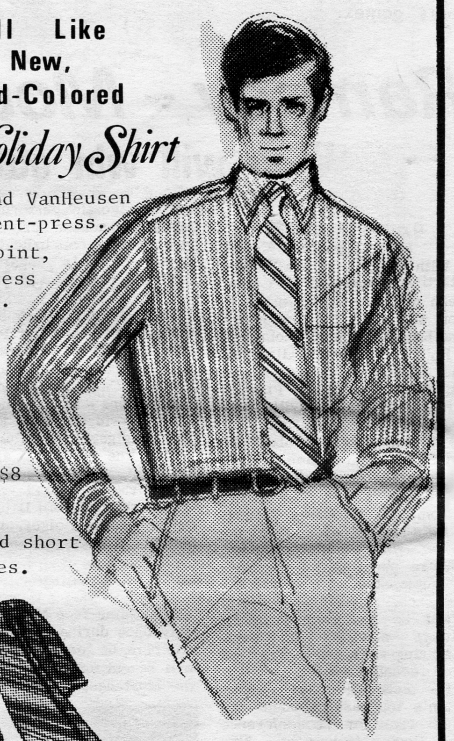

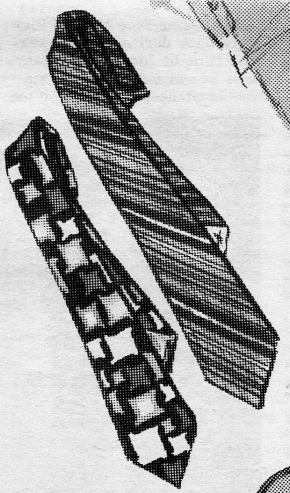

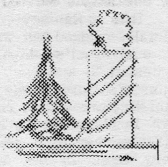

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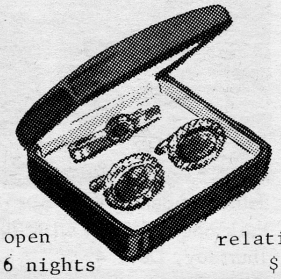

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