

# BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

Vol. 17 No. 9 Roseville Minn. 55113 | March 20, 1970



*Dennis Christiansen and David Pence*

***...and then they shook hands***

The conflict of last Friday proved to be a learning experience for everyone involved. The confrontation of the thirteenth involved at least four factions relating to the school; the students and faculty, David Pence himself, the administration, and the school board.

The first two factions obviously were acting on their own behalf and behaving exactly as they felt. The trouble is that the final decision was not in their hands. Principal Curtis Johnson was put in a very precarious position on this issue. He not only had to gauge the feelings

**Precarious position**

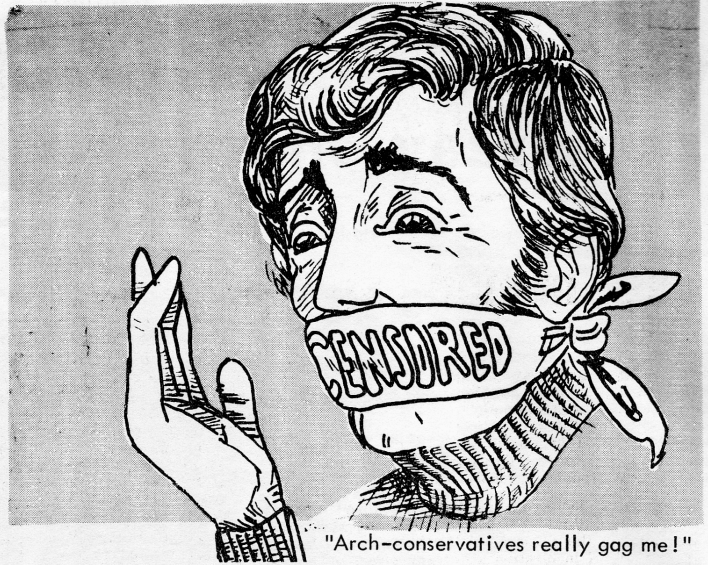
of students and faculty members, but also had to deal with the wishes of the school board and the district administration. A job, we might add, that would try anyone's patience.

This was complicated even more by the fact that the student-faculty positions were not monolithic, but rather fragmented. There were indeed people just as adamant about keeping Pence out as there were people fighting to hear him speak.

Keeping this in mind, we wonder if it was even necessary for the board to involve itself, even though it does make a good campaign topic. The controversy among the inhabitants of this school is a rather healthy situation, and can conceivably be one of the most important lessons the mini-courses can teach.

Another benefit is that students, teachers, and administrators are finally sitting down together to evaluate the mini-course program. We hope they will come up with a reasonable set of guidelines that will leave mini-courses open for all points of view.

We commend Johnson on his actions this past week. We hope he will not surrender his responsibility for students to outside pressures.



**BLUEPRINT STUDENT FORUM**

**council doomed?**

After three years of listening to the whippers of a drowning student council plagued by incompetence, inefficiency and total irrelevance to the student Student Council is on the way out.

The question of incompetence has been dragged through the mud so many times that it doesn't bear repeating. Student Council's inefficiency was admirably proved by Blueprint with the exposure of senior Bruce Johnson, alias the representative from room 248.

But how about its total irrelevance to the student populous? Well, this question can quite easily be answered by proposing another question that I would like to throw at the advocates of Student Council to choke on. What is the purpose of Student Council and has our Student Council met this purpose with any degree of success?

Generally, I think not. With lack of both interest and efficiency, the Student Council

is left with just an over abundance of dreams.

The present Student Council, as I see it, is like a man running in place - he tries hard, but he just doesn't get anywhere.

Scott Nelson, senior

**intramural sports**

Sitting quietly in its slot, amidst the roar of the highly efficient and prestigious winter sports, operation, is the intramural basketball program. This program was set up by Coach Bob Erdman in an effort to let some of us non-varsity players get together and play basketball on the days Varsity has games. Oddly enough, most of these boys like to play basketball just for fun.

Many coaches feel that these "fine boys" should quit wasting their time every Friday and get into the decent sports program, mainly theirs. There is ridiculous pressure applied to get these fine athletes back into the "groove."

It seems to me that a school that has developed some of the top athletic teams in the state, could make room for a program such as this.

The intramural program has been fouled and deserves a free-throw. "What s'a matter ref, swallow your whistle?"

Dave Paulus,

BLUEPRINT FORUM continued on page three

**Holman's Heroes**

**THE REAL DRUG PROBLEM**

by Jeff Holman



"We are gathered here to discuss the problem of Drugs and Young People," said the chairman of the concerned citizens group. "But first, we will break for some coffee and apple pie."

The concerned citizens of the community flocked to the tables in the basement of the church for their beverage and polite conversation.

"Nothing like a good cup of coffee, eh, Martha?" said Wilfred Bumper, a middle-aged accountant.

"If you don't like mine, you can just head for the hills," she complained.

Business executive Stumbly Turnblock, smoking an extra-long cigarette, wandered over with his wife.

"I've heard this drug problem is really getting serious in the high schools," remarked Stumbly Turnblock. "I just don't know where the kids get those ideas..."

"Well," said Wilfred Bumper, "They certainly don't get them in our homes. Bet that the communists have something to do with it."

"The only thing worse than an addict is a pusher," remarked Stumbly confidently. "Would you like a cigarette?"

Mrs. Turnblock sobbed. "I think it's just terrible. Our babies -- taking

drugs off the black market. It just gets me so upset."

"You poor dear," remarked Mrs. Bumper, her hands fighting through her small black purse. "Take one of these. They're faster, more effective than aspirin."

"Oh really, I'll have to try some." "Thank you," Mrs. Turnblock replied. "But I've got my own. My sister got them for me from a friend. They give you such a lift..."

"Be my guest," said Mrs. Turnblock. "I can always get some more."

A small bottle of little yellow pills discreetly exchanged hands.

"Have you heard what's getting into the high schools lately?" queried Mr. Turnblock, lighting his third cigarette. "Marijuana"

"No!"

"Yes. The weed."

"I've heard that marijuana does strange things to you. It takes hold of your consciousness. It makes you see wierd shapes and sounds," said Mr. Turnblock.

"Can't we go home and watch television?" pleaded Mrs. Bumper, trying to change the subject.

"And not only that -- it leads to

anti-social behavior," Turnblock continued, lighting his fifth cigarette.

"Why, I could kill those commies," Mr. Bumper said, his collar wet with rage.

Mrs. Turnblock became more and more upset. "I've just been so worried about Andy lately," she confessed. "He decided to grow his hair long. They said at school that's the way it starts--the next think you know your boy is on heroin."

"You got to nip the problem in the bud," growled Mr. Bumper. "Bring him back into reality before the commies and the hippies get him."

The sudden sound of a gavel pounded through the meeting room.

"Now that we've had our refreshments, let's get back to our discussion of Drugs and Youth," declared the chairman.

The Bumper and Turnblocks walked back to their seats.

"You want to go out for a couple of beers when this is over?" whispered Mr. Bumper.

"Sounds good to me," Mr. Turnblock answered.

**BLUEPRINT**

1261 W. Highway 36  
Roseville, Minn., 55113  
Telephone: 635-5566

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

MANAGING EDITOR . . . Roy Hallanger

SENIOR EDITORS . . . . . Mark Johnson  
Sue Steimwall  
Paul Johnson

CONTRIBUTING EDITORS . . . . Ann Flanagan  
Keith Cane

ART AND ADVERTISING DIRECTOR . . . Diana Vance  
BUSINESS MANAGER . . . . . Craig Bakken  
PHOTOGRAPHY EDITOR . . . . . Roy Hallanger  
CIRCULATION MANAGER . . . . . Pat Bangle  
STAFF WRITERS: Debbie Bell, Dave Black, Grant Blank, Andi DeWahl, Mike, Deer, Walter Hard, Karen Jarvis, Linda Sorenson  
COPY SETTERS: Pat Bangle, Roxanne Christy Lantoni, Janet Stramath  
ADVISOR . . . . . Miss Mary Lou Lupient  
cover photo by fred wolf

PERSONAL COMMENTARY

# Reality gives way to faulty images

by Grant Blank

Beware of times when reality gives way to images, and the images are irredeemably bad.

Last Friday, David Pence socialist, came to speak at Ramsey and, before he left, a considerable part of the school had been disrupted. I don't mean to imply that Pence did this all on his own. Pence himself is only one facet of the whole situation.

Pence's image of the administration was expressed in a statement printed in the last issue of "Blueprint." "A person with a socialist position is systematically kept out of school. That's the reason I'm not allowed. That position threatens the principal of the school." In other words, he saw himself as being unjustly repressed for his political views.

The whole situation requires that the actions of both sides and their reasons for action be taken into account.

As the basis for their actions, each side developed its own image of the opposing side, and these images, in effect, ruled the situation; they controlled the reactions and statements of both sides and, in the end, controlled the final solution.

The administrations' image of Pence is equally bad. He is seen as a clever person who is manipulating students for his own destructive purposes. In other words, he is pictured as a diabolical rabble-rouser.

Balancing these images was the self-image of each side. The two sides saw themselves as the epitome of virtue--they were defending the rights of young oppressed students or they were fighting for reason and scholarship against 'anarchy.'

My point is this: As the situation became more and more polarized, each side was convinced it was the virtuous side while the other side was out to get repress or destroy it.

The result was a lack of calmness and understanding that was evident on both sides. Both sides

quickly stereotyped their opposition and no one was able to understand the position of the other side.

The consequences of such an attitude are obvious: There was a lot of irate rage, anger and disruption before both sides realized, paradoxically, that if they spoke softer, they would be heard better.

What happened was that each side reacted against what it saw, as a threat to its power - the administration to the power of its authority in the school and Pence to the disruptive power of 'the students' (or at least some students).

Fortunately the conflict didn't escalate to the point where one side tried to use its power. The administration didn't call in the police and Pence didn't lead the students out to smash up the building.

Facing such a controversial, pressurized issue demands a detached insight and knowledge. It is only a slight oversimplification to say that both sides panicked when they found that they lacked necessary skills and discipline to operate under the pressure. And each ran to their own pressure group to try to get their story in first.



mcj

by Mark Johnson  
Blueprint Editorial Editor

## 'a guy named spiro'

Neil Simon's latest Broadway smash "Oh! Capitol Hill" opened last night much to the delight of this reviewer and our sophisticated New York theatre-goers.

Of course Mr. Simon had a lot of help in helping to make this fun-packed musical based on President Nixon's first State of the Union Address a rousing success.

The music by Burt Bacharach is flawless and the lyrics by Tennessee Williams skillfully capture all of the extravagance and the sheer zeal of the Nixon administration. Edyth Head's costumes are a work of inspiration and Jerome Robbins' dance numbers are brilliantly choreographed.

But the greatest thing about "Oh! Capitol Hill" is Elia Kazan's masterful direction. It most assuredly marks a triumphant return to Broadway for the skilled director. Kazan has once again proven himself a director of extraordinary talent and his latest production certainly compares favorably with his earlier "Streetcar Named Desire."

But the show's greatest asset is the cast. Steve Lawrence and Eydie Gorme are destined to be the toast of Broadway from their boisterous performances in the lead roles of Dick and Pat Nixon. Their songs "Asia on my Mind" and "Caucus with Me" are liting highlights of this season.

Red Buttons, as Spiro Agnew, turns in a solid and touching performance as a simple home-town boy who is cruelly and reluctantly thrust into the political forefront by forces he neither comprehends nor understands. He plays his role with great depth and with a sheer mastery of his art. He moves the audience from tears with his heart-rendering song, "A Guy Named Spiro," to uproarious laughter in his rollicking number, "You've Got to Belt a Hippie or Two."

However, the show-stealing honors go hands down to Kate Smith as Jackie Onassis in her big number, "What Would the World be Like Without Jackie?" She is ably assisted by Akim Tamiroff as Lyndon Johnson.

"Oh! Capitol Hill" is also enriched by a marvelous supporting cast. The Gabor Sisters are brilliant as the Chicago Seven. Doodles Weaver portrays Ronald Reagan with gusto and Shirley Temple breathes life into her simple walk-on as Mao Tse-Tung. The Three Stooges are excellently cast as the Joint Chiefs of Staff in their Broadway debut.

Nipsey Russel plays the Negro person.

Unfortunately, Robert Goulet seems slightly miscast in the role of Lester Maddox. He seems uncomfortable and his only song, "Great Day in Dixie," falls flat.

One cannot help but feel a tingle run up the spine in the smashing finale "ABM Bossa Nova." It is an unforgettable theatre experience to see Johnny Weissmuller as U-Thant and a topless U.N. General Assembly in a brilliantly choreographed closing.

All-in-all, "Oh! Capitol Hill" is a swinging evening in the theatre that leaves the audience breathless.

Meanwhile, this reviewer anxiously anticipates Simon and Kazan's next production "Hack!" It is a musical comedy based on the history of the cough drop and it promises to delight all those who thrilled to "Oh! Capitol Hill!"

## FORUM

### holman's conspiracy

I am a waitress in a local "family" restaurant and I fell that Holman's Heroes, "The Restaurant Conspiracy," in the March 13 Blueprint, deserves a word from the other side of the table.


Here are a few customer courtesies which would make waiting on a table more pleasant:


1. Sit at a table ready for customers. (Give the busboy a chance)
2. Read the menu before telling the waitress you are ready to order.
3. Make up your mind; don't change the order "a few times."
4. Answer the waitress' questions, ie. - "Would you enjoy coffee now sir? ... WOULD YOU ENJOY COFFEE NOW SIR?" ...
5. Consider the poor busboy; leave the table as decent as possible.

Remember most of all that waitresses are also human and a kind word or smile works wonders.

Mary Pat Damon  
senior

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## TWO VIEWS OF LAST FRIDAY

## Pence

## 'Blatant censorship'

David Pence denies that he disrupted Ramsey High School Friday.

"The person who has disrupted the functioning of the school has been the principal, and not me," said Pence in an interview Tuesday night.

Pence pointed out that over 50 students had voted to have him return to Ramsey. He believes that principal Curtis Johnson was guilty of "blatant censorship" in cancelling the course.

"I came because I don't believe a principal ever has the right to stop students from learning, even though he is personally opposed to what is being taught," Pence explained.

Pence said he thought it was important for the many students and teachers who wanted the class to continue, that the principal not be allowed to make an "arbitrary decision."

"I thought it was important to meet with those students directly affected by the decision," said Pence. "I wanted to meet with those students who were in the hallway, many of whom disagreed with me."

Pence denies charges that he came to propagandize and coerce students of Ramsey. He believes that most teachers and textbooks teach a particular point of view, which he defines as "liberal capitalism." Pence says he came to teach a socialist point of view.

"I did not come to impose my understanding of the world on Ramsey students," said Pence, pointing out that mini-course attendance was voluntary.

"I want them to understand socialism. I don't think the way to that is to coerce people."

What was "blatant censorship" last Friday has now become "bureaucratic censorship," commented Pence. He believes the administration is employing "delay tactics" designed to prevent him from speaking.

To resolve the question of his speaking at Ramsey, Pence recommends an open meeting with students, faculty, administration, and parents "to decide what they want Ramsey to be."

If his course was approved, he would encourage parents to attend all sessions.

"Schools should be places where parents and students can learn," Pence said.

## Johnson

## 'He wanted attention'

"I suppose he was after attention," said Principal Curtis Johnson, referring to Pence's visit last Friday.

"He'd been called. We told him there was no room for him, but he came anyway. Then when I heard he was coming anyway, I had a committee here of students and faculty ready to talk and discuss with him, but he refused. He said it was his prerogative to speak if he wanted to."

Johnson does not feel that Pence's views are necessarily inappropriate to the school, but he feels such presentations must be structured within the school's educational format. "The school is for educating. If something has a different purpose we have no opening for it. "Evaluating time would be like evaluating a teacher in Edina. I don't know him. I've never heard him speak, I couldn't say whether it would be educational or not."

Johnson said that the presentation would be much more educational if Pence were balanced by a speaker of a different viewpoint.

Johnson feels that guidelines should be set up for future mini-courses. Meetings were held Monday and Tuesday after school between Johnson and representatives from the faculty and students to determine if controversial mini-courses should have certain rules applied to them.

Johnson believes that such courses should submit a general outline of their purpose and content. They would have to be held in an educational setting. If they had no educational function, and no benefit for the students, they would not be held.

He also suggested that course outlines for controversial courses should be mimeographed and sent home to parents. The parents would have to give permission for their children to attend the course.

"This is no different from the permission students have to get to ride busses to games. Today we talk about a generation gap. This system would give students an opportunity to open communications with their parents."

Johnson is not sure how Pence's future courses will be held, or whether they will be held at all.

He said that the course will not be held until after this Friday, however, Johnson hopes to postpone it until a definite decision is made on how his future speeches will be handled.

He has had no contact with Pence and does not know what the radical intends to do.



David Pence questions the authority of the Ramsey administration.

## RETURN OF THE RADICAL

## David Pence back for open meeting

by Karen Jarvis

David Pence said that he would come back last Friday to teach the second session of his radicalism mini-course. And he did come back.

At about 12:35 Pence walked into the high school office, Principal Curtis Johnson, who had cancelled Friday's session, had scheduled a closed meeting with Pence and three students to discuss the future of the Pence course. Johnson met Pence at the door.

"I'm David Pence," said the radical. They shook hands. "Come into my office and talk," Johnson ordered.

"The meeting has to be open," Pence replied. He said that he wanted to talk to all factions of the school, especially the "greasers."

Johnson became more adamant. At one point he grabbed Pence's hand and pointed down at him.

"Would you please take your hand off me," Pence asked.

Curtis Johnson, social studies teacher, asked Pence to join the closed meeting also.

Beyond the window of the high school office, David Erler told a group of about 50 students and teachers to go to room 244. Some of them wore "Pence" name tags.

The principal threatened Pence with the trespassing law.

"If you won't come in and talk reasonably with us, I'll have to call the police. You know you're trespassing on public property, don't you?"

"Go ahead," Pence countered, his hands shaking. "I'm not afraid of your trespassing laws. I've had to deal with them before."

"Please, Mr. Pence, why don't you sit down and talk to us? We're not accomplishing anything here by arguing. Please sit down and we will talk," requested Dennis Christenson, co-ordinator of Secondary School Services.

Johnson yelled at Pence, "Come into my office and talk."

Pence gave a defiant "No."

Pence asked where students were and was told that they were waiting in room 244.

"I'm going to Room 244 for an open meeting. If you want to talk you can come up there, Mr. Johnson."

for an open meeting, and told the students

In room 244, Pence explained he was there for an open meeting, and told the students they were "brave" for being there.

The principal came in a few minutes after Pence.

"Schools detach you from reality," Pence went on. "You don't learn anything anything in school that helps you meet the needs outside of school. When you are young you learn how to do certain things. You learn how to put on your boots. You learn how to..."

"Please, please," Johnson cried, putting his arms in front of Pence to protect the students. "Please be careful."

"Okay, defecate," laughed Pence. "Anyway,

real language brings learning into real life."

"You do this for attention, don't you? I've seen it done before," said Johnson.

"No, I don't, sir. It's for me to say you are wrong. You are wrong about education. You are wrong about schooling. You are wrong about children, and you are wrong about teachers."

Johnson stormed out of the room. "Why don't you stay and talk like a man?" Pence called.

"I'm sorry the remarks I made were personal. The problem with schools is not with Curtis Johnson or people like him. It is with the relationship that is built up in schools. The reason I talked that way was because I wanted to show him how he makes students shake," said Pence.

Pence snickered, "O.K., I won't use obscene words like kill, war, and hate anymore."

Christenson and Johnson said that there had been many phone calls from parents complaining about Pence's language. David Erler suggested that a group of students and Pence talk at a PTA meeting. "We should invite the parents to one of Pence's courses," Erler added.

When the bell rang at the end of 5th hour, students dispersed. Pence had had his open meeting with students, and now he was willing to meet in the quiet of Johnson's office with Christenson, Johnson, and four students.

"It is profitable to work within a structure. The Mini-Course is a possible format through which you can work," reiterated Christenson.

Johnson, his voice cracking and his eyes watering, told Pence, "I resent very much some of the accusations you made. For the past 35 years I have sincerely tried to help students, you can check my record. Excuse me, but I have to leave to answer a personal phone call."

"I feel sorry for Mr. Johnson," remarked Pence.

Christenson replied, "That's irrelevant," "No... I mean genuinely sorry," Pence continued.

"Those students who don't like the language can leave," retorted Pence.

Pence finally declared that his language was not important, and that he was willing to change it.

Johnson walked in and sat down behind his desk. "We have to present the other point of view," he said. "You should be objective in these sessions."

Pence said he did not believe in objectivity, but thought it would be fine if anybody else wanted to come and speak on a Thursday or Monday.

They conferred for a few more minutes and Pence gave Johnson his telephone number. Johnson promised he would phone Pence Wednesday to let him know about scheduling the course. He took a look at his calendar.

The principal got up from his desk smiling. "Thank you for coming," he said.

Pence stood and said "Thank you very much," And then they shook hands.

# Behind Closed Doors

The cancellation of the radicalism mini-course is challenged in the high school office

photographs by Jeff Holman

## Zap!

"Come into my office and talk," Johnson ordered.



## Kapow!

Pence refused, insisting that the meeting be open.



## Schazam!

Dennis Christiansen, co-ordinator of secondary school services, conferred with Pence.



## Blop!

All efforts to reach agreement failed. Christiansen seemed resigned to the fact.



## BP REFERENDUM

# Administration asks course guidelines.

If the mini-course program is to continue, a set of guidelines will have to be adopted, Principal Curtis Johnson has said.

Students, teachers, and administrators met Monday and Tuesday after school to work out guidelines. In order to attend the meetings, BLUEPRINT agreed not to quote any statements made by faculty or administration.

As the meeting ended, students were instructed to propose a set of guidelines that could place the mini-course on an "educationally sound" basis.

The following are guidelines drawn up by students who attended the meeting. They are intended to apply to all mini-courses.

### Student Proposed Guidelines

1. No language will be used that is offensive to community standards.
2. Speaker's presentation will not physically endanger students.
3. Parents are invited to attend all mini-course programs.
4. Speaker must allow at least 10 minutes at the end of his talk for questions or discussion by those who attended the course.
5. Attendance will be completely voluntary for all courses and sessions.
6. Admission to mini-courses will be by ticket only. This applies to all persons who may attend a course.
7. If a parent does not wish his child to attend a particular course, he may contact the school and his wishes will be obeyed.
8. A committee of three students, two teachers, and one administrator will evaluate speaker according to these guidelines after each session, or at other agreed upon times.
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, if the committee determines that the outline meets guidelines.
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.

### STUDENT REFERENDUM

Please circle "approve" or "disapprove" for the following question. Cut out and return to BLUEPRINT, room 240, before next Wednesday.

I (approve, disapprove) of the mini-course guidelines as published in BLUEPRINT.

Other comments \_\_\_\_\_

## KALLSEN: ONE SHOULD BE A person first, teacher last

Education today is going through a revolution.

Not only are curriculums changing, but also the stresses in teacher education and teacher-student relationships are changing.

Miss Barbara Kallsen, who teaches English here, says there is now a greater question of how to make education as meaningful as possible to the students.

"Teachers have to make education relevant to students. They have to know what is going on in the students' world. In college, teachers' teachers talk about educating the whole student," stated Miss Kallsen.

She attended the University of Minnesota in Minneapolis and majored in English education.

"Teachers have to know something about their students as individuals. This is because situations and problems that rise may differ depending on the student involved. Misbehavior in a class may be related to some outside problem such as parent or family troubles at home. If a teacher knows this she may handle it.

"A student who sleeps through a class could be working too many hours at a job or is simply bored to death. A teacher

should find out where his problem lies.

"Teachers are limited by both class time and the number of students they have in a class when trying to give a student individual attention," Miss Kallsen stated.

She feels teachers should give as much of their time to students as possible. They also have to be able to get away from their work.

"One of my teachers once said that a teacher has to be a person first and a teacher second.

"If I go home at night and feel like going to a movie, even though I may have 600 papers piled up waiting to be read and corrected, I think it is better to go to the movie.

"Like everyone else, teachers need a They might be a better teacher because of it.

"They have had a chance to relax and may at the same time may have gotten some new insight to bring back to class.

"A teacher must know her limits. You can't let yourself become so involved that you never have a chance to relax. However, this may differ with individual teachers.

"It is important for a teacher to care about the kids they teach."



COLONIAL SCHOOLS

They did not believe in spoiling the child by sparing the rod

## Students grade teachers

"The wall between teachers and students is beginning to deteriorate. . . , barriers are being broken down and teachers are really trying to understand the students, believes Andi DeWahl, sophomore.

Andi and other Ramsey students were asked for their opinion on teacher involvement with and concern for the student.

"Most teachers aren't willing to stay after," Andi said, "they don't feel they're obligated to and so they won't. But then there are some teachers who really go all out. It depends a lot on the teacher, some really try, some don't and some don't know how."

Vaughn Harrison, senior, "From my limited experience I would say that teachers really are trying to get involved. They are keeping everything flexiable. . .

they don't stick within the confines of the course, which I think is really relevant today."

Vaughn continued to say, "The students interests are changing, and the teachers are adjusting to it. There are some teachers that are really dedicated, and there some that are just in it for the buck-their dedication dies soon; but there really is basically no difference between the teachers I know here and those in Africa."

Lorinda Wilson, sophomore, believes that classes should be divided for fast and slow students. "Then," she continued, "the slow kids who need individual help should get the teachers that get more involved with kids." Teachers involvement, she believes, really depends a lot on the teacher.

Lorinda also said that she believes most teachers have "pets" who they are much more willing to help.

"I think the young teachers are usually more involved, at the same time it really depends on the individual teacher," said Steve Judge, junior. Steve believes that since every teacher is an individual there is no way you can evaluate them as a group.

Linda Toenjer, junior, said, "Teachers won't change unless students ask questions and demand changes."

She believes that teachers have to evaluate themselves and their method of teaching to be able to present relevant material and keep in touch with the students.

## Johnson reveals Changing trends

Dr. Dale Johnson, Assistant Superintendent believes that education in general is going through a phase of great change.

"There is a shift from traditional methods of instruction to more student involvement. I think this is the most central change in recent years. Learning is a process that students and teachers have to co-participate in.

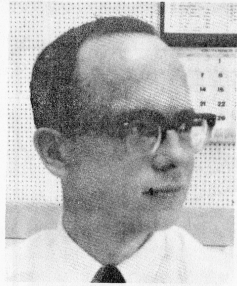
"The skills the student has to develop are ones of knowing where to get the data and information and how to use it."

Dr. Johnson feels that the attitudes of the teachers towards changes in education have been "excellent."

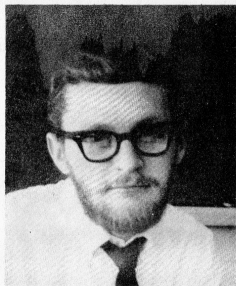
"They were a crucial element in change,

particularly in our district. We have had a program for three years where any staff member who has an idea can submit it for consideration. The first year of the program we got 18 proposals for various improvements. Last year we received 41, and this year we were overwhelmed by 54 such proposals." Of these 54, Dr. Johnson says that 48 will go before the school board for acceptance.

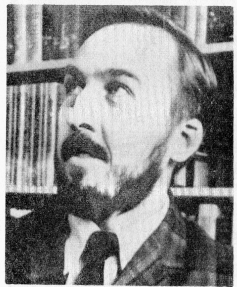
"Teachers will assume a different but crucial role in coming years," he continued. "They will be acting more as diagnosticians and educational experts as opposed to their traditional fact-giving role."



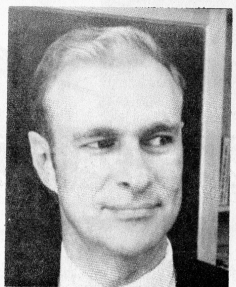
Earl Ireland



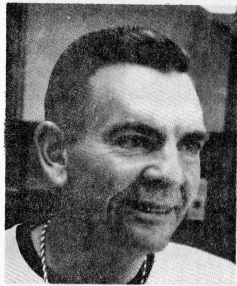
Mike Hanily



Curtis Johnson



Ted Molitor



Lars Overskei



Kathleen Detjen

# Teachers evaluate their profession

by Grant Blank

With the coming of greater teacher activism at Ramsey, especially the "withholding" of extracurricular activities last fall, faculty attitudes toward different facets of Alexander Ramsey have become more and more important in the school.

In an attempt to explore these attitudes seven Ramsey teachers agreed to air their views to Blueprint. The participants were Lars Overskei, the football coach and phy Ed instructor, Earl Ireland, math teacher, Ted Johnson, social studies teacher, Kathleen Detjen, German teacher, Mike Hanily, English teacher, Ted Molitor, Chemistry teacher and Minnesota teacher of The Year, and Curtis Johnson, Chairman of the Social Studies Department.

The experts were picked because they were either representative of what the rest of the teachers in the interview were thinking or because they seemed to represent unusual points of view, at least in this group.

But remember in the final analysis, the quotes are only personal opinions and are only representative of the faculty, as a whole, in so far as the teachers making them are members of and participants in the faculty. Also remember that these opinions were given under relatively unusual circumstances, in a taped interview that would be printed--this might have had a strong effect on which opinions were presented and how they were presented.

The interview opened with a discussion of faculty attitudes toward the community beginning with the effects of the withholding action last fall.

Ireland: . . . it seems as though the only thing the public has become upset about is salaries. . . . When curriculum is an issue the average citizen simply doesn't (become involved).

C. Johnson: I think, (since last fall) the community sees teachers as a more valuable commodity. . . . not as a public servant who will do its bidding but as a professional who is employed to carry out certain services on a contractual basis.

Hanily: When we consider the perspective that the general public has on the teachers, it is basically what they remember as a student 20-30 years ago. . . . We are in the process of redefining the role of the teacher and I think some of the confusion that we see resulting is (because of the difference between). . . their perspective on our role and our perspective on our role.

We really don't understand one another. If you say (to parents) 'independent study', 'mod-

ular scheduling', 'self-direction'. I don't think they understand. They weren't educated in the same atmosphere.

Ireland: Certainly the emphasis is going to have to change, in the past we've taught a lot of facts in the school and at that time it was all right, facts weren't doubling very fast. Now there's doubling every seven years.

What implication does this have for us? We have to teach students how to learn on their own, how to learn individually. We just can't teach enough facts to take care of this student throughout his lifetime.

Molitor: I think what we are doing is emphasizing process--the way of getting knowledge. People are going to have to get knowledge by themselves, out of school and I think we're trying to teach this. . . . I see where we're groping to emphasize this for a while and we're eventually going to swing back.

Hanily: How consistent is this approach? Is it conceivable that a student could go from process learning (in one class) back into the middle ages of learning. . . in his next class?

(There were scattered nods and comments of "Yes" and "Certainly, of course" from most of the rest of the teachers. But they also seemed to agree with C. Johnson when he said, "It seems to me that at least the intent is present in almost all classes." Detjen, Ireland, and Molitor also gave examples of 'process learning' in German, Math, and Chemistry respectively.)

Blank: How do you think most of the students feel about this new type of learning--do you think they really prefer it?

Ireland: I think you will have as many opinions as there are students. But it is how students will have to learn 10 years from now.

C. Johnson: Students like old forms. . . . They are most secure in old forms. They may ask for process learning but when process learning comes and it's difficult they would like to return to the more secure form where the teachers tell them what to do.

A school has to reflect the society that the student is going to have to live in and today people are asked to work together. . . . so it seems to me we have to talk about study with small groups where students can learn to interact bring together ideas and to come to some sort of a group conclusion.

T. Johnson: The idea of working together as a group is important, however, individual instruction fits in. . . . so that a person learns how to be an actual functioning member of a group. Right now a lot of students just sit there and don't contribute.

Blank: How are these changes reflected in the rules and regulations that govern students here at Ramsey?

Molitor: Are we talking about rules that govern

a student's physical behavior or his mental behavior? I think that without question you have to control physical behavior when you have 1800 people in one building 8 hours a day, 9 months a year.

Mental behavior I think is a little different. In some cases there may have been attempts to control mental behavior but I think the trend is to less control--to more free thinking. There is an attempt to control physical behavior within our school but a lot of people confuse this issue. They say, you're controlling us here in the hassles to keep the halls clean. O.K. we are. But we're not controlling how these people think and that's important.

C. Johnson: I think there is more free thinking now. (In the social studies now)...we ask students to make a judgement, a tentative judgement that seems valid for this time (until some thing else comes about this seems like a good rule of thumb seems valid for this time. Until something else comes about this seems like a good rule of thumb to follow. (This is what project Social Studies. . . tries to do.)

Hanily: What percent of the student body would you say is involved in this approach?

C. Johnson: Ultimately it seems to me all of them must be.

Hanily: But what percent is now?

T. Johnson: I tenth grade class, 4 eleventh, and 3 twelfth.

(note: to the nearest significant figure this is about 20% of 1700 students)

Blank: What are your feelings toward district and school administration in general? How do they affect the faculty?

Molitor: This district is one of the best in terms of change, I think they're more receptive to change and they have many more experiments (in progress). . . here than any other district I know. I can't really see how they could do much more.

Overskei: I think now the faculty has more of a voice in things that are going on than we did.

C. Johnson: Yes, and I think we're going to have more than we have now. . . they are starting to listen to us.

Blank: Do you feel the administration is listening to students as it is listening to you?

Overskei: I think students are getting what they want. If they want something they usually get it.

Molitor: If students really want something and they really push for it I'm sure the administration will give it to them. You see often only a small part of the whole student body is really behind something and maybe another part of the student body. . . is opposed. . . This makes it very hard to tell what students really want. I think the administration has done a good job of (determining). . . what students really want and need.

# MUSICIANS COMPARED

## Perfection prerequisite for contests

by Andi DeWahl

What contest is more important than the State Basketball tournament, more exciting than the State Hockey tourney? The state music contest, of course.

Senior Patrice Guston, president of the choir, says "You get a chance to see what other schools are doing and to compare our choir with theirs." She added, "I get a little nervous, but it's a good experience. You can learn a lot about yourself."

Another choir member, junior Ed Vivian contends that the contests are "a challenge." Ed is doing a solo.

A member of violin choir, sophomore Cathy Barnett described her feelings toward the contest. "This is the highlight of the whole year. You are showing the other school how good you are. It's really cool."

The district contest for band will be April 16 at Ramsey. The Concert Band is playing Festive Overture by Denitri Shostakovich, and also Preludium and Fugue by Girolamo Frescobaldi. The Varsity Band is playing Overture in B flat by Caesar Giovanni.

Most sophomores participating in the contest are a little apprehensive. Oboist Nancy Hakomaki, part of a woodwind ensemble says, "It's fun. I think it's an exciting challenge.

I'm petrified the night before, but it's not so bad once you get there."

Trumpet soloist Bill Webb remarked, "Performing gives one a challenge. It's something to aim for, and if I don't make it this year, at least I've tried. It also gives one a chance to compare myself with somebody else. I don't know how good I am, so this is a chance to find myself."

Jane Burt plays the French Horn in the same ensemble, and thinks "It's kind of fun. It's just a contest, but I am scared."

"It builds my ego," stated senior Rita Christianson flatly. "I play for the fun of it." Rita is playing a tuba solo.

Advantages in participating in contests says Peterson, are that "you are playing for qualified judges who know the details of technique and articulation, and you have to prepare differently than you would for a regular concert. You have to be very specific."

Under Peterson's direction, the orchestra has made it to the state contest every year and gotten a trophy five times.

Band director Robert E. Hallquist feels that the value of these music contests is in the solos and ensembles because the students must work on perfecting and performing.



photo by bob christiansen

Sue Mackenzie challenges Maria Callas.

### Books due

All materials must be returned to the library by April 30. "We need student co-operation in getting the materials in," said Miss Hokanson, Ramsey's librarian. "May 1 we will start to pack, since by June 5 everything must be out of the library."

"We are sorry that the library must close so soon, but due to the construction, it has to close," concluded Miss Hokanson.

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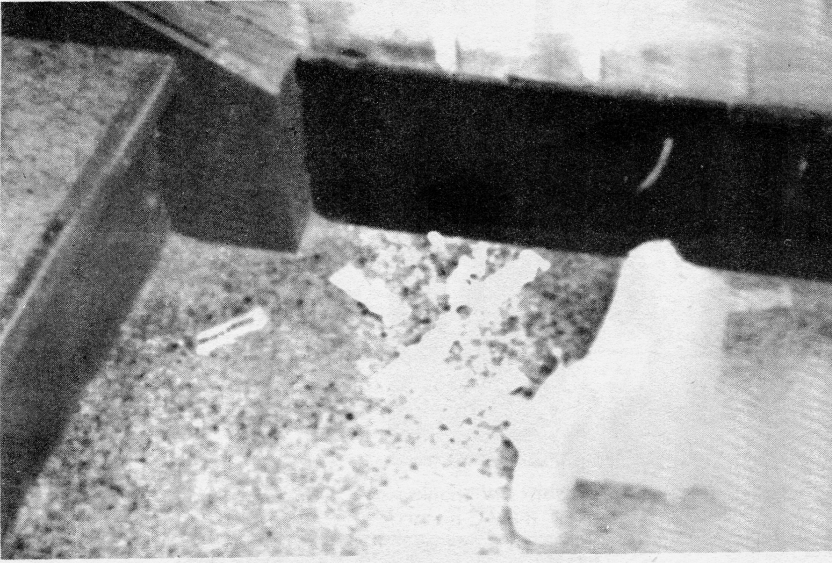
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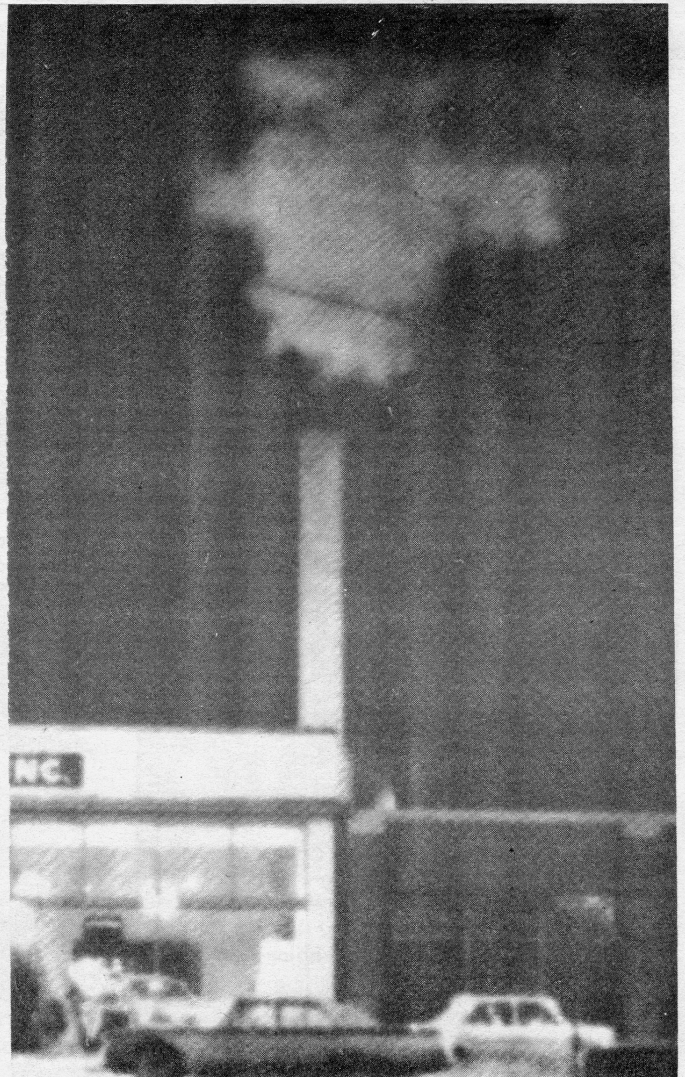



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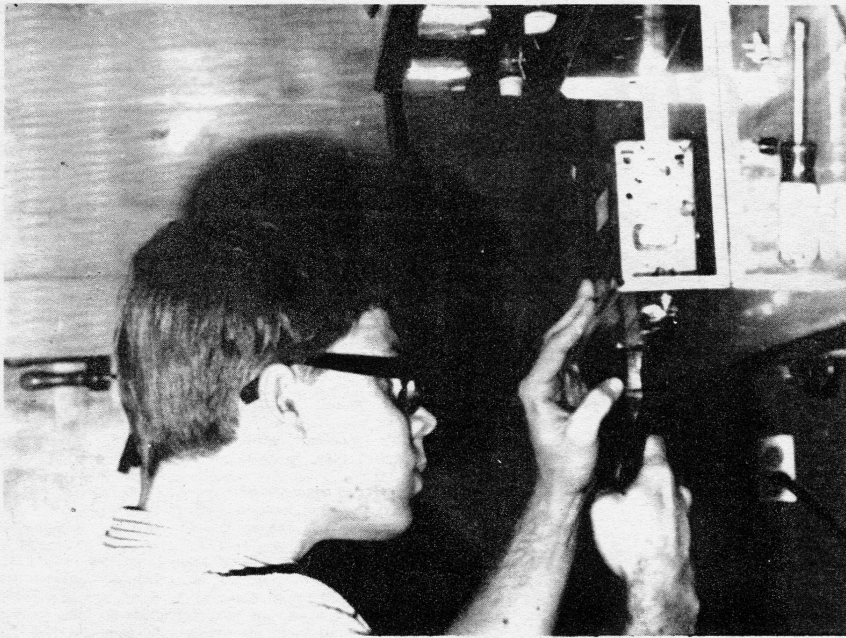
# ***Old habits...***



***die hard***



photos by fred wolf



The wood department is acquiring an electric brake for the table saw thanks to Steve Hanson. The brake works by running a DC current through the AC motor on the table saw thereby freezing the motor.

## Students create

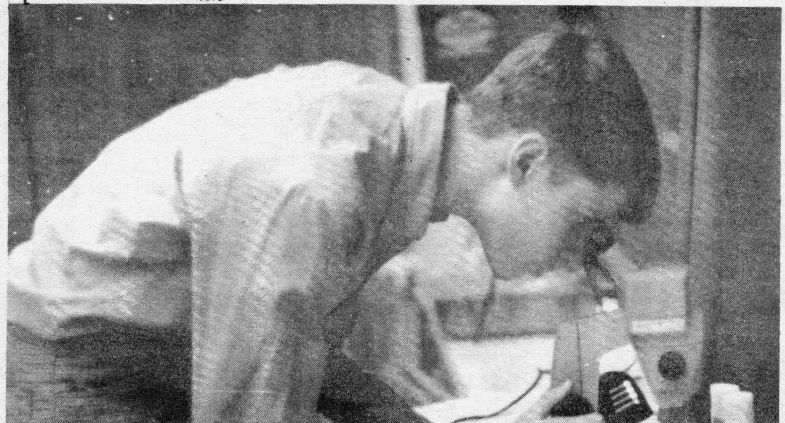
photos by fred wolf



Di Westphal, senior, is sewing a maxi coat. She sews because it is too expensive to buy the quality clothes she likes.



Gary Larson has developed his own strain of fruit flies with slanted eyes.



Bob Kennedy decided that two speakers for his stereo aren't enough. He's building two more. The speakers are duplicates of his original two.



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# PASSES

## Studied, compromised, and reformed

by Kathy Haggerty

Many students at Ramsey seem to be dissatisfied with the present pass system. The Student Council and the faculty have formed committees that will begin a study of preferable systems.

Just under way, the Student Welfare Committee has begun an analysis of Ramsey's pink-pass system. Pat McGuigan, senior, returned from an exchange visit to Stillwater with some valuable observations.

At Stillwater Pat found that very few passes were even used. The students, he said, just were not allowed to go anywhere, implying that maybe we are fairly well off at Ramsey.

Merlin Clerx, an art teacher at Ramsey, worked as a member of the faculty committee and made a careful study of Fridley's honor pass system. At Fridley, Clerx discovered, the students apply for an honor pass by providing the signatures of two teachers who will recommend them for the pass.

"...it's like a contract, I think it makes them feel obligated."

All don't apply, he said, but many do and Clerx feels those who do "feel committed to go along with the rules - it's like a contract, I think it makes them feel obligated." And, he mentioned, the threat of having it taken away for an offense im-

proves their attitude toward school rules in general.

The honor pass allows the student, at Fridley, to go to any of the approved areas, such as the library, rather than his study.

"...the student is more of less guilty right away..."

Also working under the faculty committee, William White, an English teacher at Ramsey, went to Osseo High School for a look at their system, also based on the honor pass.

Five of White's IDS students originally brought back the idea after a visit with Paul Ramseth, a teacher at Osseo and a former teacher at Ramsey.

"I think that most of the kids would really change if we got the honor system. They need people to trust them..."

He feels that now, under our pink pass system, "the student is more or less guilty right away; the teacher assumes he won't be able to do it (carry out the task), so he gives him a pass which will indicate when and where he is leaving, when and where he arrives and when and where he

returns."

Gary Bruno, senior, one of those who visited Osseo, said "I think that most of the kids would really change if we got the honor system. They need people to trust them, and if you give them a chance, they would really prove that they could take care of their pass."

"I think it would be some kind of an improvement it's much more reasonable."

The system at Fridley, White observed, provides every student with a pass at the beginning of the year, White feels that this is the main advantage to the system.

"I think it would be some kind of an improvement - it's much more reasonable," summed up White.

## VICA wins 1st in state contest

The Alexander Ramsey chapter of Vica returned from the Annual State Leadership Conference with seven new trophies. Vica stands for the Vocational Industrial Clubs of America, and is closely tied to the Trades and Industries program. T&I is designed to fulfill a need often missed by normal high school classes by giving the student on-the-job experience.

The Conference was held for students throughout the state, though most of the students attending were from the St. Paul-Minneapolis area. Over 1,000 students spent the weekend of Feb. 27 through March 1 at the St. Paul Hilton participating in the Conference activities.

Taking a first in the state competition for Parliamentary Procedure was a group composed of seniors Lynn Carson, Judy Meyer, Stephanie Johnson, Patty Pielh, Sandy Pielh, Kathy Jeppesen, Wayne Schober and junior, Tim Higgins. For winning a first place this group will be able to go to St. Louis, Missouri for the National Vica convention, June 21-24.

The same group of students which won the trophy for Parliamentary Procedure also won a second place for their Opening and Closing Ceremonies.

Other winners of trophies were: Gregg Morrisette, second place in Trade Mathematics, Kim Swanson, second place in Verbal Communication, Wanda Saabye, second place in Student Job Manual, Patty Pielh, third place in Student Job Manual, and Mary Huisings, third place in Extemporaneous Verbal Communications.

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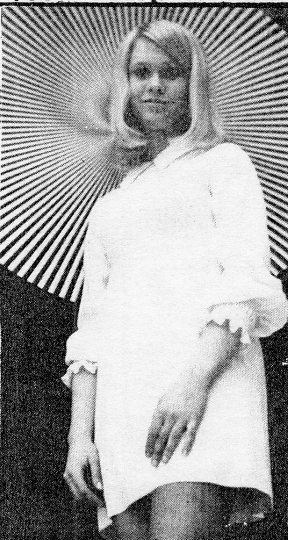
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**B** entertainment

'Inherit the Wind' spring production  
**Ghosts of today  
haunt yesterday**



The faces of Jane Fonda and Michael Sarrazin reflect the fatigue of the marathon dancers in "They Shoot Horses, Don't They?"

by Craig Eckert

"He that troubleth his own house, Shall inherit the wind."  
-Proverbs 11:29

If that hypothesis holds true, the cast and director of the last Ramsey dramatic escapade may find themselves of the receiving end of a little breeze.

Director Mike Hanily is applying some contemporary ideas to the original script and production notes to form a message which Hanily calls "Relevant to what's happening today."

The setting is a small town by the name of Hillboro, the "...buckle of the bible belt," where a young school teacher named Bertram Cates is being tried for teaching his class about evolution.

The script, written by Jerome Lawrence and Robert E. Lee, is based on the famous Scopes Monkey trial of 1925, where Scopes, a biology teacher, was tried for teaching evolution.

During the original trial, two greats in the field of law were called in; three time presiden-

tial candidate William Jennings Bryan for the prosecution and Clarence Darrow for the defense.

"Inherit the Wind" follows much the same pattern with two imaginary legal heroes; Mathew Harrison Brady (Bryan) and Henry Drummond (Darrow).

Brady, played by Pat McGuiggan, senior, is a pious, Bible quoting fundamentalist with an affinity for the simplistic. Drummond portrayed by Mark Johnson, senior, is a wise cracking agnostic, who is looked upon with little else but contempt by the Hillsboro population.

The production scheme includes projections, films, and other multi-media techniques. They will possibly include pictures of the Chicago Seven trial, which Hanily parallels to the Cates trial.

"I hope the apathy of people will be challenged so they don't think it was something that happened back in 1927," commented Hanily.

Generally the production shapes up to be quite a contrast from the fall production, "Dracula."



movie review

**'Horses' recreates marathons**

by Mark Johnson

"They Shoot Horses, Don't They?" is a good movie.

That's a simple and direct statement about a simple and direct film. It is a straight forward film that thankfully doesn't beat around the bush with a lot of pretentious film metaphors and symbols.

True, director Sidney Pollack draws parallels between depression life and the dance floor and occasionally indulges in a bit of foreshadowing but by-and-large "Horses" avoids the pitfalls of pretentious symbolism.

Instead, "Horses" is a blunt recounting of the brutal dance marathons of the thirties.

Dancing constantly, except for brief rest periods, the contestants plodded and trudged around a cramped dance floor until they either quit or collapsed. The dancers lifelessly hung on one another like wet shirts on wire coat hangers.

Enthusiasm was drummed into listless crowds by obnoxious emcees with emotional and patriotic prattle.

Skillfully Pollack captures all of these qualities. From the peeling paint to the roller-skated bouncers to the sleeping drunks in the audience, the old marathons are painstakingly recreated.

Occasionally, the production is marred by annoying and deadening flashbacks and a few weak performances.

Jane Fonda certainly doesn't merit an academy award for her performance and Michael Sarrazin is much too bland for his part.

On the other hand, Gig Young is nothing less than brilliant in the role of the alcoholic two-faced emcee. He is ruthless and calloused and still tempered with compassion. He is a thoroughly believable character.

But the real "stars" of "They Shoot Horses" are not the actors but rather the meticulous detail and the period atmosphere that the director has been so careful to preserve.

"They Shoot Horses, Don't They?" is a straight-forward production that successfully recreates the mood of the depression.

**'Credence' solid rock**

by Debbie Bell

Credence Clearwater Revival has once again come up with some good rock on their latest album, "Willie and the Poor Boys".

Unlike some groups who spend days in the recording studio for just one song, Credence Clearwater doesn't waste time in the studio figuring out arrangements and fooling around with gimmicks. Everything is thought out beforehand.

This fact is evident on "Willie and the Poor Boys", just as on the Revival's other albums. The songs are all generally short, the longest one being six and a half minutes.

After some of the never ending drum solos of other groups, which are often good but can be equally boring, Credence's style is quite refreshing. This just goes to show that there is nothing like good rock.

"Down on the Corner" and "Fortunate Son" are two of the best songs on the album. Along with the constant drumbeat and blending of the guitars, John Fogerty's harsh, sandpaper voice adds guts to the songs.

Fogerty also plays lead guitar well, showing his talent especially on "Side O' the Road", an instrumental. He doesn't spend much time with solos or fancy riffs, but on this track he gets into it a little more.

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by John FAULKNER  
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