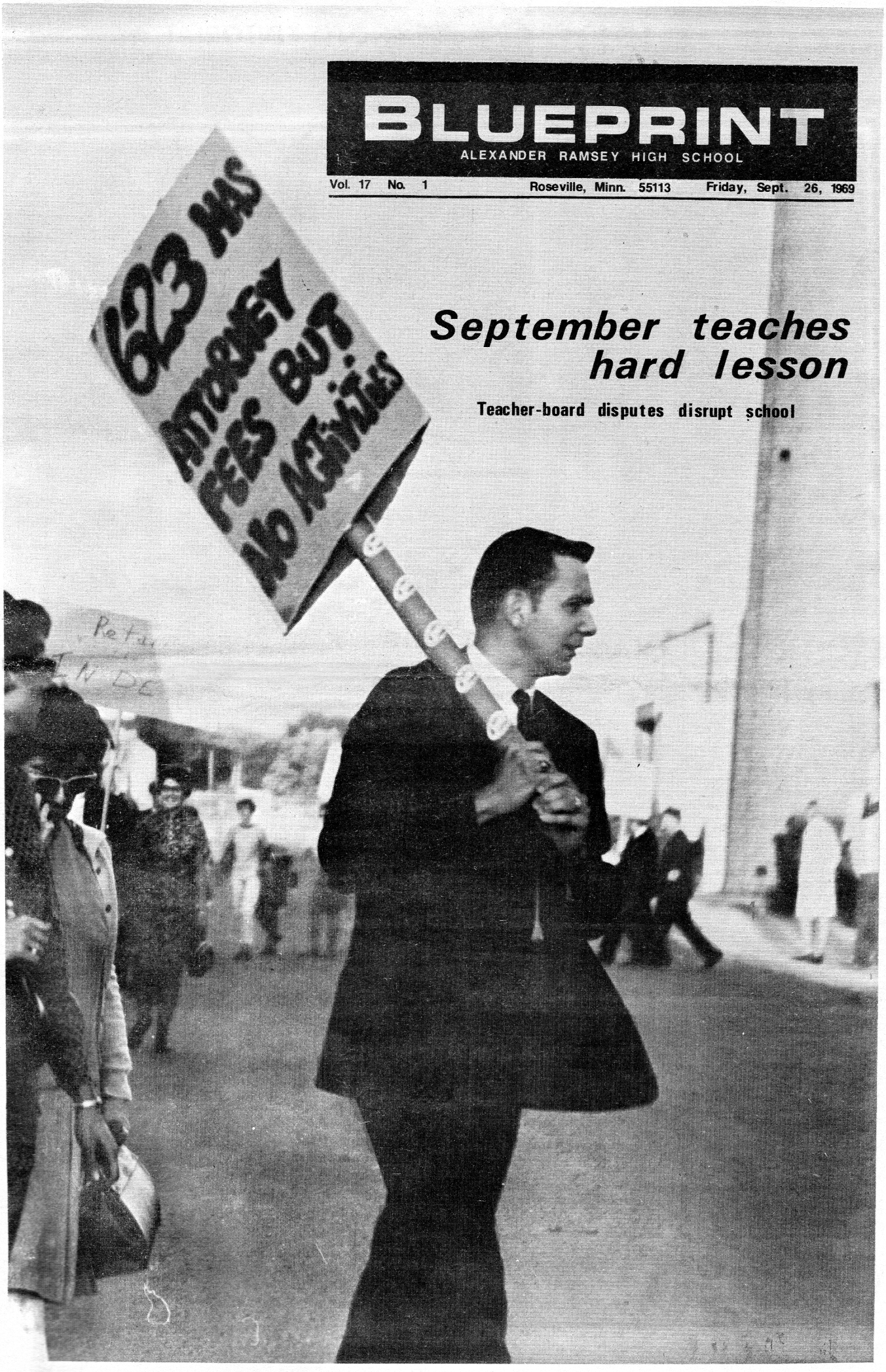
BLUEPRINT

ALEXANDER RAMSEY HIGH SCHOOL

Vol. 17 No. 1 Roseville, Minn. 55113 Friday, Sept. 26, 1969



September teaches hard lesson

Teacher-board disputes disrupt school

BLUEPRINT OPINIONS

Walkouts- what is purpose?

By any reasonable standard, we consider the Monday walkout a failure.

Ramsey students were not a united student body. Many students interviewed did not seem to know why they were walking out. Some were concerned about their education, but others wanted a good time. A rock music group was the only thing that kept us together on the field. Students did not have solid leadership. There was no one with a strong sense of purpose and the ability to communicate that purpose. Again, students were "caught in the middle," not knowing who to turn to for leadership.

Probably little was done Monday to get our activities back. The parents knew we were dissatisfied Friday; as a result, the teachers and the school board had made considerable progress. The only positive aspect to the walkout was that most students returned to class after making their point.

Walkouts can have many undesirable effects. Besides the disruption of the educational process, there is a real potential for physical danger. It is fortunate that no students were killed as automobiles roared out of Ramsey for the Central Park free-for-all.

If walkouts are to happen, it is a time for leadership, unity, and a sense of purpose. These are the essentials that were missing for Monday's music festival.

Demagoguery subtle threat

Recent student demonstrations illustrate the tremendous power of the demagogue in a time of frustration and mob rule. Ramsey's encounter with demagoguery, while being thankfully mild, was, nevertheless distasteful.

The source of a demagogue's power lies primarily in the irrationality, frustrations and prejudices of his audience. By skillfully playing upon these, he is able to incense and sway a crowd to irresponsible actions.

The actions of the crowd, however, are not the greatest threat represented by demagogues and their like. The real danger is far more subtle than this.

Under a situation of mob rule, a person no longer has an identity. He is merely another face in the crowd who cheers when he is told to and boos whenever anybody else does. He becomes a commodity; a unit in the leader's power structure.

Besides being denied his individuality, he is also denied acknowledgement of his possession of rational, reasoning facilities. The leader, as he appoints himself, is, in essence, saying, "You are not capable of making good decisions, so, I will make them for you."

There is no room for moderate dissent. Anyone representing a moderate or a different view is soon booed and jeered to silence or physically kept from speaking. All is either black or white; good or bad. Closed minds remain closed and prejudices remain intact.

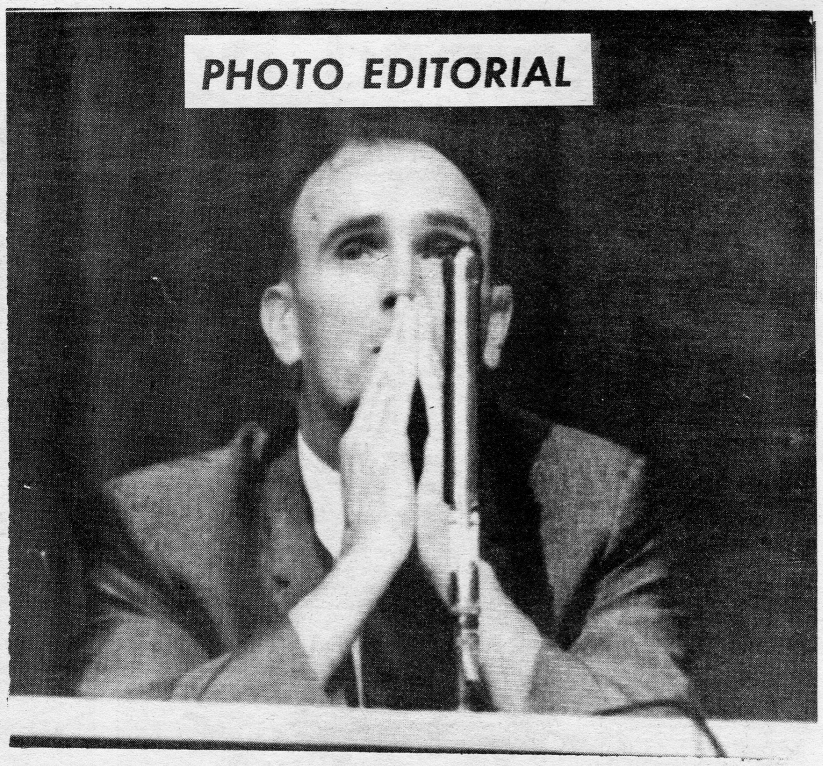
Fortunately, the grip of the demagogue is only temporary, for as soon as the individual's tension has been released, he loses interest in the whole affair.

In the future, students must learn to scrutinize their leaders with a more detached perspective rather than following anyone who professes the same frustrations.

Mini-Editorial

One thing about an activities strike. It gives students who don't do anything anyway a chance to complain about something.

PHOTO EDITORIAL



'... and deliver us from evil...'

Letters to the Editor

mob rule

As a student of Alexander Ramsey, I am very disgusted at the actions of the majority of the student body when our friendly instigator started talking to the students and turning them into a mob. I would have supported the walkout if I knew what they were taking action for.

This mob acted much in the way that the crowds did in World War II. The instigator in this case was Adolf Hitler. I am not trying to say that the student instigator was THE STEREOTYPE Adolf Hitler, but, to say that the students of Ramsey acted like the people of Germany and were taken in by an agitator.

We have lost the respect received in the past through this action.

Fred Wolf, senior

• • •

animal rights

I am an animal. An animal has no rights, no liberty, no life.

I am an animal of labor, for I am used. I am used by ruling gods who reign above me and decree my fate and burden. These gods see fit to refuse, forbid, dissolve, obstruct, abolish, suspend, and deprive me of what I took for granted before. But I am an animal, to be used as they wish.

These lords are playing a game of endurance. One team whips and tortures me while the other team of gods ignores my suffering. The test is which team can hold the longest without stopping my beating. As my pain and frustration mount, I wonder how much longer can I bare my back to these gods? How long will they play this game? How long till they tire? But I remind myself that I am an animal, to be used as they wish.

Once I thought I was free, and actually believed I was alive. I honestly took for granted that I had unalienable rights, that liberty and justice applied to me. But I am being used, so I must be an animal.

Carolyn Lee Muska, senior.

• • •

sit-in stupity

For the past few days, the students of Alexander Ramsey have stood up and said that they are tired of being used between the school board and the teachers disputes. I can fully understand the point that the students are making. I too would like to see band, Rambler, and other activities back in session. I am very glad that the students are standing up for what they themselves believe in. The fact that they show such an interest is highly important, but when they continue to proceed in protesting while at the same time losing an education, then I think that it's sheer stupidity. Sure, I want the student body to stand up and be counted, but is it not going too far?

Be it granted that the student body is more greatly affected than our parents, but, nevertheless, it SHOULD be left up to our parents. Our parents should be protesting, not us. Not only are we losing out on our fifth hour activities, but we are losing out in our education, which I feel IS A HELL OF A LOT MORE IMPORTANT. At this rate we are losing out at both ends. It's nice to take a stand for what you believe in, but it's of more importance to watch WHERE you're standing.

Tony Olivier, senior

BLUEPRINT

Published every two weeks by the students of Alexander Ramsey High School, 1261 W. Hwy. 36, Roseville, Minn., 55113.

All letters to the editor are welcomed if signed and free from libelous material. Names will be withheld upon request.

This publication will not avoid dealing with controversial issues -- school, local or national.

All moves toward the betterment of the school will be promoted by this paper.

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STAFF WRITERS: Debbie Alt, Carl Anderson, Debbie Bel, Dave Black, Grant Blank, Andi DeWahl, Nancy Forman, Kathy Haggerty, Walter Hard, Karen Jarvis, Mary Larson, Eileen Madden, Linda Sorenson.
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caught playing with fire

mcj

by Mark Johnson

Of mice and demagogues

In the past few weeks, our school has seen more than its share of demonstration and student unrest. There has been chaos, hatred and ill-will. However, make no mistake about it. These past weeks haven't been all fun and games. Someone had to put in the time, effort and prejudice to make our walk-outs such a resounding success. Yes, in this column I salute Kellogg High School's Bud "Stokely" Crammit: The one who made it all possible!!!

leadership

Crammit's individualistic sense of ethics and leadership were noticeable from the very beginning, when, as an infant in the maternity ward, he organized the world's first babies' walk-out in protest of doctor brutality at birth. Crammit's aversion to being spanked continued through his childhood and into his early teens. He persisted, however, in his fight against violence and successfully organized a sit-in at the "Lucky Whip" factory in protest of the overt ferocity in their television advertising. Fresh from a two week personal appearance in the Selby-Dale area, where he was voted "Most Likely to Secede," he immediately began to organize a protest against the loss of activities upon his return to school this fall.

good will

Crammit, a good will ambassador from Kellogg high school and part-time demagogue, spoke with me before the Ramsey sit-in of September 12.

"Make no mistake about it," he said, "We ain't gonna take no shi-er-what I mean is, no cra-er-none o' that garba-er-what I really mean is, we have simple needs because we are simple-er-no, that isn't right. What I really mean is that we are merely simple folks with simple wants and all we want is our simple activities."

I paused for a moment, giving Crammit a chance to recuperate as it seemed to have mentally exhausted him to get the last sentence out. After giving Crammit a moment to catch his breath and a chance for his cronies to congratulate him on his perserverance with the language, I then asked him how he planned his demonstration.

"At 9:05 we're gonna talk out of da school, proceed to march down B-2, meet the Ramsey students at Lexington and then continue to Central Park where we will have a peaceful human sacrifice." At this point Debbie Dinglefelt, pseudo intellectual and member of Ramsey's beautiful people, rasped, "You know what we really oughta do, Bud," Debbie said, "Is set fire to the district offices and sing, "Smoke Gets in Your Eyes" as it goes down in flames."

"Boy, are you ever stupid," Crammit snapped, "That's for HALLOWEEN!!! Can't you get nuthin' straight?"

why demonstrate?

"But why even have a demonstration at all?" I asked. "Why not simply talk to the board?"

"WHAT!!!???" cried Crammit and Dinglefelt in unison. "After all this build-up, just talking to the board would be an anti-climax! It would be like getting the hiccups after making love!" Words were beginning to come little easier now to Crammit.

Debbie gave Crammit another rest and took the conversation over for a while.

great plan

"We got a great plan for a walkout." she said. "First we let Bud address the teachers. We then quietly slip the students out of the school while the teachers are laughing. It's fool-proof." Bud had stopped wheezing and looked able to talk once again.

"One last thing," I said, "have you got any thought for future demonstrators to live by?"

"Yes," Crammit replied, "Remember, peaceful demonstration can be a powerful and moving force--especially if its' used violently!"

Quotable Quotes

"A true teacher defends his pupils against his own personal influence."

Amos Bronson Alcott
(1799-1888)
from "Orphic Sayings"

Messiah exchange causes many problems

by Craig Eckert

The first official mention of a strike or walk-out, during the "student leader" meetings came from members of Kellogg and, for all practical purposes, was without authority.

Granted, they were activists in the Kellogg Student Council but, keep that statement in mind-the KELLOGG Student Council, not Ramsey and not District 623.

Their apparent leader, Bob Cravitt, was given the right to speak to the students and he said that Kellogg and Ramsey would walk out in protest of the teacher-board negotiations.

The important point here is not Cravitt's attitude or manner of presentation but the fact that he was let in, unquestioned, to the school and, finally, the meeting.

Another incident occured when a couple of Ramseyites transported themselves over to Fairview Junior High and proceeded to encourage a walk-out there.

I convey yet another instance when, again, Kellogg and Ramsey students set out to raise a little proverbial hell. Monday, Sept. 15, after about 700 Ramsey people left the building for the football field, between 100 and 200 "Kelloggians" also dropped in and encouraged a march on Central Park.

Apparently some of Ramsey's "concerned" students felt obliged to return the gesture and drove to Kellogg to try and get the majority of their students worked up, since it was reported that only a small minority of Kellogg's students left class.

Ramsey struck again at 12:30 that very same day when some of our "official representatives" arrived for a Kellogg Student Council meeting.

Whether I or anyone else, is in favor of, or lividly against student walk-outs is totally irrelevent in these instances. What I am trying to point out is the fact that the actions taken by students of Kellogg, Ramsey, and surrounding Junior High Schools may not have been, and probably weren't, planned by the individual schools themselves.

In almost every case, outsiders brought out more emotion and furor than was present before their arrival.

It isn't that people shouldn't be allowed to speak or exercise their right to protest. We have to consider the fact that the environment at one school is not entirely the same as that at another.

School administrations are as different as night and day as well as the students who attended the schools.

More peaceful, more effective and more organized protests could quite possibly have been carried out if they were "tailor made," so to speak, for each individual school.

It's about time someone realized that people worked up about a common problem are incapable of choosing a truly effective leader who can carry the student wishes, not only during a walk-out or rally, but also when rational talks are required.

New people from different locales always seem to represent a new, more appealing solution to the situation and because of this, serious problems, such as that of personal safety in a mob situation, develop.

This free exchange of messiahs should be stopped by students - intelligent students who will question the motives of these people and make sure that if these people are allowed to speak that what they say is in a responsible, rational vein.

If students won't stop the emotion mongers, then the administrations of the school should wipe their noses and send them back to class.

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Homecoming

Events back after dispute ends

No blue and white balloons. No floats to parade. No queen standing on her float waving to her fans.

These are the no's that confronted the student body before activities were reinstated.

A mention was made of possibly postponing Homecoming until Oct. 15th and combining it with Mom and Dad's day. The only catch was that Homecoming buttons had been ordered saying, "Cream Kellogg," and we would then be playing Irondale.

Floats have been made by different classes and organizations in school. They will be paraded around Roseville along with the Homecoming queen, and prizes will be given to the best looking floats. Around 3:00 today the floats will arrive at Ramsey, and parade around the football field before the game.

The Homecoming dance will be held tonight from 8:30 to 11:30. Dick Whitbeck's band will play at the dance.

Last year's Homecoming queen, Julie Johnson, was interviewed to find out how she felt about the hurried preparation for Homecoming due to the lack of extracurricular activities and teacher guidance earlier.

"I'd cry a lot if I were a senior this year!" stated Julie, "I think the teachers are working for a good thing, but activities are important, at least they were to me . . . I think Homecoming is the most important function during the year."

Julie feels that the queen isn't as important as the people who make homecoming happen. She is majoring in vocal music at Concordia College in St. Paul.

Her advice to present Ramsey students is, "If you think things out, and work together, things will work out."

Teacher withholding hinders activities

As most students have already realized, teachers are refusing to do anything that their contracts don't require. This includes the advising of activities.

At the present time, the following activities are non-existant: clubs, music concerts, stage band, majorettes, drama clubs, pep club, and GAA. Other activities, including publications, aren't being allowed to operate fully or in their usual manner.

In spite of teachers' withholding their services as advisors, the publications - Blueprint, Rambler, and Scope - have been able to get organized.

Blueprint, before the activity situation was known to students, was able to have its last year's staff members transferred into room 240. Later, Blueprint editors Craig Eckert and Jeff Holman were told that teachers would not allow any other transfers to occur during fifth hour.

students organize

Teachers realized that if other students were transferred to rooms, which under other circumstances would have contained activities, they would take it upon themselves to become organized.

However, a teacher's presence in the room makes him responsible for what goes on in the room. In this case it would be an activity that the teacher had agreed with his fellow teachers not to have anything to do with until a settlement was made.

Due to the nature of their deadlines, Rambler was also trying to get organized. The editors Kit Morris and Paula Von Rueden, seniors, talked to principal Curtis Johnson about ransferring their staff members into Rambler's room.

He told them he would be happy to help them so that the school would still be able to have a yearbook.

The staff was then together in their room, but it was operating without an advisor. A teacher came to them and transferred the Rambler staff into a quiet study, so that they were then unable to conduct their business.

Bethel student

Kit, Paula, Fred Wolf, seniors, and a few other publication members again went to see Johnson. He got them back into their room and arranged for a student from Bethel College to come and be their advisor.

Rambler was then given the go-ahead by Johnson to get started.

Now they are trying to get as much done as possible so that they will be able to keep their early November deadline.

Judy Collins and Sandy Miller, co-editors of Scope, felt they could get started without an advisor. They talked to Ralph Gooding, assistant principal, about getting their last year's staff members transferred into a room.

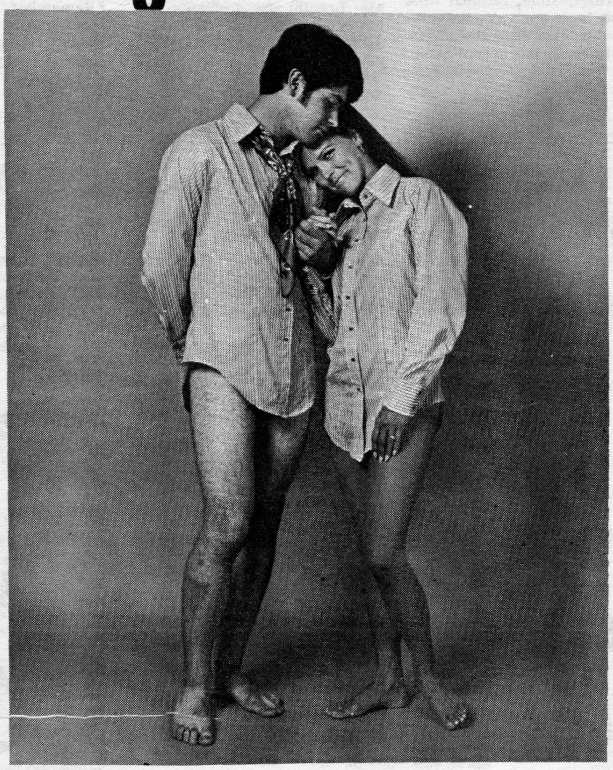
He told them they couldn't have a room because of the present teacher situation and that it would be better for them to wait.

Scope waits

Since Scope is of a different nature than the other publications (it is a creative literary magazine), the editors felt they could wait. Staff members are writing and getting material together, but they don't have definite deadlines which must be met.

These three publications are the only activities that continue at the present time, but they are still not operating fully.

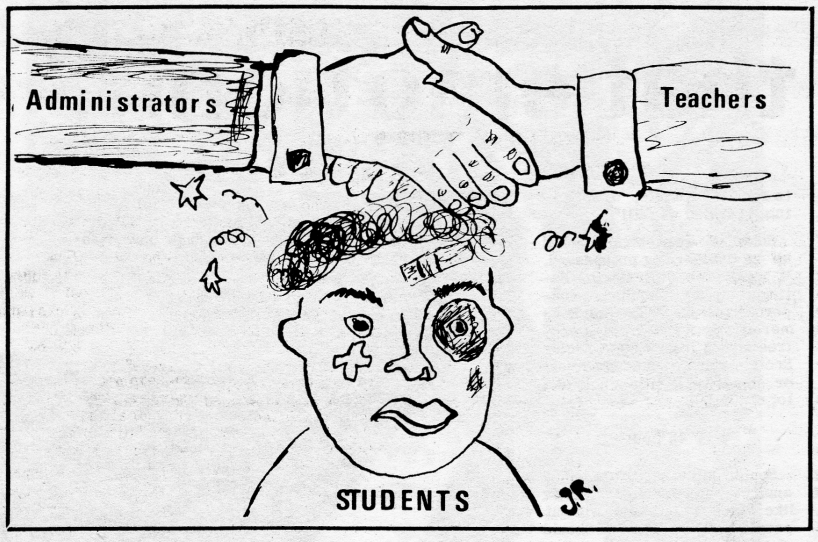
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Johnson: Dispute shouldn't impede student education

In this period of crisis, Principal Curtis Johnson has one main objective: Improving the student's education. "I would like to have activities for all students," he said. "Our schedule is set up to provide activities for the students and the reason we don't have activities now isn't their fault."

Johnson hasn't been directly involved in the negotiations because of the closed nature of many of the school board meetings. However, he is interested in ending the dispute as soon as possible. He feels that the students could affect the negotiations by putting pressure on their parents who can, in turn, constrain both sides.

"So far, the students have handled the situation very well." Although many activities need trained adults to help conduct them, other activities can be, and have been operated minimally. Some resource people can be found outside the school," he said.

Johnson believes a strike would be a negative approach to this dispute. "The parents and taxpayers would see the strike and refuse to finance more for education."

The teacher-school board disputes are largely results of state law outlining a procedure for contract talks. According to Johnson, the present contract law "does not provide for an efficient way to come to an agreement."

Johnson also said that the wage scale disagreements were not the only reasons for withholding activities. "It depends on the individual teachers. You can't generalize about it."

What long range solution is there for the salary problem? Johnson indicated that some sort of merit pay system might be feasible. Under this teachers would be paid on the basis of the quality of their teaching.

"So far it has been tried in a few schools of the U.S., and in these it hasn't lasted long. However, that doesn't mean that it wouldn't work in the future.

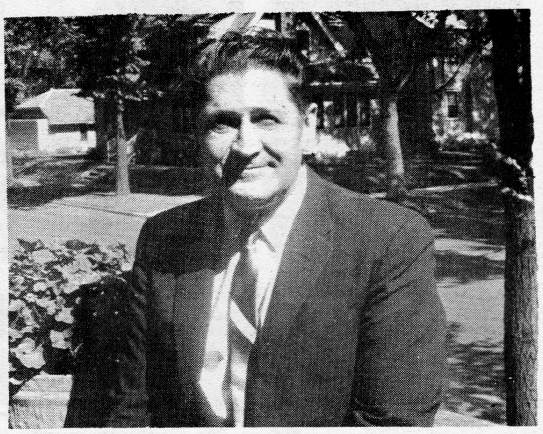
Johnson pointed out that there are pros and cons to the present wage scale. "The system may stop a good teacher from excelling or attract a bad teacher."

Schultz airs views

In the opinion of Judge Harold Schultz, the current teacher-school board dispute may well be a taste of what students can expect next year.

Judge Schultz, a Minnesota district court judge, served as the neutral member of a three-man adjustment panel whose majority report was adopted by the school board.

The report was signed by Judge Schultz and Peter Popovich, who represented the school board. Herman Talle, representing the teachers, wrote a minority report critical of the panel's recommendations.



Judge Harold Shultz

adjustment panel

The teachers called for the panel to be set up early this year in accordance with a provision in state law.

Judge Schultz feels that "teachers may have had second thoughts and may have preferred direct negotiation later. "In January 1969, it seemed like a good idea to them, but they had changed their minds by July."

He thinks the teachers objected to an uninformed third party coming into dispute. Being a judge, however, he feels that he has been adequately trained to hear and consider unfamiliar arguments fairly.

"The teachers and board cooperated. They provided me with all the data available. Of course, there may have been some that was not made available to me that I would have liked to have seen.

"The panel did this much good: It gave both sides an opportunity to present their arguments and to observe a neutral member's reaction to the arguments. I feel that person's decision merits some attention.

"My report does not favor the school board at all," he replies to teachers' charges that it does. "I am somewhat disappointed by the teachers' charges of prejudice. I personally knew not one member of the teachers or board members. I own no property in Roseville, nor do I have relatives there."

Judge Schultz

Judge Schultz explained that the problem is not merely the size of salaries. "What they're complaining about is not treating the so-called career or experienced teacher properly."

The judge believes that salary raises should not be based solely on how long a teacher has been teaching, or how many college degrees he has, but should take into account his actual educational merit. The teachers also want a greater part in determining school policy which affects them, such as class size.

teacher withholding

On the teacher withholding of extracurricular services, the judge commented, "I don't know what good it will accomplish. I suspect it is just a means of putting additional pressure on the public. This is the only reason I can see why they would do this.

On whether or not the school board should re-open direct negotiations with the teachers, he said, "I'm never adverse to people discussing a problem, but when the school board says this would weaken the law, I agree. This would be saying, "The panel was a waste of time and didn't know what it was talking about." "It would make future panels meaningless."

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'I'll second that emotion...'

"Hey, c'mon, we're going back into the gym."

"Does this mean we're having a walk-out?"

"Give her a mike!"

"What's going on anyway?"

Remarks like these filled the air as the student body was called back into the gym for a special announcement after the lyceum Friday.

return to gym

A thunderous roar greeted the curious students as they returned to the gym at Principal Johnson's request.

No, it wasn't the National Guard called in to quell the disturbance or a WWII tape recording to scare the teachers. The roar was created by a small group clamoring up the bleachers to the same corner where the disturbance occured during the lyceum.

The sense of anticipation was electric with students racing around, generally bewildered. Between ten and twelve I.D.S. students leaped onto the stage and took over the speaker's table. Others milled about chattering with friends as senior Barb Metzger and cohorts frantically requested a megaphone or mike.

carnival crowd

The crowd was in a carnival mood as they joked, arranged their hair and applied fresh lipstick,(just in case a news photographer would arrive) and made plans for the afternoon, ("I've got the car so we can go to Macs' ").

Finally Barb managed to secure a mike. Appearing very much like a preacher at a rural revival meeting, the student leader cried into the microphone, "We all know what we're here for," to the students eagerly awaiting her message.

Some confusion was apparent as the students retorted, "No we don't."

"We want them to tell it like it is!" brought cheers from the audience as Barb went on to outline the plan for the day.

The scene resembled a boiling pot; at times simmering low as Barb and company managed to seat most of the students and then threatening to boil over at attempts to quiet them by Principal Curtis Johnson.

One flare up occurred when Johnson ordered senior Gloria Moore to put down the yellow cardboard sign, "Re-open negotiations now! We are tired of being the rope in your tug of war!" that she was displaying.

athletes leave

As various outspoken individuals grappled for a chance to say their piece over the mike the athletes were trucking into the library at the request of senior Tom Maze after other attempts had failed.

One football player, senior Bruce Gerboth, summed up the typical athlete's position regarding the sit-in: "As an athlete I feel it isn't doing any good and the team is in agreement."

counter attacks

Counter attacks on the sit-in made by seniors Mary Kay Liedholm and Rick Klein, pleading for a return to classes, brought hisses and boos from the frenzied crowd.

Rick Klein challenged the students by shouting, "How many of you feel you are truly abused by the loss of your activities?"

Many defiant hands shot up and Rick put sophomore Kent Struble to the test by asking him what he actually was missing.

Another dispute rose with the question of the relationship with Kellogg on the walk-out Monday. Senior Debbie Ankerfeldt admonished Student Council President Chuck Drange's decision to remain separate, by shrieking, "Divided we fall!"

Students were highly keyed up as the morning progressed. It was often difficult to distinguish the genuinely concerned from those students merely out for a joy ride on a free ticket from class. Senior Scott Sigford concluded (in jest or sincerity?), "It's a hell of a lot of fun!"

give 48 hours

Senior Mike Zappa presented another point of view, "I don't like going to classes without people in them. I feel we should give them the 48 hours they promised at the board meeting."

Many students felt disappointed with Friday's sit-in, feeling that the move was premature and unorganized. Senior Kathy McKay described the situation in one word, "Terrible".

others upset

Others were disappointed because the television reporters didn't arrive and mommy couldn't see their cherubic faces on the noon news.

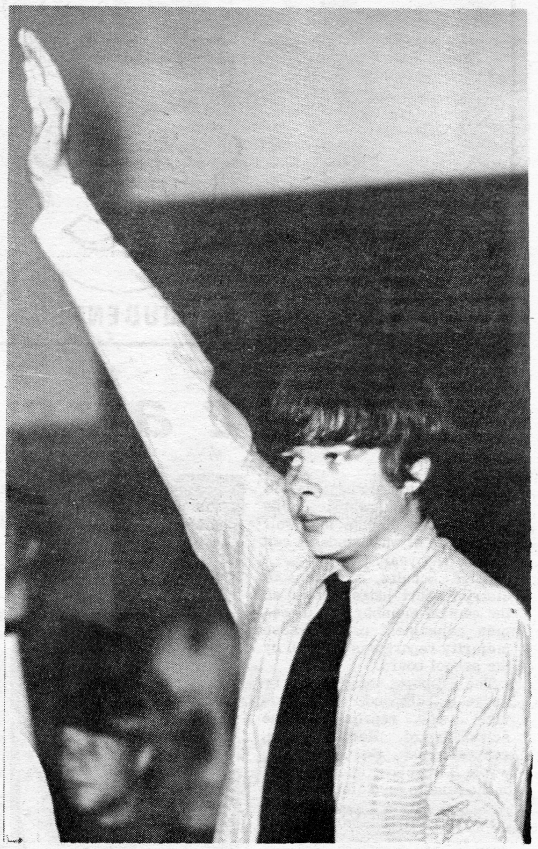
And then there were the few that were reluctant to leave and gathered in small groups at the promise of a band.

A few applauded the action such as junior Debbie Fuerstenberg who said, "It's about time the students did something."

Jan Overskei, one of the original student leaders, seemed to speak for many when she said, "I just don't know what to think."

Stories: Linda Sorenson, Grant Blank, Craig Eckert

Photos: Fred Wolf



Jeff Wyeth

FOR PRINCIPAL Strike surprise

When Principal Curtis Johnson called all students into the gymnasium, he had no idea that a sit-down strike would follow and make his morning a hectic one.

"I thought that she was going to explain some of the things that hadn't been said at the lyceum," said Johnson, explaining why he made the announcement.

Once the sit-in began, the principal had "a thousand things to do." Racing back and forth between the gymnasium stage and the high school office, he often stopped to talk with confused students and teachers in the halls.

Feature by Walter Hard

Early in the strike, he was up on the stage with student leaders, attempting to persuade them to ask the strikers to return to their classes.

After a few minutes, however, he returned to the halls, checking on the situations in various sections of the building, seeing how many students had returned to class, and where the rest of them were. As he walked through the halls, students and teachers stopped him to ask what was going on and what action he intended to take.

Several persons asked him about the buses which had been called to take students home. Actually, Dale Johnson, assistant superintendant, had called for the buses, but the principal had to explain several times that he had not known the buses were coming until told about them.

Twice Johnson returned to the stage to talk to student leaders. He also spoke with William Rosselit, teachers' representative.

At about 10:30 a.m., an announcement over the public address system told him to call the office. He ducked into the home-making office to make the call.

After the students in the gymnasium began leaving to get on the buses, Johnson returned to his office.

As a couple students stopped him to ask whether school was out, he replied that it was. He also talked briefly with Richard St. Germain, the associate principal.

After making an announcement about tickets for the upcoming football game, he returned to the gymnasium to check on what was going on there. It was quite empty by then, so he stepped outside to talk with a news reporter.

As Johnson later explained, "There was really no point on keeping them there. At the time there was just confusion and strong emotions were present. I didn't want any student to get hurt."

Events lead to walkout

At a senior class float meeting held during the first week of school, senior Craig Bakken informed students that the teachers represented an obstacle to Homecoming. Without their consent, many of the festivities would be cancelled.

On Tuesday of the following week, Lynn Anderson, Homecoming chairman, decided to call off Homecoming. Principal Curtis Johnson declined to let her use the public address system to inform the students.

Johnson met with Lynn and other Homecoming officials the next day to persuade them not to call off Homecoming. It was agreed that a representative group of students would be chosen to meet and decide what to do.

Heads of activities and other randomly chosen students were called out of class to go down to the guidance office on Wednesday. This group met in the gym and decided to prepare a statement for Thursday night's school board meeting.

The next day this group met again and chose senior Kevin Conner as the student body's delegate to the board meeting. They also wrote up the speech he was to give.

Kevin rendered his statement at the board meeting, threatening that "we will employ your (teachers and board's) level of tactics," if an agreement wasn't reached soon. The students or "bleacher section" as one parent termed it, gave him a standing ovation.

Friday morning ushered in a student lyceum featuring James Bonkowske as the teachers' representative, and Dr. Lloyd Neilson as the board's representative. This lyceum was to inform the students of the position the negotiations had reached. A student panel questioned the men after they finished speaking. Several students walked out during this time causing a disturbance in the bleachers.

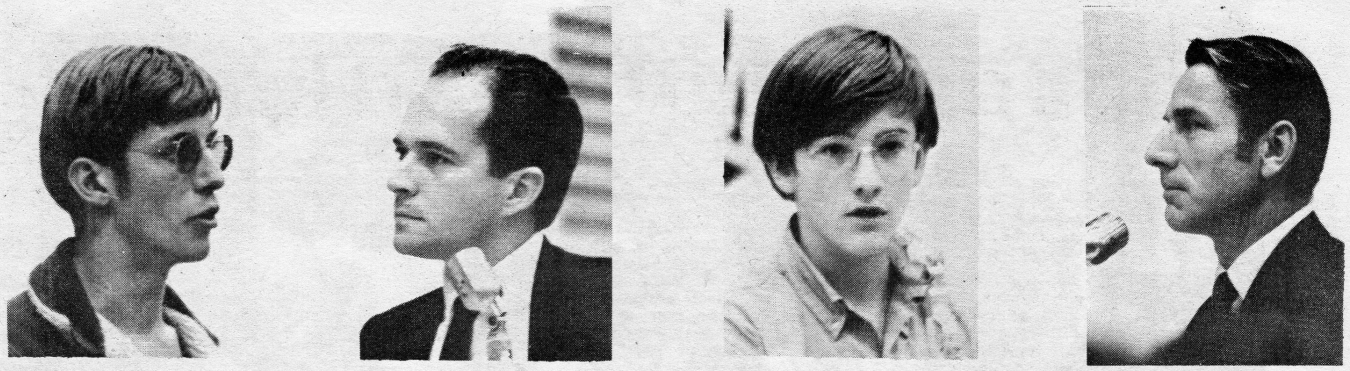
Approximately fifteen minutes after students were dismissed to class, Johnson called them back to the gym.

As the students assembled in the bleachers and on the floor, Johnson attempted to quiet them down. His attempts were in vain so he handed senior Barb Metzger the microphone and instructed her to "quiet them." Barb used the occasion to proclaim a sit in. In the confusion that followed athletes were called to the locker room, cheerleaders were advised to stay away from the gym, and some students went back to class.

But the majority of the student body remained in the gym. Dr. Dale Johnson, assistant district superintendant, and William Rosselit, Ramsey teacher, made a futile attempt to persuade the renegades back to class.

At approximately 10:30 a.m. the administration called for the school buses to come and school was officially dismissed.

Some students who remained stayed in the cafeteria where Lauri Perman, former Student Council president, spoke to them. Student leaders met in room 131.



Students and concerned adults express ideas at Sept. 11 board meeting.

Friday: first meeting, first walkout

Dr. Lloyd C. Nielson and James Bonkowske faced each other for the first time in front of an all student audience at a lyceum Sept. 12.

The Lyceum was reportedly requested because of popular demand by concerned students who wanted to hear the facts about the teacher contract dispute.

Dr. Neilson announced that he and Bonkowske had met the previous night from 10:15 p.m. to 6:15 a.m. following a school board meeting at which the issue had been discussed by students, interested members of the community, as well as teachers and administrators.

As proceedings continued, students became generally restless, often replying to Dr. Neilson and Bonkowske from the floor. At one point senior Jim Meehan stood up and shouted at some of the adgitators in the bleachers, "If you don't want to get up there, then shut-up." His statement was received with rousing applause.

The four students on the panel on stage with Bonkowske and Dr. Neilson, seniors Barb Metzger, Rich Thurlow, Mark Johnson, and Ann Hawewass, all at one time or another tried to quiet the restless segment of the audience.

Soon four students sitting in the south end of the bleachers rose, left their seats and headed for the door to the applause of a majority of students.

They were followed shortly by 50-75 students who also left their seats but did not leave the gym.

These students caused proceedings to be interrupted two or three times. Bonkowske tried to quiet things by requesting, "Will the minority please respect the wishes of the majority."

After the lyceum was dismissed and students were excused to first hour classes, members of the group which walked out earlier stayed in or around the gym and refused to go back to class.

At 9:25 all students were called back to the gym by Principal Curtis Johnson for a special student announcement.

announcement

This announcement pulled the other 1400 students out of their classes to the gym. It also pulled the students in the halls up onto the stage where they surrounded Principal Johnson and a small group of student leaders, pressuring them with cries of "We want a walkout!"

By the time Principal Johnson and the student leadership had pushed their way through the crowd on stage and met where the stage crew had set up the microphone, most of the student body was in the gym.

At this point Johnson pointed to Barb Metzgar and asked her to "pacify the students".

Only two nights before at a meeting of students drafting Barb Metzger, she had agreed that a student demonstration was the last thing she wanted. Since then, however, she had had plenty of evidence of a stalemate in the negotiations and right now, behind her, there was a rather vocal group wanting a walkout.

Whatever she may have thought, the loud roar of approval that greeted her first sentence, "You know what we're all here for!" seemed to provide all the proof she needed. A vocal segment of the student body wanted a walkout.

The next hour was a mass of confused pandemonium.

The group that originally sparked the sit-in by refusing to return to classes, left school within 15-20 minutes after the walkout began and were seen no more that day.

Many of the students who participated in the walkout did so because it was fun, it was exciting, it was as good a way as any to miss school or (and this swung many students' support) everyone else was doing it.

mike grabbed

Whenever Rosselit or Dr. Johnson or a student tried to speak against the walkout, the mike was grabbed and the students were still emotionalized with "We will not be used!" rhetoric.

Barb was in control. At one point student council president Chuck Drange asked, "Can I talk too?"

Some students preferred to ignore the whole matter of why they joined the walkout. However, when pressed, they answered, "Well it's already started, and I can't do anything to stop it, so I might as well join."

Lynn Anderson was the only person who attempted to keep students in school. There were never more than 1100 students in the gym and that number fell to 600 by the time the buses came. The rest wandered in the halls and an estimated 500 went home early.

Almost all the remaining students left on the buses save about 70 who stayed to eat lunch and a group of 16 who met with Barb in room 131.

Barb had been in contact with Dr. Nielson who asked her to bring a group of six students to meet with him and representatives of the teachers at 3:15 that afternoon.

At the meeting in 131, Barb picked the six: herself, Ann Hauerwas, Jim Meehan, Pat McGuigan, Jan Clark and Allison Cash. At the meeting they discussed the sit-in, recognizing it as a mistake. They determined what Dr. Neilson would be told of the incident.

Meanwhile, back in the cafeteria, Jim Meehan was angrily denouncing the walkout and its leaders and precipitating a heated discussion. When Barb adjourned her meeting and came into the cafeteria to ask Jim to be a representative of Ramsey, he refused. Rich Thurlow was then picked in Meehan's place.

The 3:15 p.m. meeting with Dr. Nielson and teacher representatives was reportedly a flop as far as the students were concerned. It had been believed that each side would sit down calmly and discuss the situation.

Nothing of the sort happened. Both Dr. Nielson and the teachers understood the meeting to be simply an exchange of information between the two groups and that's what it turned out to be.

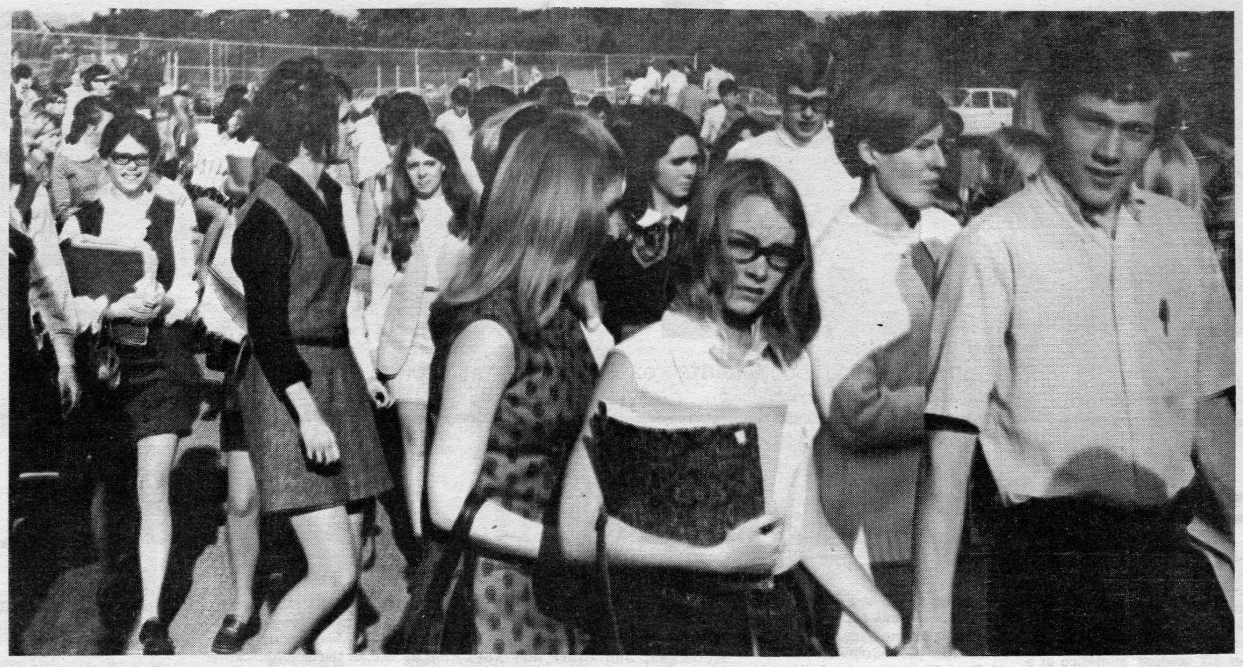
Five representatives of Kellogg were also present at the meeting. Among them was Lynn Anderson, who had been asked by the Kellogg student council executive board to help represent their school.

On Saturday Lynn believed a student walkout on Monday would be a mistake. She then asked Mark Johnson to write an announcement for Monday morning that could convince the students not to walk out.

This effort was halted on Sunday night when two other groups including Barb and Carl Anderson convinced themselves and Lynn, that a walkout on Monday could not be stopped so it needed leadership. They drafted a leaflet to be passed out at the end of second hour.



Dr. Dale Johnson, board representative, and William Rosselit discuss Friday's walkout.



Students left school doors at 9:05 a.m. on Sept. 15.

The word was "walkout" -- on leaflets cluttering the halls, on the lips of frustrated students.

The time was 9 a.m., Monday, Sept. 15. Principal Curtis Johnson's announcement an hour earlier that "all classes will be observed today" marked the beginning of a morning of confusion, contradiction, and chaos.

"Classes will NOT be observed today," cried senior Barb Metzger, storming down the halls. 'Let's go to the football field!'

The halls were jammed with the voices of unsure students.

Question: "Harry -- where are you going?"

Answer: Where are you going?"

The principal even walked by and wanted to know "Where is Barb going?"

They started their mass exit through the school doors. Student Council President Chuck Drange directed students to the football field where he spoke through a microphone.

"move back"

"Could you please move back," Chuck asked the hundreds before him. "If it's not too wet you can sit down out there.

"If anyone out there is smoking, remember, you're on school grounds and could be suspended."

The crowd was estimated to be "at least 900" by junior Carl Anderson.

Some yelled "Let's go to Central Park." Others wanted to go home.

Carl addressed the crowd briefly. "We are here for our education. For our activities. We're going back to class today to talk to our teachers and our administrators. We have to do this together. Right?"

"NO!" was the overwhelming student reaction.

no activities

Then Chuck explained the situation further. "Because of the action Friday, some progress has been made. But we still haven't got our activities back.

"If we want to make this effective, we'll have to be orderly." He urged students to stay on the field until 11 a.m. and then return to class.

A rock band started to set up their equipment. "Testing . . ." Students were asked to move back from the microphone where their leaders spoke, because there were too many people up there already.

Meanwhile, Barb Metzger was going through the crowd with her own message.

"To go back to classes is ridiculous," she stated. 'They can't punish any of us. There's too many of us.'

Scott Sigford, senior, was also active. "I organized and told them we got to get ready to leave."

He explained his philosophy that "anything against the system is good.'

Whether to go to Central Park was becoming the issue among students standing and sitting on the field.

'Everybody to Central at 11," Scott encouraged.

"If you leave here to go to Central, it will leave a bad taste in everybody's mouth," declared Chuck, still at the microphone.

Then some invaders swarmed over the parking lot -- students from Kellogg.

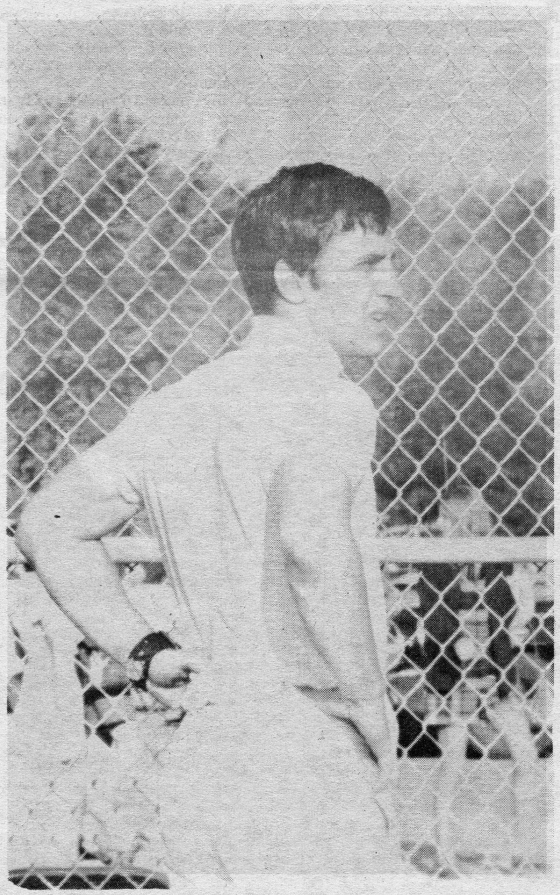
"We came over here to talk to our buddies," one Kellogg student explained. He estimated his number at about 300.

right to protest

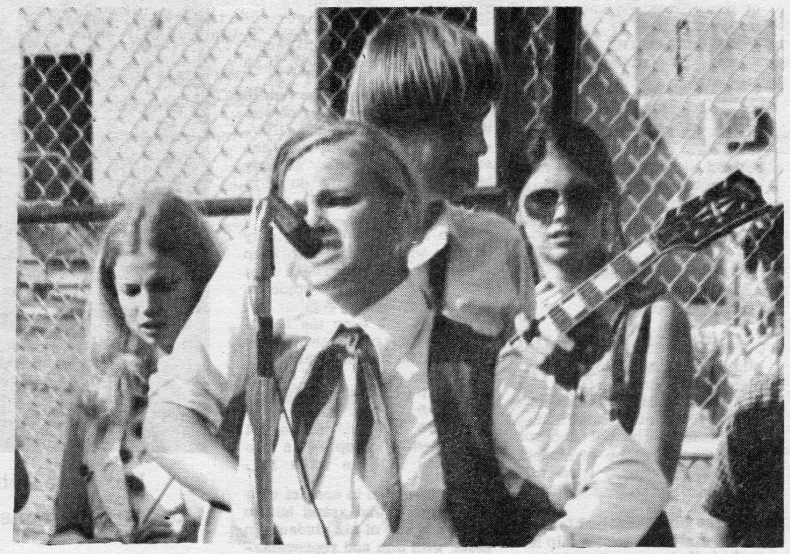
'If teachers can protest then so can we," he continued. "We have just as much right as they do."

"Central Park -- let's go!" many voices yelled.

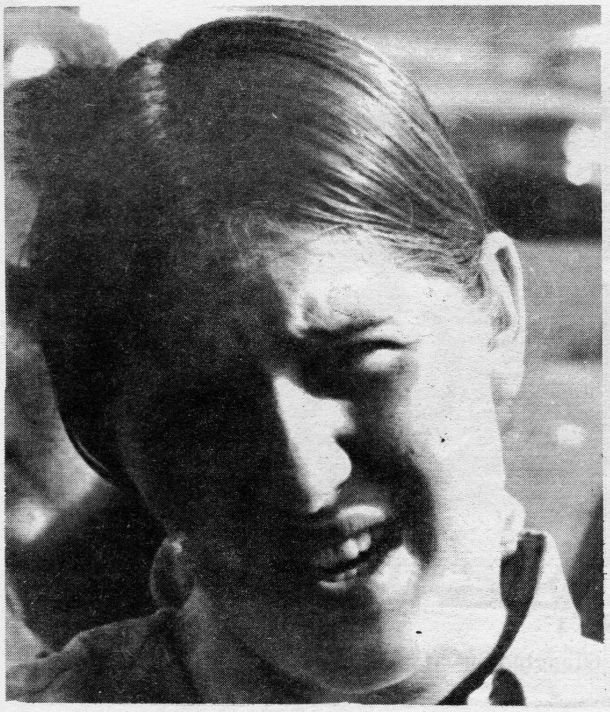
Several dozen cars pealed out of the parking lot, containing Ramsey and Kellogg students. Screeching horns and brakes combined with the rock band in



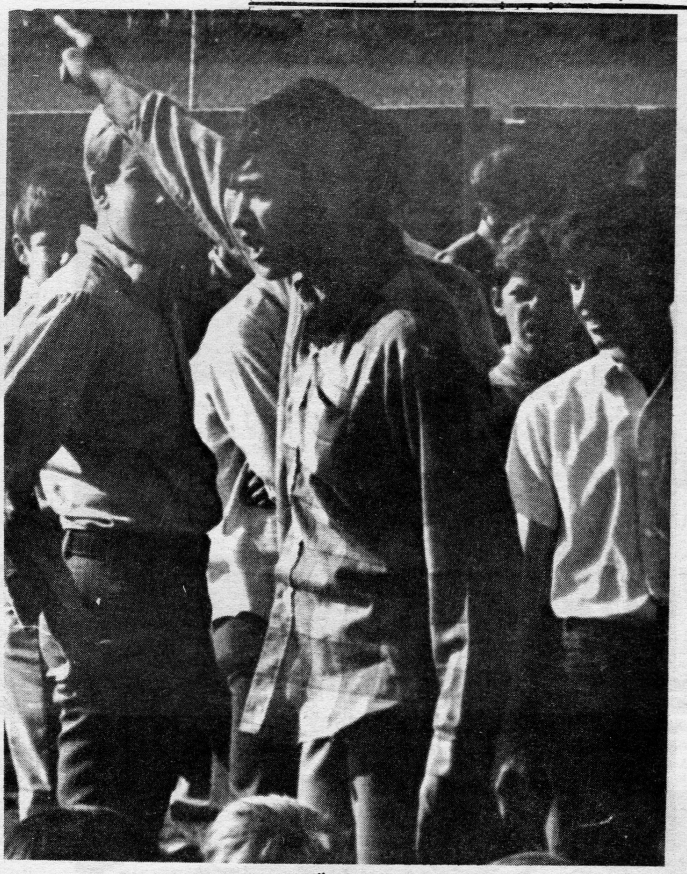
Student Council President Chuck Drange.



Debbie Ankerfelt...."and we won't get what we want."



Barb Metzger



"Let's go Central!" student encouraged.

an exciting kind of overture.

The majority of students were still sitting on the slightly wet grass at 10 a.m., observing each other and the television cameras.

Tony Olivia assessed the situation as 'one hell of a mess."

"A good majority of the students don't know what's going on, including me," he declared. "These people were talking over my head."

"Barb Metzger should be here," said senior Sue Algren. "She got us into this. It would help if she were here."

The dispute was growing between Chuck Drange and Barb Metzger. Chuck expressed displeasure at Barb's encouraging students to go home. Barb said that Chuck failed to give the students adequate information.

"If he sees his thing is blowing out now it will be his own fault," Barb declared. "I don't think the students are going back to class."

Barb then returned to the school building to check on the remaining students. 'Let's get them out!" she said, storming up the halls.

In front of the cafeteria Johnson stopped her to talk.

"You've made your point -- now go back to class," the principal told her.

Barb asked, "Why is going back now going to do any good?"

principal's advice

Johnson spoke bluntly, 'They're using you, Barb. Listen now -- most of the students out there have never been in activities and don't care about activities."

'What about the rest of us who do care about our activities?" asked Barb, looking up at him.

"If you want to stay out there, then stay out there. I think in the long run you'll find it the wrong way."

Johnson explained that the students had done all they could to help and it was up to the community now. 'If your parents would contact the board of ecucation . . ."

Barb declared, 'But they won't!"

Now, outside the building, student masses were moving in opposite directions. Some were returning to classes. Some were asking their friends, "What's going on?"

Chuck Drange was now addressing about 300 students on the fields. 'I think we've made our point," he declared. 'I'm urging you at 10:30 to go back to classes. Let's go back!' He told them that roughly 70% of the students at Kellogg were back in classes.

For the first time today principals were roaming the field, talking to small groups of students.

"go back now"

"If the majority of students go back now, it will show the public that you don't just want a day off," Ralph Gooding, assistant principal, told about a dozen students. 'By doing what you've done you've showed that you really want activities. I would hope that you would go back to class now."

Chuck also addressed a small following near Gooding.

"It was demonstrated -- why go any further? People have heard about it now. That's all we need."

Barb told several students, "If you think you've proved your point, go back to class."

"I don't know what to think!' a dismayed student answered.

Richard St. Germain, associate principal, strolled out on the fields. 'Well -- I think it's time to go back to class now, isn't it?" he told a couple of boys.

"If we go back to class now, they'll just keep stalling," a girl interrupted.

St. Germain disagreed.

Several people from the District 623 office who had observed the walkout were asked to comment.

"I'm real proud of Ramsey," said Dennis Christenson. 'I don't know what Kellogg's doing, but I'm real proud of Ramsey because they're doing it so constructively.

DALE Johnson felt the students walkout had not helped. "I hope things will get back to normal," he declared.

Students who remained on the field commented:

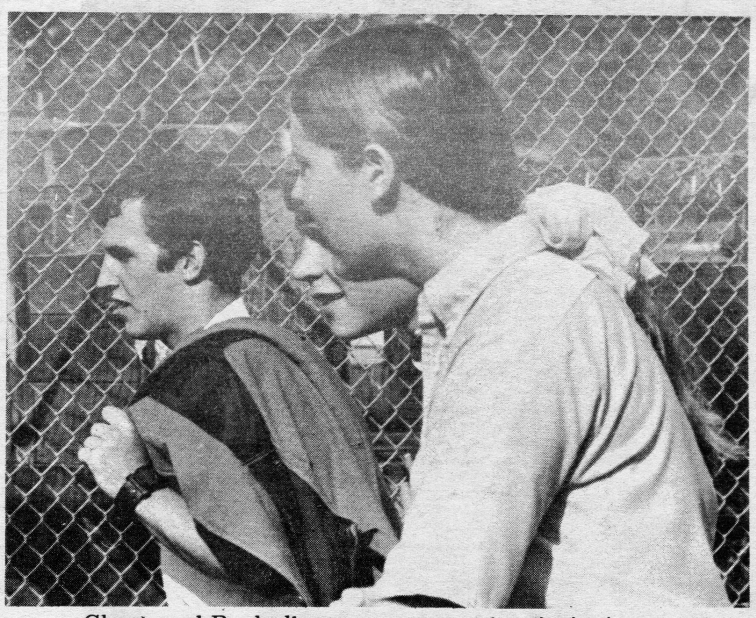
"We ain't going back to class."

"I just don't think it's right to go back to class."

"I don't want to go back in.'

"I don't know what to do."

At 11 a.m. most of the students were in aand classes were functioning normally. An administrative announcment said: "Will teachers please keep very accurate attendance records for 4th, 5th, and 6th yours."



Chuck and Barb disagree over walkout strategy.

monday morning

September 15, 1969

Photography by Fred Wolf

Story by Jeff Holman



'Taxis' waited to transport Ramsey students.



Alcoholic beverages were consumed at Central.



Glancing out at 'ice cream social.'

About 200 Ramsey and Kellogg students casually sauntered around Central Park's western parking lot slurping pop and freely dropping cans at will. On the whole, it had the atmosphere of a church ice cream social rather than a serious protest of the lack of activities.

There was a feeling of constant motion in the air although it was not necessarily a tense atmosphere. By casual observation, it would appear to be the last day of school. All around was a constant and aggravating chatter about the weekend, or cars or other unrelated matters. All together, there seemed little direction or apparent purpose for the gathering.

A chaotic burlesque from the start, the Central Park "rally" began about 9:45 when a group of approximately 150 Kellogg students started taunting and jeering the students on the Ramsey football field with cries of "Jesus Christ! How long are you gonna sit there and get stepped on? I'm going to Central Park!"

protestors aroused

Having successfully aroused a faction of the Ramsey protestors, the Kellogg students piled into cars and left, yelling from the windows with horns blaring and tires squealing.

After being given a wild goose chase to the Kellogg parking lot, most of the students returned to Central Park.

At the park, an estimated 250 gathered and joked in small cliques. The gathering was soon boisterous and disorderly. Students sat and casually drank pop and an occasional can of beer was seen as auto tires squealed in and out of the park constantly.

'Hey! Take a picture of my dog," called a seated protestor with a teathered German shepherd. His friends laughed and they carried on, joking, as he casually opened a can of beer and slurped the foam from the top.

chaotic shambles

The chaotic shambles of a demonstration eventually climaxed about 10:35 when Terry Pavek, a former Ramsey student, who is now enrolled in Kellogg, and a group of about three others attempted to form a partial semblance of order. The leaders called the students together with assorted vulgarisms ranging from "shut up, you guys! to "get your ass over here!" and Pavek spoke.

He addressed the crowd in the same tired emotional pleas of "we're being used," and "we want our activities back." Apparently, the crown seemed less than enthusiastic about the loss of activities and Pavek lacked the charisma needed to reach the chattering protestors.

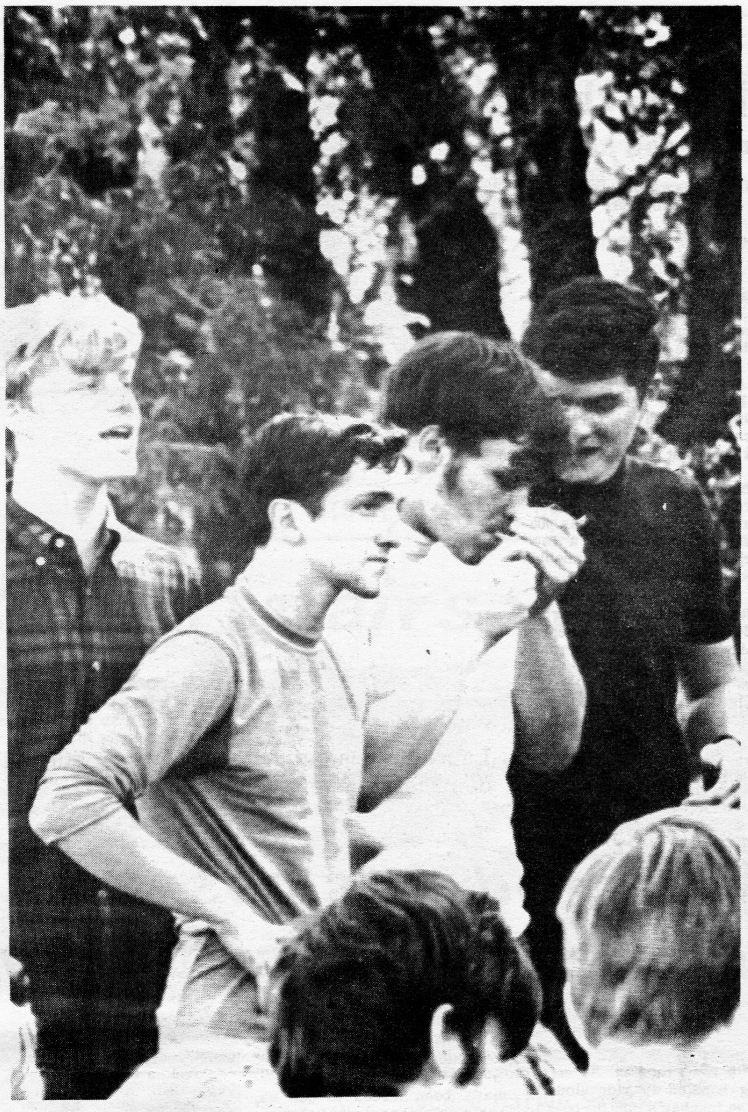
As we left the scene at 11:00, Pavek was still trying to get the attention of the crowd with cries of "anyone got any gripes? We gotta get gripes." Still, the crowd scuffled about and continued to prattle on. The enthusiasm had long since disappeared and the Central Park rally turned into just another holiday for students.

cliques, crowds, and chaos

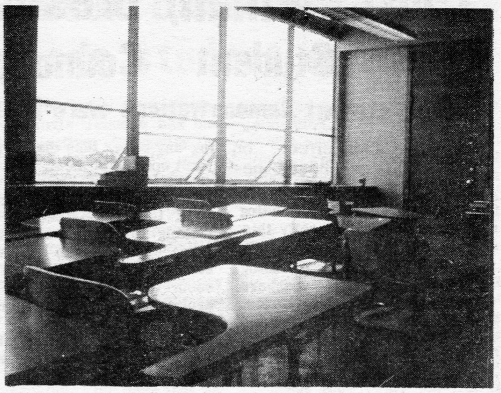
In Central Park

Photography by Bruce Christofferson

Story by Mark Johnson



Students 'lit up' in free atmosphere of park.



Empty desks, but

Classes continue

"Is this my second hour class? Shame, shame, shame!" was Pauline Schmmookler's comment to her World Literature class of six students and twenty-four empty desks second hour Monday.

Though it may not have been evident to those who walked out, many of the students remained in their classes. Not all teachers took attendance as Roy Stults, Geometry and Algebra II teacher, did. However, most students asked knew the attendance records by heart for second and third hours.

Although the walkout was going on and several hundred students were missing from classes, many teachers continued to function as on any other school day, and included tests and quizzes in their lessons.

Students missing Duane Nelson's advanced math class second hour also missed a quiz. Upon returning to his class Tuesday, these students were assigned to write a "note" to Nelson stating where they had been and why they had walked out the day before. Nelson's attitude was described simply as "mad" by one of his students.

Similarly, the ten students who missed Duane Skie's Algebra II class second hour were faced with the consequence of making up a three page test when the student "has time."

Discussion of the walkout and salary dispute occupied some time in many classes. In Ted Molitor's second hour chemistry section, the ten people remaining in class discussed the learning experience involved in the entire situation of the school board-teacher dispute.

In one American Studies class two students asked permission to investigate what was going on outside and proceeded to the walkout. After participating for a time, the students returned to the class with their findings but decided to leave again.

The Boys' Cooking class second hour hosted Judy McCleary's Child Development section for a coffee and donut get together.

When faced with a choice of activities, students in some courses studied, others went to the library, and others began creative projects. Students in Kathy Zak's second hour French I class made paper dolls.



Central Park was a place of affection.

Kellogg demonstration termed 'total success'

by Mark Johnson

Almost 1,000 Kellogg students walked out of classes Sept. 16 to protest the lack of activities. The demonstration was termed "a total success" by Kellogg Student Council President Carl Carlson.

Although originally planned for Wednesday, increasing student unrest moved the walkout up a day. A joint Ramsey-Kellogg walkout had been planned for Monday, but few Kellogg students participated.

"The kids were getting a little itchy," said Don Lehr, Student Council vice-president.

The demonstration was hoped to spur further negotiations between the school board and teacher's council and also divert any further student disruptions.

"We all know what happened at Central Park," said Carlson, "and that's just the kind of thing we wanted to avoid."

The walkout itself moved quite smoothly with no noticeable friction from the faculty. Classes were left at 8:15 a.m. and students proceeded to the football field as the leaflets the Student Council had passed out that morning instructed.

The students who remained at the football field sat quietly for the remainder of the day, listening to portable radios. Although no entertainment was provided, students did manage to wire a stereo tape player into an amplifier. At the close of the school day they returned home on busses.

Asked about the Ramsey demonstrations, Carlson said, "I felt that at the demonstration there wasn't a near big enough percentage of the student body really involved.

"We tried to talk to everybody and get to get everybody out. We just want the hoods or just one group of kids.

"We also tried to be a little more organized and tried to keep it under a little bit better control."

Carlson summed up the walkout as "one of the most sucessful I've seen. We had total participation."

Backlash to the demonstration was said to be very slight. What little there was came from aggravated parents, and not from the faculty.

"It didn't bother the teachers one way or another," commented Carlson very off-handedly. "In fact, they were actually cheering for us."

Lauri Perman, president of last year's Student Council, believes the recent student demonstrations were badly timed and will have

no significant effect on teacher-school board negotiations.

Lauri, who will be attending Michigan State University this fall, explained her position this way: "Most adults including the school board and teachers will dismiss the walkout as just what could have been expected of a group of young, impatient, hotheaded teenagers. Students haven't indicated they are acting any better than the average adult opinion of them."

"Many adults," said Lauri, "will think the students are looking for a fast, easy solution. While I can see why students feel frustrated, it will seem to adults that they are avoiding the real complexity of the situation."

She thought that the sit-in was more or less expected by both the school board and the teachers since walkouts and sit-ins had happened all over the Twin Cities. This, she believed, also lessened the effect it had.

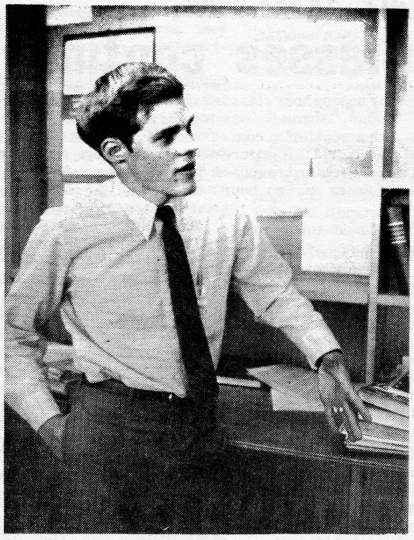
Lauri expressed regret that the sit-in had not been a more organized, united action. "Students had the chance to show that they could handle more responsibility and they could have really become unified. This could have been the start of a much more active, involved student body, but not now."

When asked what she though future student action should be, Lauri said. "A walkout can put pressure on for only a few hours and student action should be continuous.

"It would also be better if students started writing or communicating. They need a reason or a statement that they can present. Then the school board and the teachers have something positive and definite to react to. With a walkout they can only react to a sense of dissatisfaction which they knew was present already and a sense of dissatisfaction is a sort of a vague, nebulous thing anyway."



Lauri Perman gives her views on student demonstrations.



Joel Peterson discusses newspaper problem.

Three Bethel students aid activity program

Three new students have temporarily joined the faculty. They were recruited from Bethel College by Associate Principal Richard St. Germain, Sept. 8 to help out in situations where regular activity advisors have held back their services.

Bill Weigel is the temporary Rambler advisor substitute. He would give no comment on how he got this position or how Rambler is progressing this year. Ken Hanson was also unavailable.

Joel Peterson is the most talkative member. He is a '68 grad, who thought he wanted to be a teacher. Well, who can blame him for reconsidering?

When pressed for his opinion, Peterson stated his real sympathies lay with the teachers. "If driver education instructors can earn $10,000 annually with almost no college training, it's easy to see why the teachers are squawking over such low pay with so many years of training behind them," he said.

He agrees that the kids are getting the worst of it but there "isn't much they can do."

When questioned about the reaction of Bethel students if a similar situation occurred on campus, he said that Ramsey students have easily twice as much enthusiasm and school spirit as college students would, and he urged us to do something to help ourselves, but to give it serious thought.

AFS students observe teacher-board situation

"The way this condition is being handled is riduculous!"

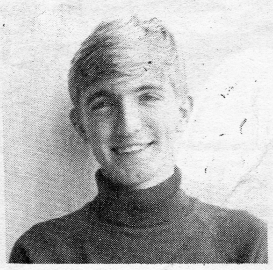
"The teacher's, and the board, have a case, but they're not handling it right. They are not acting as rational adults," commented Vaughn Harrison, with great certainty.

Vaughn Harrison, Ramsey's AFS student from South Africa, also stated that he doesn't feel the teacher's should be using Ramsey students as a means to get what they want. Yet, he admitted, he could see that they have been forced to use us, their only other choice being resignation.

"I don't feel," he emphasized, "that the students should side with teachers, or the board. The students should stand as a unit, representing themselves. They should use their influence that way."

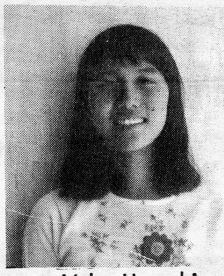
Vaughn feels that any student walkout, strike or boycott would not be the answer. The answer, he feels, is through "rational, constructive action."

Even though Vaughn doesn't feel that he himself is involved in the current issue between the board, the teacher's, and the students, he has admitted his disappointment in not being able to participate in the clubs and activities that he had been hearing about.



Vaughn Harrison

Yoko Hayashi, Ramseys AFS student from Japan, holds much the same views as Vaughn. "I have never heard of such a thing! In my country it is the teachers job to do something for the students, not make life miserable for them," Yoko Hayashi said in amazement.



Yoko Hayashi

Yoko stated that although the students have the right and the power to protest, she feels the threatened walkouts would not be the answer.

She feels that settlement will not come until and unless the teachers give in.

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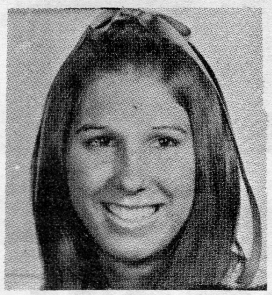
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Grads air views on dispute

Ramsey's 1969 graduates, looking from the outside in, find fault with both the teaches and the school board and have varied opinions as to what students should do.

If this situation had come up last year, Carol Pierce says she would have tried to get students together to talk to the board.

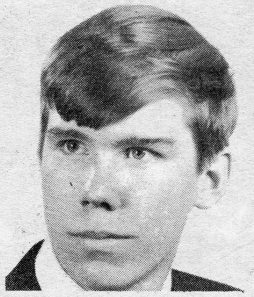
"The students have a right to speak up. Their education isn't being handed to them, their parents and other taxpayers are paying for it. But talking to the board probably wouldn't do any good. The board seems to think the kids don't know what they're talking about and shouldn't be sticking their noses into the problem."



Carol Pierce

Carol felt that those teachers who take on extracurricular activities, deserve to be paid more.

"Unfairness is all the way around," comments Reed Larson, former president of the



Reed Larson

National Honor Society. "Just as the teachers have the right to be treated as professionals and have their complaints heard, so do board members have their responsibilities."

Reed would like to see students take the initiative in organizing school activities. He feels they rely on teachers too much for their activities, and lack the independence to go along by themselves.

Lauri Perman, former student council president, thinks students should be neutral. "But students should realize that the consequences of a walkout would not be neutral. A walkout would sway the community, and the parents then would put pressure on the teachers."

"Student action will definitely affect the board, and it will seriously consider students' feelings," Lauri states. "But the board is very inflexible. Parental action will economically affect it more than student action will."

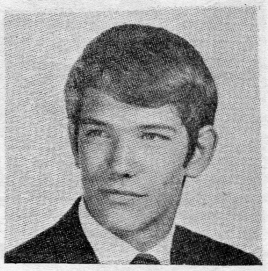


Lauri Perman

Former athlete Jim Rust sides with the teachers. He admires Roseville teachers for finally speaking up and letting the community know their problems. But he doesn't think the trouble stems mainly from money. "Its' kind of a contest between teachers and the board."

As for student action, Jim feels students should take a side and doesn't go for the sit-ins and protesting.

"Ideally, athletes should pull out of fall sports, but they really can't do that because they like to play. There's an awful lot of pressure put on athletes by the coaches."



Jim Rust

Parents sympathize with board, teachers

Parent reaction to the teacher-school board stalemate ranges from sympathy with the teachers's view to solid support of the board.

Parent Joe A. Knothe said in regard to teacher's salaries, "They're underpaid to a point. I think maybe $7,000 is kind of low."

Mrs. Robert O. Maze, like many parents, desires "to get this thing settled."

In regard to withholding activities she stated, "I don't think they have a right to do a thing like this to our young people".

Donald Rasmusson feels that the contract is quite a good one. "I am quite willing to pay good teachers but not rank and file. There is no other profession I know of where salaries of the amount are not on merit."

Frank Crane, PTA president, feels concern over the situation and fears that it may get out of hand. "Kids can handle their own activities, but long range it would get out of hand."

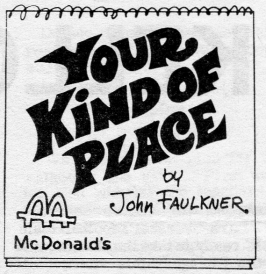


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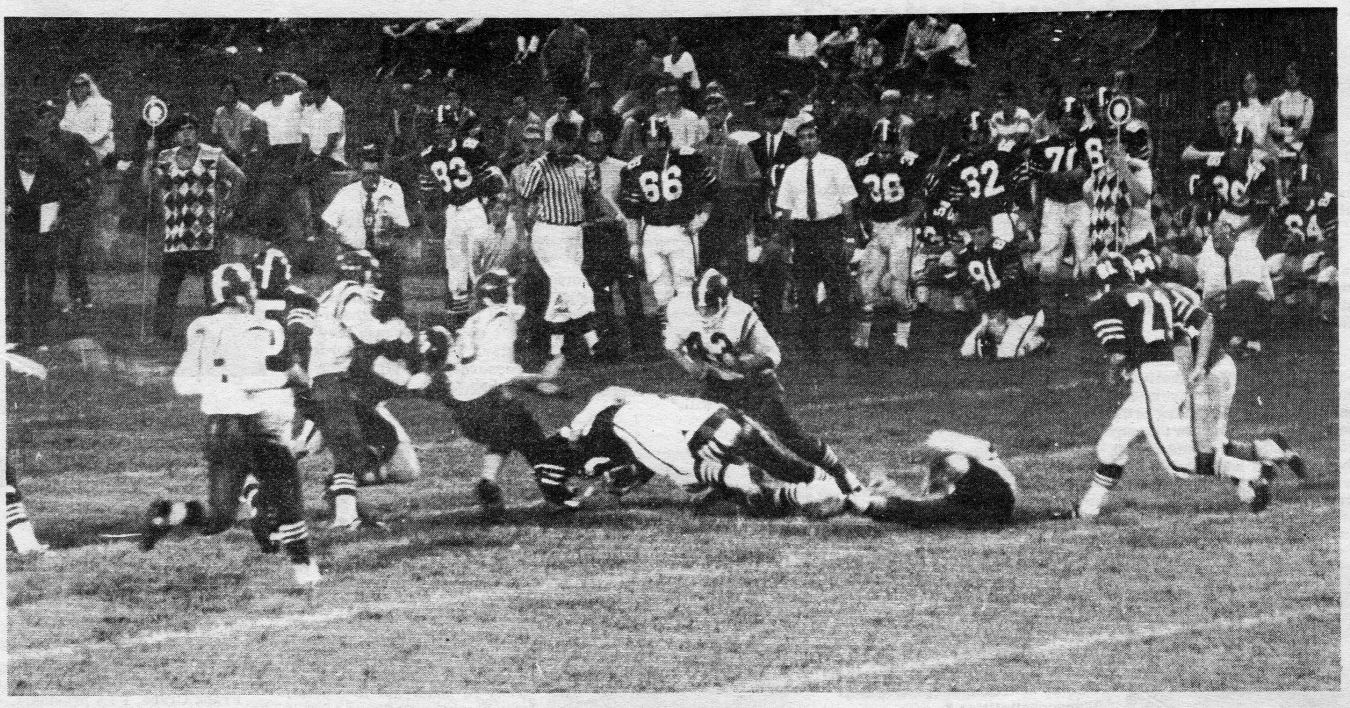








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Ramsey Homecoming collision at 3:30 p.m.

KELLOGG INVADES TODAY

by Mike Dec

Lars Overskei's football team is ready to take the charge out of the Chargers this afternoon at 3:30. This could be a very crucial game for Ramsey because with a loss they could be knocked out of the title race.

The controlling force of the game, Overskei feels, will be defense. "I feel that you either live or die by defense . . . it's always a steady factor in the game."

To add to this Overskei said that they would be watching Kellogg's halfbacks, Hoit and Lee, and their quarterback, Dokken

According to Overskei, defense is where Ramsey's strength lies this year. And Overskei said that their offense was looking better at the Coon Rapids game.

Kellogg Coach Hustad feels that Ramsey is not quite as explosive as in past years, but just as dangerous if not more so. Hustad thinks Ramsey's strength lies in its balance of good running and passing, but he also feels that his team is well-balanced.

"Our strength lies in our balanced attack, and good running backs," declared Hustad.

Overskei thinks that the only weakness the Rams have is the inexperience of some of the players.

Overskei added that he appreciates the attitude of the team, and he feels that the student body has showed great school spirit so far. "It sure feels great to hear them cheering you on," he commented.

The Rams have had no major injuries so far this year except for Dave Mortenson, who broke his foot this summer in an automobile accident. Dave played a little at Coon Rapids and is slowly getting back into shape.

All in all, Overskei thinks the Kellogg tilt should prove to be a good ballgame.

Ramsey has seven returning lettermen this year which include Halfback Dan Johnson, Center Dale Wessel, Guards Joel Holger and Chuck Drange, Tackle Bill Cafferty and End Steve Stigstad. Dave Mortensen is out with a foot injury.

Probable starting line-ups are as follows: Defense: Ends Jim Cox and Dan Barren, Tackles Joel Holger and Bill Cafferty, Guards Tom Mase and Jim Heller, Linebackers Dave Wessel and Dan Johnson, Halfbacks Carl Brandt, Bill Cardinal and Jon Kelsey. Offense: Center Dave Wessel, Guards Jim Heller and Joel Holger, Tackles Tom Maze and Bill Cafferty, Ends Jim Cox and Steve Stigstad. Quarterback Dave Kath, Fullback Joe Garry, and Halfbacks Dan Johnson and either Mike Phippen or Bruce Gerboth.

In a game paced by Anoka's excellent defensive play, the Tornadoes defeated our Rams 14-0. Anoka's scoring came in the second quarter once on an 81-yard point return by Ed Wilberg and by Terry Nutter from the one yard line.

Ramsey had the ball on the Anoka one yard line on two occasions but Anoka's defense held. Ramsey still out-rushed Anoka 141-136 and out-passed them 121-59. Penalties were about the same with Ramsey having six and losing 53 yards and Anoka having seven and losing 65 yards.

"Even though we lost, I was pleased with the team's play," said Overskei.

In a Ramsey dominated game the Rams crushed Coon Rapids 26-0. Ramsey's scoring came twice in the first quarter by a 75 yard pass from Dave Kath to Mike Phippen and a run from the 3 yard line by Halfback Dan Johnson. Ramsey also scored in the second and third quarter once on a 32-yard burst off tackle by Halfback Bruce Gerboth and the other came on an 11 yard run by fullback Joe Garry.

Ramsey out-rushed Coon Rapids 185-44 and out-passed them by 110-6. Fullback Joe Garry carried 18 times for 101 yards for high yard awards. Ramsey had 17 first downs compared to Coon Rapids' two. There was also a lot of fumbling in the game with Coon Rapids losing 3 out of 6 fumbles and Ramsey losing 3 out of 5. Overskei thought that his team's play was much improved over the Anoka game.

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Harriers Get Ready For Conference Meet

by Dave Black

Ramsey's defending state champion cross country team has withstood two weeks of pre-school practice, an unpopular switch from two to three miles, pressure from the Teacher's Council, and five tough meets.

Tomorrow the harriers travel to Mankato, where they will defend their Mankato Invitational championship against five teams from the southern part of Minnesota.

On September 2, the Rams opened against weak teams from Hastings and Stillwater, defeating them 22-53-81 (low score wins in CC). Co-captain Craig Granse led all runners with a 10:18 time over the two-mile course. The weakness of the opposition was shown by the fact that 17 Ramsey runners finished ahead of Hastings' fourth runner and Stillwater's No. 3 man.

This was the first of five Tuesday meets at Como Park, where all 13 conference teams face each other in a series of triangular and quadrangular contests. Unlike in most other sports, no standings are kept; the champion will be determined in the Suburban Conference meet, involving all schools, on October 9.

The first run over a longer course came later the same week. The St. Olaf Invitational was run over a course just under three miles. The Rams placed a rather surprising sixth out of the 22 participating schools, Granse leading with the ninth best time of the day. Brad Ellevold, the other co-captain, finished eleven seconds behind.

When asked later what he thought of the longer distance Granse replied, "I like it. It's really no different than two miles, because the pace is slower."

Three days later at Como, the harriers again won easily: Ramsey 23, Columbia Heights 48, Coon Rapids 59. "STP" Granse placed first again, cutting three seconds off his previous week's time, while Ellevold cut 24 seconds to take third again. Mark Nelsen (21 seconds) finished fifth, Tom Flaherty (12) came in sixth, and Greg Johnson (16) wound up eighth, as the top five all broke 11:00. (The place numbers of the top five runners for each school are added to give the team score).

Looking towards the conference meet, the coach commented, "We can still beat North St. Paul. He mentioned White Bear Lake and possibly Anoka as other top contenders.

Last year's domination of the Mankato meet started the Rams' march to the state title. The team set a new record low score of 26 points, while Tom Steiner set the two-mile course record of 10:06.

Next Tuesday are the last meets at Como, Ramsey tangling with always-tough White Bear Lake, contender Anoka, and South St. Paul. The first meet starts at 4:00 near the tennis courts, just north of the pool. Spectators are welcome to see what promises to be an exciting meet.



Head Coach, Marc Brohem's soccer team, currently 2-1 in the Suburban Conference, faces Kellogg Oct.1, 4:00 p.m. at Ramsey.

Late Scores

FOOTBALL

Ramsey 16, Columbia Hgts. 13

SOCCER

Ramsey 2, Mounds View 1
White Bear 2, Ramsey 1
Ramsey 3, North St. Paul 1

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P. J. Reports The Sports

by Paul Johnson

Go Phy. Ed.'ers, go!

Well, with cold weather coming around and the days suitable for phy. ed. classes to go outside being numbered, the time is nearing for all the sophomore and advanced physical education classes to take their semi-annual physical fitness tests. You sophomores and diligent juniors and seniors have all taken them before so I don't think I have to explain them. I did, however, wonder how Ramsey students in general compared with the national average. I talked with Lars Overskei, Ramsey athletic director, about the matter.

"As a group we score very highly in large muscle group and endurance exercises such as sit-ups and the 600 yard run, but we fall short of the national norm in speed and upper arm muscle events like the 50-yard dash, shuttle run, pull-ups, and softball throw. But with these factors averaged out, the group is about on a par on the national scale."

★★★

About the girls Miss Wiletta Brown, head of the girls' athletic department, said the only event the girls had trouble with was the softball throw. "The girls generally score highly in every other event, but they have trouble keeping from smashing their own feet in the softball throw," she explained.

★★★

Miss Brown thought the reason the girls did poorly in the softball throw was because in the "formative" years they were never taught to throw. The other upper arm exercise for the girls, the arm hang (they pull themselves up and hold themselves there until they explode,) yields good scores to the girls.

Overskei theorized that the reason boys in this area rated only average and not higher was because, unlike in California or Florida, outdoor activity is restricted to only about half the year.

★★★

Question: Why do the girls score higher than the boys?

Answer: The girls and boys are graded on different scales. Boys have a scale that involves grading in different "classes." These "classes" are figured through an average of vital information about the boy (height, weight, age, social security number, number of fingers on left hand, etc.) Girls, however, are compared with the proverbial "average high school girl" which puts the non-average 4'8" smaller girl in competition with the similarly non-average 5'8" larger girl. To be a fair test to all girls it would seem that the test percentiles would have to be a wee bit lenient.

So, take heart boys; the girls aren't really that much better athletes.

★★★★★

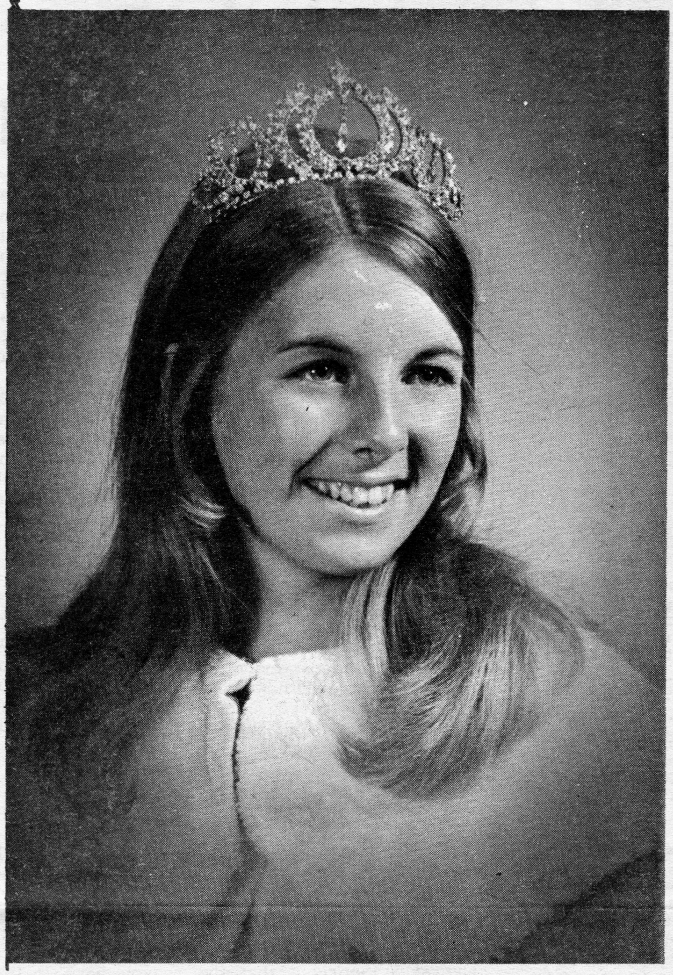
MV Threatened?

In reading a few of the other school newspapers we get, I happened to look across Mounds View's Viewer sports page. At Mounds View two fall sport coaches expressed the view that Ramsey would have the team to beat.

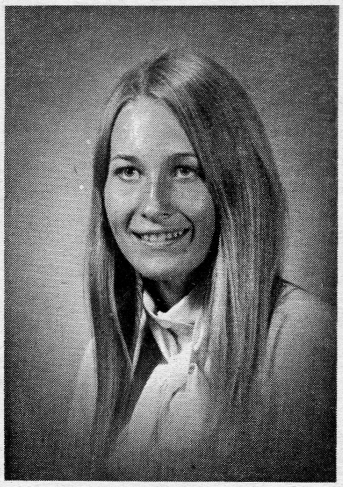
Tom Schuh, coach of the soccer Mustangs commented: "Ramsey will be our toughest opponent. They have an excellent team."

Mounds View cross country coach, Jack Mayeron, cited Ramsey as a conference leader. "Ramsey won the state meet last year and they have a lot of boys coming back. When he's healthy, Craig Granse from Ramsey is one of the top runners in the state."

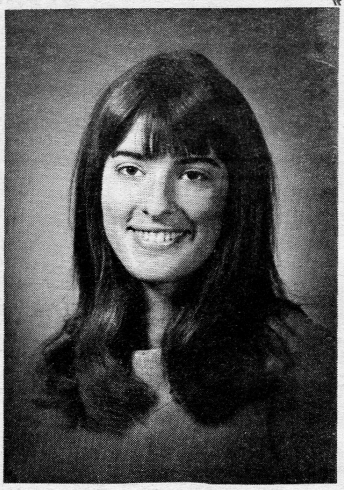
Queen's reign begins



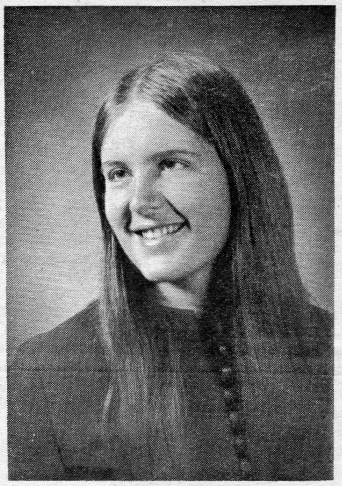
Sherren Rothbauer



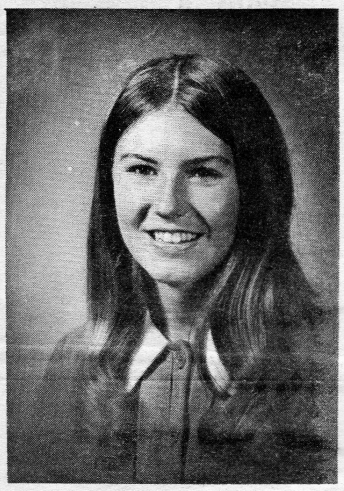
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Lynn Mann



Barb Metzger



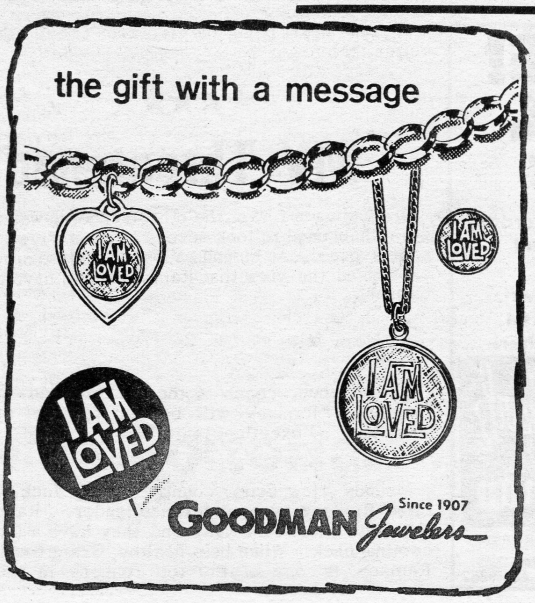
Michelle Hansen

MICHELE HANSEN

Michelle has been involved in several active clubs during the past few years. Among them are: Ski Club, Pep Club, G.A.A. (Girls' Athletic Association), and the Girls' Tennis Team. Also, her family owns horses and she rides quite frequently. When asked if she would change or improve anything about Homecoming she replied that she likes it the way it is.

As for her future, Michelle would like to attend Bemidji State College and go into teaching "maybe second or third grade."

by Sue Smiley



MARDI KING

During her high school years Martha has participated in G.A.A., Cheerleading this year, Pep Club, and Ski Club. During Snow Week 1969 Martha was voted Snow Princess. With a tentative major in elementary education ordance Martha plans to contiue her education at St. Clou State College or the Univer sity of Minnesota.

LYNN MANN

Besides working part-time at a nursing home Lynn manages to keep busy with Ski Club, G.A.A., Art Services, Drama, and Canteen Council. In her sophmore year Lynn was Snow Attendant and last year she was elected Secretary of the Junior Class.

BARB METZGER

Barb's varied interests are shown by the activities she has been involved in. As well as German Club officer, Poetry Editor of Scope, Contributing Editor On Politics for Blueprint, drama, Student Council for three years and recent involvement in student leadership, and Girls' Tennis Team. Barbara has been a member of the Varsity, Concert, Marching, and Pep bands as well as the Orchestra.

SHERREN ROTHBAUER

During fifth hours and after school Sherren's time has been filled with cheerleading for two years. Canteen Council for three years, Student Council, G.A.A., Pep Club, Ski Club and Art Serviseses. Sherren expressed a desire to attend either Gustavus Adolphus or UMD (University of Minnesota at Duluth) with a science, maybe astronomy major and to join the Peace Corps.

The ceremony of the Queens Coronation changed very little except for problems as a result of a lack of time from the teacher-school board dispute or small changes in the stage set up and listing of the candidates' activities.