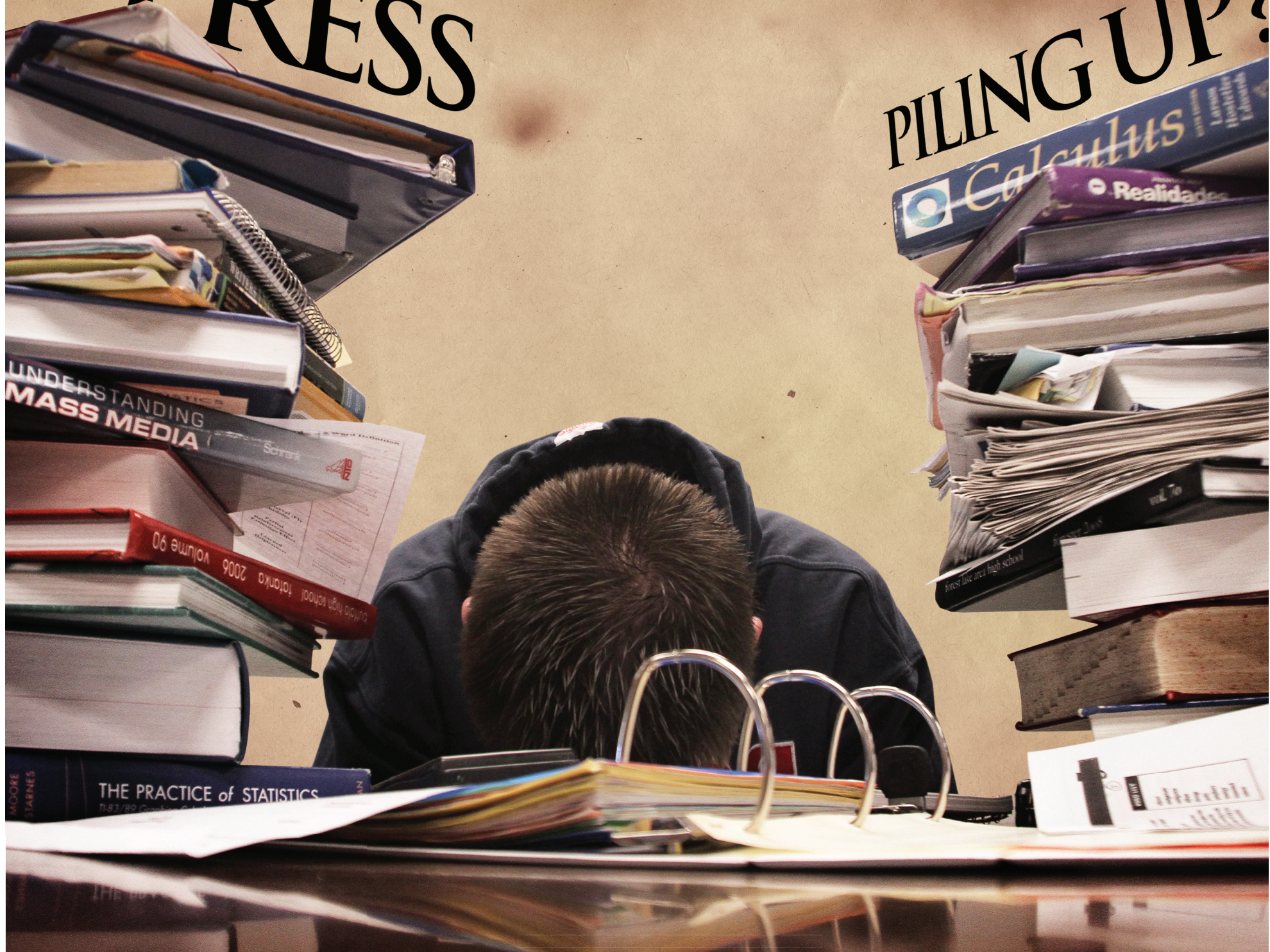


THE
HOOFPRINT

11MAR2010

STRESS

PILING UP?



Alternative Options

BETHLEIPHOLTZ
SPORTS EDITOR

Many junk food options have become available in the cafeteria including Little Debbie Snacks, gummy bears, and ice cream bars. Just as many healthy options are available, but many students seem drawn to the less healthy options. In a society where people are becoming more and more aware of the health risks that junk food poses, what actions are being taken to give younger generations alternative options?

“In the eight years I’ve worked here, healthy options have been made available to students just as often as unhealthy,” said Cafeteria Staff Member **Lynnette Neumann**. “The addition of the salad bar was huge. What you have to understand is that the kids request the junk food. We have to give you some options since you can’t leave for lunch.”

Health classes also took the initiative to educate students about the options they had. They discussed the negative aspects of eating food full of fat and empty calories. They also were that taught that fat is a necessity in one’s diet in small proportions.

“I teach the students to eat 90/10,” said Health Teacher **Mary Bremmer**. “It means eat 90% healthy food and then there’s room for 10% junk food in a day. I think most people are aware of health risks but they prefer unhealthy food because it takes less time and costs less.”



Upcoming Events

March 11

An informational meeting about spring sports will be held in the PAC at 7pm.

March 14

Students and staff find themselves losing an hour as the clock springs forward for Daylight’s Savings Time.

March 17

BHS will be covered in green as the school celebrates St. Patrick’s Day.

March 25

At 2:20, students will be rushing to their cars in anticipation for Spring Break.

For daily news updates from around the school and to read a digital copy of the latest paper, check out hoofprint.net



Star-Studded Staff

SAMNYBERG
STAFF WRITER

Late on February 19, staff from throughout the district could be seen performing at the staff showcase. The showcase is hosted every year in an effort to raise money to provide students with scholarships.

“There are about fifty staff involved in the showcase, and another fifty behind the scenes,” said Parkside Media Specialist and emcee **Mike Quady**. “The staff plan all of the original acts on their own.”

The show featured such acts as “Wild Horses” put on by Emily Greeley, Charley Keifenheim, Dave Robinson, and Evan Ronken, and “Fly Me to the Moon” put on by James Jarvie, Scott Rabehl, and Jason Swanson.

“It was really fun to see all of the different teachers dancing and singing,” said Junior **Sarah Oliver**, “especially my former elementary school teachers.”

Editors-in-Chief:

Graham Wyatt & Caitlin Theisen

News Editors:

Delaney Freer & Emily Anderson

Opinion Editors:

Colm Macnab & Cora Fox

Sports Editors:

Beth Leipholtz, Nick Goedel
& Nick Weeks

Activities Editors:

Chelsey Peterson
& Michelle Hansmann

Arts & Entertainment Editors:

Madalyn Nones
& Rebekah Jacobson

Features Editors:

Minnie Ostvig & Valerie Ostvig

Spotlight Editors:

Ali Kiernan & Sadie Holland

Copy Editors:

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Olivia Wyatt, & Prentice Basten

Graphics/Front Page:

Joel Morehouse & Dan Hanson

Adviser:

Ryan McCallum

The Hoofprint is the official student-produced newspaper of Buffalo High School. It is published monthly during the school year.

Letters to the editors and guest columns are welcome. Letters must be typed and signed with the author’s name, year in school, and contact information for verification. *The Hoofprint* reserves the right to edit obscene and potentially libelous material. All letters become property of *The Hoofprint* and will not be returned.

Opinions contained within this issue reflect the viewpoint of the author only and do not represent the opinions of *The Hoofprint* staff or the staff and administration of Buffalo High School.

The Hoofprint is printed at the Wright Country Journal Press. Our production office is located in Room A-209. The editorial office phone number is (763)682-8162. Our mailing address is Buffalo High School, 877 Bison Blvd, Buffalo, Minn., 55313. Emails should be sent to mail@hoofprint.net.

More news and information about Buffalo High School can be found online at hoofprint.net.

Journalism

The staff of *The Hoofprint* encompasses a diverse group of people, all of which have different jobs that contribute to making the paper. While editors manage content and design spreads meant to catch the eye and allure the reader, writers work hard to present timely news in an honest, unbiased way. Both groups depend on photographers to provide the interesting visual aspect of the news, and Ryan McCallum, the *Hoofprint* adviser, acts as a resource for the editors and writers on the staff.

For the March issue, the staff decided to highlight another important aspect of the school newspaper: education. None of the activities performed by *The Hoofprint* staff could be accomplished without its individuals having first learned what it takes to create a newspaper through the journalism program at BHS. A new opportunity to further journalistic education arose two years ago when the school offered Journalism 2, a class for select students interested in pursuing an extended view of journalism in

all its forms, including newspaper, website, graphic design, and video media.

This issue displays the final projects of many first semester Journalism 2 students. The selected students chose the topics, wrote the stories, designed the layouts, and obtained pictures and graphics to help illustrate their messages, ultimately learning about each aspect of creating the newspaper. Their designs each present a controversial or popular issue in society, demonstrating that, while a newspaper's main job is to deliver timely news, some issues will not resolve themselves unless publicized through a responsible medium that will raise awareness and elicit discussion.

Therefore, the *Hoofprint* staff credits the Journalism students for their hard work and hopes they will continue to be involved in the newspaper in the future, whether they be editors, writers, photographers, avid readers, or frequent visitors to hoofprint.net.*

*Log on to hoofprint.net for more stories and updates about happenings in the Buffalo-Hanover-Montrose district

This issue was designed and written by:

Kayla Hemze	Mandy Samuelson
Kendra Durst	Savahna Gravening
Delaney Freer	Rachel Schwietering
Mitch Budde	Prentice Basten
Sadie Holland	Megan Durst
Sarah Durst	Tommy Middagh

What do you think about the Journalism 2 course at BHS?

OPINIONS



“Journalism 2 helps students take journalism to the next level, expanding their publications to include online blogs or websites as well as newsprint.”
- Cora Fox

FEATURES



“It’s good because the students update hoofprint.net everyday, and that keeps people informed between newspaper issues.”
- Minnie Ostvig

SPORTS



“It makes you think harder about issues involving choice and belief, and you come out with different ideas than you originally had.”
- Nick Weeks.

ARTS & ENTERTAINMENT



“It allows Journalism 1 students to enhance journalistic skills and gives them good experience if they want to become an editor one day.”
- Bekah Jacobson

SPOTLIGHT



“It expands your knowledge of what good writing really is and not only helps you improve your own writing but your editing skills as well.”
- Sadie Holland

STAFF WRITER



“It’s a good way for students to learn about what it’s like to produce a newspaper and become more well-rounded journalistically.”
- Olivia Wyatt

Reaping the Benefits

Students expand education by taking college-level classes

BETHLEIPHOLTZ & TOMMYMIDDAGH
SPORTS EDITOR & STAFF WRITER

By time senior year rolls around, most students have settled into a routine. They are the most experienced students in school and it is their last year of required education. But the following school year they will experience the feeling of being a freshman on a college campus and will need to learn to adjust to a new level of classes. Upperclassmen are able to take actions to prepare themselves for college level courses.

Senior year gives students the opportunity to participate in CIS (College in the Schools) classes. Taking these classes gives students an idea of what type of work load to expect in college. Upperclassmen who do not choose to challenge themselves can fall behind and not be prepared to handle college level courses in the future.

"Senior year is very important," said University of Minnesota Admissions Counselor **Dan Cheng**. "We look at all four years and those students who have taken advantage of advanced curriculum are the ones who benefit most."

Buffalo, as well as other schools in the area, offers CIS and AP (Advanced Placement) courses. Juniors and seniors are eligible to enroll in them. In CIS classes, students must solely pass the class. However, if a student receives a low grade he or she may have a hard time testing out of the course in college. CIS classes are a double credit. They count for high school credit but if students do well enough in the classes they can also earn college credit. In order to obtain college credit for AP classes, students must get a 3 or better on the AP exam which is taken in the spring of the same school year that the class was taken.

"I'm really worried about the AP Calculus exam because I'm doing it as an independent study," said Senior **Minnie Ostvig**. "I feel like I'm missing out on the rigorous study that goes on in a normal class. I hope it's worth my time."

Students also benefit financially by taking these classes. The average cost of credits from Saint Cloud State University, University of Minnesota, and Southwest Minnesota State University, is around

\$225. Most classes average out to be about 4-6 credits, which is an average cost of \$1,100 per class. CIS and AP classes are free of cost to students and still allow them to get a head start in their college education. If students take 3 or more high level classes they can finish at least one semester of college during high school.

"I graduated with my art degree in one and a half years instead of two," said **Paige Brummer** ('08). "I tested out of my general classes in college so I didn't have to take them and since I tested out of those classes I was able to take more classes that interested me and went towards my major."

Not all high school students are eligible to take CIS and AP classes. In order for seniors to be able to take them they must be ranked in the top 50 percent of their class.

"I was ranked 280 out of 420 students so I was not able to take any college classes," said **Jake Middagh** ('07), "Now I have to do more than 4 years of college and maybe even 5."

Although CIS and AP classes require a vigorous work ethic and time management, students usually benefit from them.

"It is good to keep yourself challenged during senior year," said Saint Cloud State University Admissions Counselor **Richard Shearer**, "Anything you can do to prepare for college is a good thing."

Top right: Junior Joseph DuBois calculates a two-proportion Z test in preparation for the AP Stats exam in spring. Photo by Joel Morehouse

Most Popular CIS Classes

1. CIS Writing
2. CIS Human Anatomy
3. CIS Microeconomics
4. CIS Psychology
5. CIS Spanish IV

Average Cost Per Credit

\$213	SCSU
\$241	SWSU
\$221	U of M
\$267	NDSU
\$295	Northwestern
\$250	SJU/CSB
\$270	Gustavus



Buffalo Floral

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Junior Nick Weeks attempts to focus on multiple assignments. Homework was the number one stressor for students. "I have homework in every class every night," said Junior Olivia Haggerty. "It can get pretty overwhelming. I'm always tired when I get home and I don't want to start it right away, but if I don't then I don't have enough time to do it." Photo by Rachael Etter

What Do You Think About Stress?



"I don't like stress, but everyone has some kind of it, so I just deal with it."

-Freshman **Jessica Kalenda**

"It [stress] sucks. Sometimes it really gets hard to deal, but eventually it gets better."

-Senior **Brianna Nelson**



"I feel like if its something you can't change, just get over it. I don't let it [stress] bother me."

-Junior **Megan Neske**



"I believe stress is a part of life. Its how you deal with your stress that is important."

-Social Studies Teacher
Tracy Hulley

Top 10 causes of stress

1. Homework
2. Family
3. Lack of Sleep
4. Grades
5. Relationships
6. Money
7. Work
8. Friends
9. Other
10. Extra Curriculars

Based on a poll of 100 students

The Breaking Point

How far can students go before stress interferes with their lives?

RACHELSCHWIETERING
STAFF WRITER

Sweat starts dripping down a student's face as she takes a look at the piles of homework in her backpack. "I have practice until five, work until 10:30, and then hours of homework," she thinks as she heads to the locker room. Her stress continues to build up.

What Is Stress?

Ninety-four percent of students at Buffalo High School (BHS) are familiar with stress and have experienced stress to some degree. According to **Kids Health**, stress is a feeling that's created when we react to particular events and it's the body's way of rising to a challenge and preparing to meet a tough situation.

Good Stress vs. Bad Stress

There are two different types of stress; good stress and bad stress. Good stress is when a person is stressed to a point where it motivates them to do something, where as bad stress is when a person stresses too much over something. According to **Mountain States Centers For Independent Living**, bad stress will eventually lead the person's body to wear itself down.

"We have to experience some stress or our life would be pretty boring," said Licensed Psychologist and Director of Counseling Services **Ellie Olson**. "Stress has been an essential part of our ability to

develop as humans."

Symptoms Of Stress Overload

There is a certain amount of stress that a person can have that classifies as stress overload. According to Kids Health, people who are experiencing a stress overload may notice some of these signs: anxiety, panic attacks, feeling of being constantly pressured, moodiness, stomach problems, headaches, chest pain, allergic reactions, problems sleeping, drinking too much, smoking, overeating, drugs, or depression.

"When we know the signs of stress, we have a better ability to actually deal with the stress instead of letting the stress control us and our behaviors," said Olson.

There are professionals, such as Olson who help out people with stress issues.

"I can offer a safe environment where people can talk about their concerns without having to worry about how it influences others in their lives," said Olson "I can be someone to vent to, someone to offer alternative perspectives, someone to provide feedback, someone to offer acceptance and care and someone to help people find solutions to what is stressing them."

How To Deal With Stress

Stress is different for every person, and all ages of people have different types of stressors; BHS student's number one

stressor is homework. With stress being a part of everyday life, there are ways in which students can keep their stress levels under control. According to Kids Health, to help reduce stress people can not overschedule, be realistic, get a good night sleep, learn to relax, treat the body right, watch the thoughts in the mind, exercise, give themselves rewards for doing well, and learn how to solve problems.

How To Figure Out Stress Levels

There are ways students can find out how high of their level of stress is. According to **Shore Line Schools** teen stress test if students have a score of 150 or lower on the test that shows a low amount of stress, 150-300 shows a moderate amount of stress, and anything over 300 shows severe stress and a strong possibility that you will experience significant change in behavior, feelings, or physical well being. At BHS the average score on the teen stress test was 178.7, which is a moderate amount of stress. The stress test asked questions that are relevant to teenagers lives, relating to the things that could stress them out. Knowing and understanding stress is very important; if students take any form of a stress test it can help inform them of how stressed they actually are without even knowing it. This may benefit them by making them realize it early on.



160 Characters

Is texting ruining childhood or giving us freedom?

MANDY SAMUELSON
STAFF WRITER

The 160 characters on the little window of a cell phone can do more than exchange messages between friends -- they can create new policies, change the dynamic of trust, and face the population with drastic change. Text messaging is considered the fastest and most reliable means of communication. It has gained worldwide popularity and has attracted billions of subscribers.

Texting has become the newest form of communication. According to the Census Bureau, since 2003, the number of text messages sent in a single month in the United States increased more than 52 times. In 2003, its numbers reached 2.1 billion and exceeded 110.4 billion in 2009. Teens today have grown up using technology and are more accustomed to interacting in a fast, direct, and personal way.

In class, teachers try to minimize the number of students texting during learning hours. In the beginning of the school year the cell phone policy was clarified. If a teacher catches you with a phone out, the first strike is a verbal warning (to put the device away). If you are caught a second time, the teacher may confiscate the device up until the end of the day. For the third strike, the teacher may confiscate the device and give it to administration in which case the parent will be called and asked to pick it up at the office. Teachers do not have to follow the policy -- however, the administration pledged to fully support any teacher that uses it. This new policy came about because of increased frustration and complaints from staff members, not only about the use of cell phones but also inconsistent discipline and follow through. Texting is a continuous behavior even after the unaffected 'texting rule' was applied. With technology advancing, parents have been able to communicate even more through texting their children daily. Of 108 students surveyed, 94 percent text their parents during school hours.

"When I was in class, I was hiding my phone under the desk while I was texting my mom to see if I could go with a friend after school. Mrs. Fitzgerald caught me and told me to put my phone away," said Junior **Lauren Lahr**. "At the end of class she made me call my mom to tell her I was texting in class."

"If students have something unusual going on and they need to talk to their parents, I don't know of any teacher that wouldn't let them go out in the hall to resolve it," said Spanish Teacher **Jodeen Fitzgerald**. "If students are hiding their phone to text under their desk they obviously know they are doing something they shouldn't. Teachers only catch a small percentage of texters and I inform the parents because some are unaware of the fact that their children text in class. And, a lot of the times parents who text their children don't realize school scheduling."

Cell phones are the new spy gear into the mysterious, private life of a child. Parents have found an alternative way to keep close knit with their child. In a survey of 108 students, 87 percent of students' parents pay for their cell phone if they agree to certain requirements, including always responding to text messages they are sent by parents. With its silence and convenience, texting takes away any excuse about why you couldn't respond to your parents. Now parents can even track their child's every move through Global Positioning Satellites (GPS) built into newer phones. According to a Verizon Wireless representative in Buffalo, one in four parents apply the GPS monitoring system to their monthly plans. This system allows you to set up four different zones online and alerts a phone of your choice through text message if that phone has left a certain zone. These GPS systems are changing the dynamic of trust between children and parents.

"If students have something unusual going on and they need to talk to their parents, I don't know of any teacher that wouldn't let them go out in the hall to resolve it."

-Spanish Teacher Jodeen Fitzgerald

"On New Year's Eve, I told my parents I was going to my friend [Sophomore] **Abby's [Larson]** house, but really I was going somewhere else," said Sophomore **Alexis Magaard**. "When I got there, my parents called me and asked where I was. I told them I was at Abby's and they asked me if I was sure, and of course I said yes. Then they told me they had a GPS on my phone, and I ended up being grounded for a month. That ruined my New Year's."

For better or worse, childhood from era to era has changed. According to CTIA - The Wireless Association, since 1990 there are 2,57,416,945 more subscribers to cell phones. In Buffalo High School alone, of 108 surveyed, 99 percent have a cell phone (texting included). With old corded phones, parents used to be able to hear everything their children spoke of. Teenagers would be lucky if the cord reached to their room, but with the silence of texting parents have no idea what goes on behind closed doors.

"When I was a teenager, there wasn't a need for any phone rules. Overuse of the phone and hiding our conversations was definitely not a problem, and we used to talk to each other face-to-face," said Science Teacher **Boyd Emmel**. "When we would sit in class and people wanted to communicate, we passed notes back and forth. What we have here is an electronic community that has grown from note taking."

Age Group	Average number of monthly text messages
Ages 12 and under	428
Ages 13-17	1,742
Ages 18-24	790
Ages 25-34	331
Ages 35-44	236
Ages 45-54	128
Ages 55-64	38
Ages 65+	14
Source: The Nielsen Company	*Note: Data includes U.S wireless subscribers only

According to a Verizon Wireless representative in Buffalo, **1 in 4** parents apply the GPS monitoring system to their monthly plans.

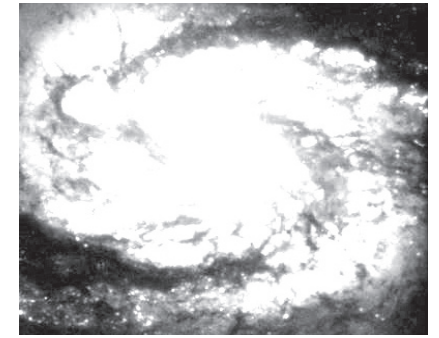
Since 2003, the number of text messages sent in a single month in the United States increased more than **52** times.

94 percent of students text their parents during school hours.





“ Science invites us to make accurate statements about objective reality and to grasp it’s interconnections. Religion, deals with the world of values. It considers what we ought to be or what we ought to do, not what it is. In science we are concerned to discover what is true or false; in religion with what is good or evil, noble or base. Science is the basis of technology, religion the basis of ethics. ”
-Werner Heisenberg



Religion vs. Science

SADIE HOLLAND & KENDRA DURST
SPOTLIGHT EDITOR & STAFF WRITER

Are scientific discoveries challenging the role personal faith?

Religion can be a very confusing concept for high school students to understand. There are constantly new scientific theories being discovered that explain so much of our history or things that once may have been considered miracles. The creation story of the Christian Bible is different from the scientific theory of evolution. The commonly asked question asked is which is true? Science and religion are often placed at opposite sides of the debate, but is there room for both?

In public schools, like Buffalo High School, no religion of any kind is allowed to be preached. In classes like World Studies and Biology, students are taught that we evolved from Homo Erectus which after many years became modern day humans. For some, this is their belief and always has been, but for others, this may be challenging religious beliefs of Creationism that they have been taught at home since childhood.

When answering the question, “Can creation and evolution co-exist?”, 87 percent of students surveyed said yes, or

that they weren’t sure because of the science discoveries being made, that are starting to explain what was previously believed as God’s creation.

Biology Teacher **Boyd Emmel** explains what it is like to teach evolution as part of his curriculum, “I like to think that teaching and religion are totally different. Science is independent, so I try to be neutral. I think that students put up a wall against evolution. They’re taught to have a biased view. Evolution is just a change in living things, not necessarily explaining how we came to be.”

Of the 100 students surveyed here at Buffalo High School, 86% percent said that they are Christians or believe in a god, coming from many different denominations; Baptist, Lutheran, Catholic, Missouri Synod, Lastadian, and Methodist.

“Everyone has a different concept of what or who God is,” said **Emmel**. “Many differences are guided by childhood and life experiences.”

Another controversial topic that can be argued is the afterlife; what happens after a person dies. Some believe in Heaven and

Hell, and some say that God will determine who is accepted into his Kingdom.

“God has prepared a wonderful place in heaven for those who have accepted him. In John 14:6, the bible says that ‘He is the way the truth and the life and no one will get to heaven unless they go through Christ.’” said Math Teacher **Joel Peterson**.

But others have a variety of other beliefs, ranging from eternal nothingness to reincarnation, the belief that the soul, upon death of the body, comes back to earth in another body or form.

“I’m not sure of what exists after this life. Reincarnation? If there is an existence after, why don’t we remember an existence before?” asks Emmel.

Daily, we are shown new technology or science discoveries that are proving things that were previously considered miracles on Earth, but is reliance in science taking over the belief in a higher power?

“There are definitely miracles,” Peterson said. “You don’t see them as extreme as they are written in the bible, but miracles can happen in places where people have a strong hope and faith.”



Senior Natalie Donnelly sings worship songs while at A.C. (Adventurous Christians), a church retreat up north.

RACHAE LETTER

What do you believe?

87%
said that they believe in God

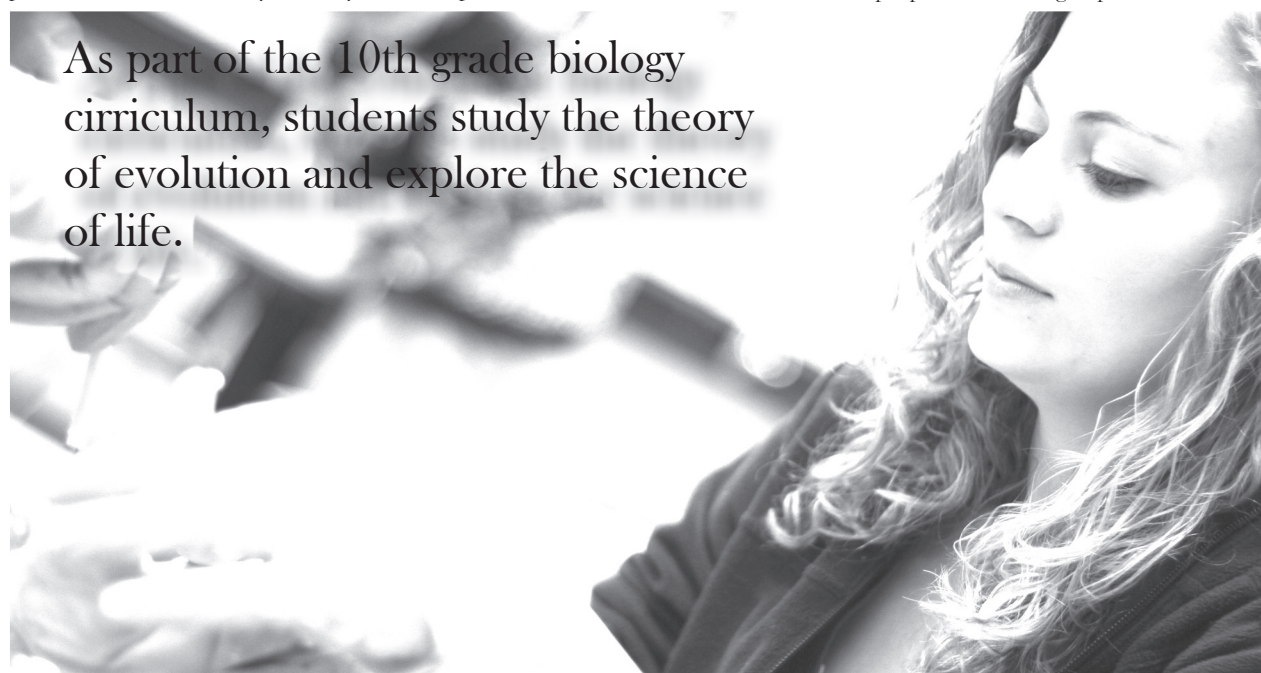
13%
said that they were unsure of their beliefs

49%
listed their specific denomination

21%
Catholic

9%
follow another belief

14%
Lutheran

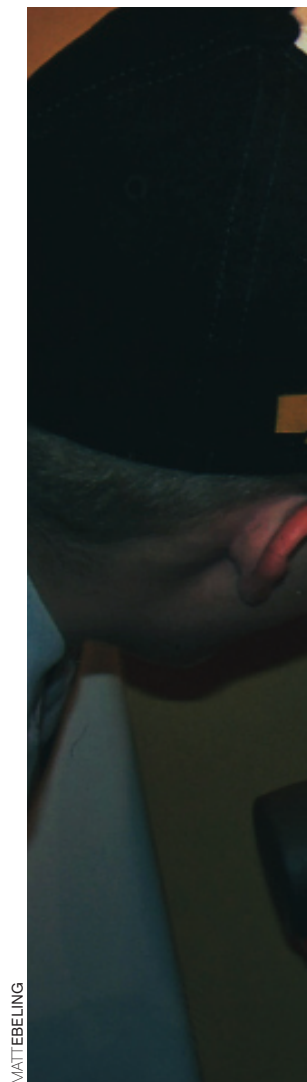


JOEL MOREHOUSE

As part of the 10th grade biology curriculum, students study the theory of evolution and explore the science of life.



RACHAEL LETTER



MATTEBELING

The Art of Motherhood

Students express the struggles and joys of being a teenage mother

Senior **Hannah Strode** was 15 years old when she got pregnant. Only two short months after turning 16 she gave birth to a baby girl named Naomi Lynne Strode, on July 24, 2007.

“Naomi is so precious to me,” said Strode. “She’s such a fun loving baby with her own personality, and I love her so much. Whenever I’m at school I get irritated because I’m not with Naomi, and I get really anxious to know what she’s been doing all day. I never want to miss her cute and funny moments, and even the moments when she makes me mad. I always want to be at home playing with her, and when I go somewhere I almost always bring her with me.”

Teen pregnancy is a struggle in itself. According to Women’s Health Channel, teenage mothers are more likely to suffer health, social, or emotional problems simply because teenagers are not ready to take on the responsibilities having a child takes.

“Being pregnant as a teenager had its ups and downs,” said Strode. “I was always crabby and mad because there were a lot of people who judged me when they didn’t even know me. And I remember one time these two girls were walking by me, and as they passed me one of them whispered to the other ‘Oh my gosh, I can’t believe she’s pregnant.’ I heard what she said and I turned around and told them both to keep

comments like that to themselves. Then they apologized.”

Naomi weighed eight pounds nine ounces and was 20 inches long. Strode carried Naomi for almost 40 weeks, and delivered her two weeks later than her expected due date. She had spent two days in labor, and according to Mayo Clinic, the average time for a woman spent in labor is eight hours.

“About two hours before I had Naomi the doctors put an oxygen mask on me,” said Strode. “My heart rate kept increasing and decreasing a lot, which was very dangerous. Then the doctors told me that I might lose Naomi. But everything pulled through well and she was finally born.”

Throughout Strode’s pregnancy she had help from her parents and other family members.

“My parents help out whenever I need it, which is really helpful,” said Strode. “My school work sometimes gets in the way of me taking care of Naomi, usually only Tuesdays and Thursdays because that’s when I have extended day and I don’t get to start my homework till later that day, but whenever I’m doing my homework my parents will keep an eye on Naomi, and sometimes she’ll be with me in my room.”

Senior **Meghan Gruber** was pregnant with her son Nikolaas on April 21, 2009. Weighing eight pounds, Nikolaas was born two weeks early. Gruber was in labor for 12 hours with Nikolaas and was pregnant for about 38 weeks.

“Nikolaas is perfect,” said Gruber. “I don’t think about what my parents would have done if I made them. Nikolaas does that for me. I made them. Nikolaas does that for another person.”

Gruber hadn’t found out she was pregnant until about two months pregnant.

“I rarely ever had morning sickness during my pregnancy,” said Gruber. “I found out I was pregnant. When I had the sickness, I didn’t think anything about it. I have allergies to a lot of things so I thought I was having the flu or something.”

As happy as Gruber and her boyfriend, **Strehlow**, were, they both had to take on a lot of responsibility for their adopted family, but it was worth it.

“Dan works a lot, so he’s not home a lot. We wanted Nikolaas to have a father figure. His father being gone a lot because of that for Nikolaas. So we both wanted to be able to see Nikolaas grow up.”

There are four different types of adoption: mediated. An open adoption means



THE PRICE FOR:

A Traditional Delivery
*without insurance

\$5,000 to \$10,000

Diapers

*for one month



Formula

*for one month

\$100



Child Care

*for one week

\$100+

was 17 years old when she gave birth to her baby boy on pounds, four ounces and measuring 21-and-a-half inches weeks before his expected due date. Gruber had only been Nikolaas, much shorter than Strode was, and carried him for

id Gruber, "Just holding him in the hospital made me went thorough when they had me, and realize how happy at to me, and it's awesome how happy someone can make

ut she was pregnant with Nikolaas until she was four

orning sickness during my was still cheerleading before /hen I would have morning ing of it because I have o I figured it was me just

her boyfriend, Senior Dan decided to place Nikolaas

wasn't because they didn't think they were ready for the

gone all the time," said Gruber. "He and I both decided a dad whose always around full time. Dan grew up with cause of his job and work schedule, and Dan didn't want decided an open adoption would be perfect. That way we as much as we wanted."

pes of adoptions; open, confidential, fully disclosed, and means that there is sharing of information and/or contact

between the adoptive and biological parents of the adopted child. This can occur before, during and or after the placement of the child. So, Strehlow and Gruber can have as much or as little contact with Nikolaas as they want, and they can also receive e-mails, pictures, and phone call conversations with the adoptive parents.

Meeting with the adoption agency is work in its self. Gruber and Strehlow went through Lutheran Social Services to decide on what family to place Nikolaas with. They would meet with a counselor every time they met with a new couple wanting to adopt the baby. They had gotten all their options set forth in front of them right away, and recieved all the paper work about all the different families wanting to adopt. As far as paying for all the fees, Nikolaas' adoptive parents paid for everything Nikolaas needed including: food, diapers, formula, and clothing. Gruber and Strehlow split all the medical and hospital bills that needed to be paid.

"Dan and I both decided we wanted Nikolaas to have a dad whose always around, full time. So we both decided an open adoption would be perfect."

-Senior Meghan Gruber

"We looked though all the paper work and read about all the families, and we ended up narrowing it down to three families," said Gruber. "The final decision was tough of course, but I think we found the perfect parents for Nikolaas. After that was done, we had a lot of paper work to fill out on our own. Both of our parents were very supportive and respected whatever decision Dan and I decided to make. The decisions were up to us the whole way."

After discovering that she was pregnant, Gruber did not change any of her habits, but introduced vitamins into her lifestyle.

"Nothing really changed for me when I was pregnant," said Gruber. "The only thing that I really changed was eating healthier foods, drinking a lot more water, and I took a lot of vitamins. When I found out I was pregnant, all my friends stayed the same, they didn't care and were happy for me. But I remember a lot of people judging me. There were so many people who would stare and give me mean looks, and some people would even point." *Story continued on page 10*

All stats from pregnancy.lovetoknow.com



RACHAELETTTER

Continued from Page 9

Senior **Kate Zelko** gave birth to a healthy son, Tanner Bradley Zelko, on September 16, 2009. Tanner weighed seven pounds, five ounces and was 20-and-a-half inches long. Zelko was in labor for about nine hours, and her son arrived on his expected due date. Like Gruber, Zelko also became pregnant at age 17.

Even though having a child may be time-consuming, they're so precious to their mothers, who feel it is worth it.

"Seeing and holding Tanner always makes me happy," said Zelko. "He's such a fun spirited baby, and doesn't ever care whose holding him. He's always smiling and he's really easy to take care of. I drop him off at daycare every morning at 7:20am and he's there until about 6:00pm. When I come home from work I always feed Tanner before I do my homework. And while I'm doing my homework Timmy watches him, which works out well"

Zelko's pregnancy went a little differently than the others.

"I had taken a home pregnancy test the minute I thought I was pregnant," said Zelko. "When I took the home test, it came out positive. But I wanted to know if I was for sure pregnant or not, so I went to the doctor and got an ultrasound. I was for sure pregnant, and the doctor told me I was about four months along. And after I found out I was actually pregnant my behavior or attitude didn't really change. But I started to distance myself from my friends because I didn't want them to look down on me or judge me. Because when

I first found out I was pregnant, I was scared and kept constantly thinking I wouldn't be able to handle it. But Timmy supported me a lot. And I didn't really bother me that people judged, they can think and say what they want, I just blew it off. But there was actually one time where I just got so mad because I couldn't go out and do the things I used to do without being embarrassed. I couldn't play sports

"Whenever Tanner is sick or isn't feeling good I have to stay home from school and work to take care of him, so when he's sick I have a lot of homework to make up and catch up on, and not being able to go to work to makes my paycheck smaller."

-Senior Kate Zelko

anymore either, which was a hard for me, because I played hockey, softball, and volleyball."

Zelko had morning sickness for the first four and a half months, but didn't figure out she was actually pregnant until almost five months.

"I would wake up almost every morning and throw up. But after that, I would feel better the rest of the day."

Zelko's boyfriend, and father of Tanner, **Timmy Aulwes**, helps Zelko out a lot.

"Timmy comes over just about every night when I get home from work, which is usually around six," said Zelko. "We are still together and he pays child support every month. He's always wanting to come and spend time with his little boy."

Zelko works two jobs, one at Kids Haven year round, and another at Powder Ridge during the winter. She works at Kids Haven almost every day after school from 3:00pm until about 6:00pm, and her weekends are usually spent working at Powder Ridge. And she had been working both jobs before finding out she was pregnant.

"Whenever Tanner is sick or isn't feeling good I have to stay home from school and work to take care of him," said Zelko. "So when he's sick, I have a lot of homework to make up and catch up on, and not being able to go to work to makes my paycheck smaller."

Zelko's mom is always there for Tanner and for her. Her situation seems overwhelming at times.

"My mom always wants to help out with Tanner," said Zelko. "It bugs me sometimes, but it does help me whenever I need a break. She bathes, feeds, and sometimes rocks Tanner to sleep."

These three girls have experienced different hardships throughout their pregnancies, from having help and support, to all the decision making during and after the pregnancy. According to Gruber, Strode, and Zelko, being a teen mother had its hard moments, but there were also a lot of moments they will always cherish.

Who picks your path?



Can you control your life or is your life predestined?

DELANEY FREER
STAFF WRITER

On November 22, 2009, Senior **Jon Kramnic** died after being in a fatal car accident. His death marked the second this year, coming just two months after Junior **Tyler Wood's**. These deaths probably aroused many questions for a lot of students. Why did this happen? They were so young. Why them?

Were their circumstances purely coincidental? Or were they always meant to be and part of a larger plan? Could it be a mixture of both? According to a poll of 50 Buffalo High School students, 50% believe life is all choice and 16% believe life is all destiny. 34% chose to combine the two.

This topic is discussed every year in English Teacher **Joel Squadroni's** Classic Novel class. They read *The Plague*, which talks about existential philosophy, the assumption that everyone has free will. The class then debates what they believe, which often leads to arguments.

"I think the idea of life being destiny or choice affects people so greatly because it's important to how we see our place in the world," says Squadroni. "Our control, or lack of, is important, and can also be frightening. It is instrumental to our personal philosophies."

A water droplet falls into a pond, and the ripple it creates on the surface of the water spreads out wider and wider. One drop can change the entire shape of the pond. What one drop? Yeah, that's you. Your choices affect someone else's choices. Every decision someone makes changes the actions of someone else. It can almost be described as chaos- random thoughts bouncing off each other, affecting everything and everyone.

On the other hand, people find comfort in the belief that they are responsible for their own lives and decisions. We, as humans, like to make independent decisions. The idea that successes can be attributed more to fate than hard work and planning is upsetting to some.

In simpler times, you could not control genetics. You didn't have the power to decide whether you were born with red hair and freckles or blonde hair and blue eyes. You were just born with a random combination of genes. Recent technological advances has changed all of that.

Parents can create what have been called "Designer Babies." With the help of doctors, potential parents can screen embryos for genetic disorders and select the healthy ones. They can

also choose desirable or cosmetic characteristics, including gender. They can cure genetic diseases by a process called Germ Line Therapy, replacing sections of DNA with healthy DNA.

"There are some that say genetic engineering is messing with fate," said Biology Teacher **Dan Schneider**. "Yet others say it's fate that the technology was found."

The idea of life being fate could be comforting to some. You never have to worry about making the wrong decision- you know whatever happens, happens. You know you are being looked after by something bigger than yourself. But that exact reason is what causes some to say life is choice.

Some experts use the example of life's journey being represented by a path to prove this point. Some people argue that being bound to a path is unfair, but others say that you cannot postulate an existence off the path, so "free" never existed in the first place.

It's those arguments that compel people to pick neither idea, instead combining them. According to both poet Edwin Markham and philosopher Pythagoras; "Choices are the hinges of destiny." Many believe that this issue isn't merely black or white- it sits somewhere in that mysterious, middle gray area.

"I believe that your choices chose the path of your destiny," said Junior **J.D. Laskey**. "Yet, you may have an overall destiny. The path of your destiny may be chosen by you. You may make subconscious decisions like deciding to drive to your friend's house, not knowing that you would get in an accident. But you still, in a way, made the decision that chose that path of your destiny."

This topic has been discussed by top scholars and scientists; the greatest minds in the world have yet to come up with an adequate answer. We'll probably never know for sure which is correct, as everyone will have their own opinions and beliefs. We don't know why our friends are gone now, but they are. All we can do is figure out what life means to us, and try to live according to that.

50% of students believe life is all choice. 16% believe life is all destiny. 34% combine the two.



Reaping the benefits of reaching out

Students benefit from volunteer work with various organizations

SarahDurst
STAFF WRITER

Volunteering throughout the community and local areas has an affect on the people in the surrounding areas as well as the society that we live in. Looking at both sides, it may not always be a huge impact or a positive impact, but there is always an outcome. It's becoming more prevalent in culture and is expected more by the youth than the middle aged. We are all given the ability to lend a helping hand, not for everything, but on anything. The choice you hold in your own palm is to make a difference in at least one life each day. No one ever said it had to be a big act to make a difference.

"I think that in life we are called to be in action," said Junior SSU and NHS member **Micheal Diesting**. "Believing that we can go places with volunteering is one thing, but acting on it proves it. It has its chain affect, since 'we' the younger age are expected more to complete the volunteering tasks it has more of an influence to speak to the middle aged, saying, 'If they can do it so can we.'"

The ones we can reach out towards and put ourselves in front of to make the slightest difference may not always just come out and say the task we are doing is appreciated, but words don't need to necessarily be said for the answers to show. The experiences of volunteering grasp a feeling of enjoyment through the inside of ourselves, not just the ones we have impacted during the process.

"This year my friend Jessica [Demuels] and I went to help out a lady at her house to stack fire wood," said Junior SSU and NHS member **Delany Freer**. "We went inside with her after we were done and she made us hot chocolate so we just sat there and talked for a while, it was really nice. She told us over and over how much she appreciated the help, but we could see on her face how much she appreciated it. Before we left she even asked us for our numbers just in case she

Junior Marissa Kolasa fixes a bag while making separate packages of food for Feed My Starving Children. Globally Minded Student Activists (GMSA) helps out with Feed My Starving Children once a month.

Juniors Courtney Bjorklund and Michelle Hansmann stop for a moment while trick-or-treating for canned goods over the month of October. National Honor Society (NHS) members go Trick-or-Treating for canned good each year and after Halloween bring all the canned goods the school has recieved to the Food Shelf.

ever needed help again. It was a pretty cool experience. It makes you look at the fact that even little things like stacking fire wood can make a person's day that much easier."

Students at Buffalo High School take their time to volunteer through organizations and groups they are involved in. A 2008 Cabinet Office survey found that 53 percent of people who volunteer do it to improve things or help others. Alongside that, 41 percent of people said they volunteer because the cause is important and 6percent of people said they volunteer because they had spare time. Reaching out to our community and inside our schools should be to assist others in order to make things run more efficiently. National Honor Society (NHS) and Students Stepping Up (SSU) members put in the majority of volunteer hours throughout other groups at BHS such as BPA (Business Professionals of America) and GMSA (Globally Minded Student Activists).

"I think volunteering around the community and inside our school is important because it helps others around you and I know that if I needed help on the things I do to help, I would highly appreciate it," said Junior SSU Member **Heather Beasley**. "It's good for others to realize they can give with the understanding you don't necessarily need anything in return."

Students at BHS who play a part in the duties of NHS, SSU, BPA or GMSA strive to apply themselves in diverse ways to fulfill the light of leadership, each reaching out to an open hand that is requesting guidance or assistance. In 2008, the main type of organization for which volunteers worked the most hours during the year was most frequently religious (35.1 percent of all volunteers), followed by educational or youth service related (26.0 percent). Another 13.5 percent of volunteers performed activities mainly for social or community

service organizations.

"Being involved in the organizations our school has gives BHS multiple opportunities where students can show leadership," said NHS Member **Anastasia Melgard**. "We have the Rake-a-Thon, Toys for Tots, the seventh grade Courage Retreat, Feed my Starving Children, Elementary Helpers, Trick-or-Treating for canned goods, and the Blood Drive along with many more."

In 2008, people aged 35 to 44 continued to be the most likely to volunteer (31.3 percent), while the people in their early twenties were the least likely (18.6 percent). The only age group with a significant change over the year was teenagers at the age of 16 to 19 year old. The volunteer rate of this group rose 1.4 percent in the year ending September 2008, essentially offsetting the 1.9 percent decrease that occurred in the prior year.

"There are people out there that are just are not able to do the work or they are just having trouble in life trying to find the time to get it finished," said Senior NHS Member **Jake Letsinger**. "They need a helping hand and call upon the ones who are willing to be at help, and I think that's the least we can do is help. Helping out shouldn't be a glory thing, it should come from inside yourself kind of thing."

Volunteering should be a humbling experience - that's why they call it volunteering. To help someone else with the goodness of our hearts, not so it can be prized by the public. It is to perform a service willingly and without pay; in the end we all will be on both sides of the stick.

"I love the whole idea of targeting leadership," said SSU Adviser Tracey Hulley. "The whole part about students stepping up while also being chemically free is a touching experience. The greatest enjoyment I get is when they realize that they get more out of it than the people they help."



SarahDurst



RachaelEtter



RachaelEtter



RachaelEtter

Junior Jessica Demuels pops her head out of the Toys For tots box. Buffalo High School competed in the Toys For Tots drive against St. Micheal Albertville and Buffalo ended up winning with 1578 toys as St. Micheal Albertville had 808 toys.

Top 5 ways students volunteer

33% help at their local Church.

24% help out at an Elementary School.

18% help out at local Nursing Homes.

14% help out at the Food Shelf.



Four in a Row

Boys' Basketball team heads for fourth straight Mississippi 8 Conference championship

NICK GOEDEL
SPORTS EDITOR

"The basketball season is a journey," said Boys's Basketball head coach **Nick Guida**. "We want to get better every day. Every time we step on the floor we want to get better as a team."

The question remains as to where the journey will end up, whether the 2006-2007 season will repeat itself or the team will lose to St. Cloud Tech in the Section championship.

"Coming into the season, our goals were to win Conference," said team captain senior **Erik Star**. "We want to get back to the section championship, win sections, and go deep in state."

The journey started out rough for the Bison, their record standing at 2-5 after their first 7 games, but they turned around and ended up with a conference record of 16-1. One of their conference wins let them triumph 55 to

52 over St. Cloud Tech, the team that ended last year's chance at state. The Bison's win over the Monticello Magic on February 26th clinched the Mississippi 8 Conference title for them for the fourth year in a row.

Right now the journey is halfway through. Even though the season is coming to a close, there is still plenty of basketball left to be played. After last Friday's Senior night, the team heads to sections where the Bison currently sits at second place. St. Cloud Tech holds first place. However, the Bison have climbed the rankings in the state, currently placed 9th in 4A basketball.

As the regular season comes to a close, it's difficult to predict where the team will finish. They may roll through Sections and make another state appearance, or it may be another 76 years before they have that privilege. Only time will tell how the Bison will finish this year.



RACHAE LETTER
A banner hanging in the main gym shows the years the boys' basketball team has won Conference. The team hopes the flag will soon include 2010.

Sections Update

Wrestling lost to Bemidji **47-21**

Boys' Hockey lost to Brainerd **7-4**

Girls' Hockey lost to Robbinsdale Armstrong **2-1**

Girls' Gymnastics finished at **6th place**

Boys' Swim and Dive finished at **5th place**

Girls' Basketball lost to Brainerd **60-57**

Mississippi 8 Conference final standings

Wrestling



MEGANDURST

STMA	9-0
Cambridge-Isanti	7-2
Monticello	5-2
Princeton	5-3
Zimmerman	3-4
Big Lake	3-5
Becker	3-5
BUFFALO	1-7
Rogers	0-8

Boys' Hockey



SAMMATTSON

Rogers	7-2-2
Cambridge-Isanti	8-3-1
Princeton	6-4-1
STMA	5-6-0
BUFFALO	5-6-0
Monticello	3-6-2
Becker/Big Lake	0-7-0

Girls' Hockey



RACHAE LETTER

North Wright County	7-1-2
Mound-Westonka	9-1-2
Orono	7-5-0
BUFFALO	7-5-0
Rogers	4-6-2
Princeton	0-8-4
Cambridge-Isanti/Mora/Pine City	0-12-2

1. The wrestling team watches their fellow teammates compete at a match. Though the team only won one match, they are sending several individuals to state.

2. Sophomore Blake Schmidt stands poised to stop the puck. Buffalo Boys' Hockey tied with St. Michael-Albertville for third place in the conference.

3. The girl's hockey team waits to play during starting lineups. Buffalo tied with Orono for third place in the conference

Upcoming Events

Tonight: Spring Activities meeting @ 7 PM in the PAC

March 15: Boys and Girls Golf and Track season begins

March 22: Baseball/Softball starts

Did you know about Girls' Basketball?

- The varsity team tied with St. Michael-Albertville in the conference, giving them their first ever conference title in school history.
- The junior varsity team went undefeated in their season.

Has the Line Been Crossed?

Public displays of affection cause controversy throughout the country

PRENTICE BASTEN
NEWS EDITOR

A seven-year-old boy in an Illinois elementary school walks with his classmates through the halls on the way to gym. As they pass the 5th graders' classroom he notices that he can see a girl's bra through her shirt. He comments, "You should wear a darker shirt." The incident is witnessed by teachers, brought to the principal, then labeled as sexual harassment, and the boy is suspended from his elementary school. However, at a high school in Michigan certain teachers allow people who are dating and are in the same class to be sitting on each other's laps during the class lecture. Parents of these students complain, and the students aren't penalized at all. Throughout all this, how do we sort out what is right and wrong, and where does the line need to be drawn? Who really gets to make the the decision of what is appropriate and what isn't?

Public Displays of Affection (P.D.A.) can best be described as physically showing affection for another in the company of others. However, there can be no specific guideline for it, because the expectancies and rules are different for everyone, depending on situation. However, P.D.A. didn't become a major issue for students until 1999, when a U.S. Supreme Court ruling held schools responsible for creating environments free

of harassment among students; that decision then led many lawsuit-averse administrators to ban most forms of student contact — except, of course, for high-contact sports like football and wrestling. Ever since then, finding the true definition of P.D.A. and its limits has been worked toward.

"I think it's okay up to a point," said Junior **Matthew Lingo**. "But swappin spit and tonsil hockey in school is just too much."

Forms of affection are exhibited everywhere, but the place within the most controversy has arisen is schools. From bans on hugging to labeling comments as sexual harassment, schools are cracking down on anything that could remotely have to do with sex. Certain critics say teachers and administrators have become too fearful of lawsuits and have stopped letting kids be kids. There are certain problems that bother critics like **Lisa Graybill**, legal director for the American Civil Liberties Union's Texas Chapter.

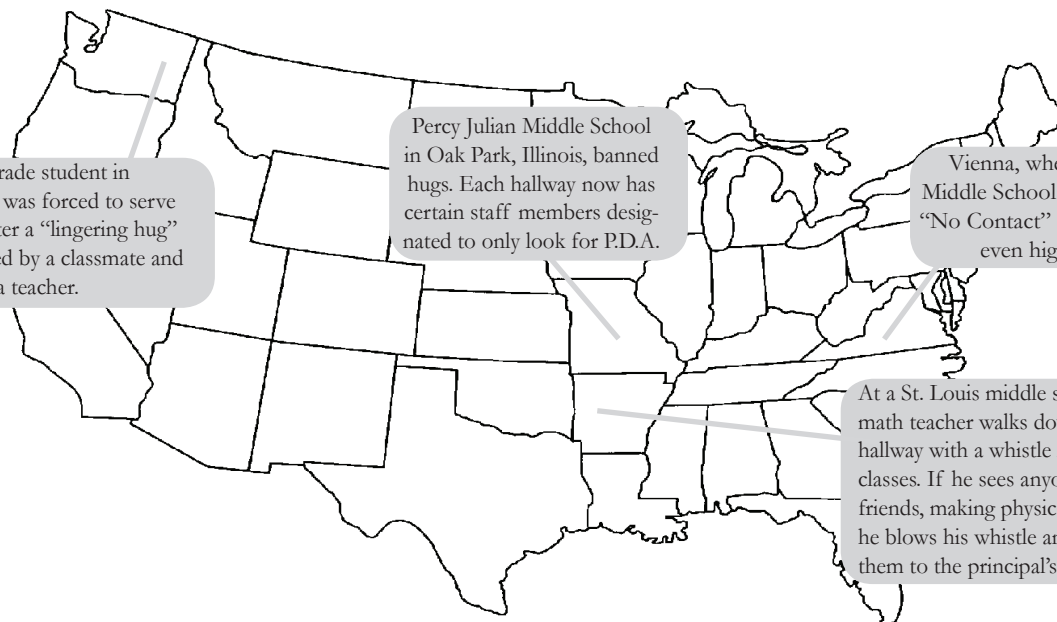
"Preventing harassment and teaching kids to respect each other is important, but having yet another reason for kids' behavior to be criminalized is unnecessary," Graybill says. "It's draconian to completely ban all possible forms of touch."

Although it is the 21st century, a time in

which people have been encouraged to stand out from the crowd and be daring, P.D.A. can still easily make people uncomfortable. It is often looked down on by the different generations; just as children cringe when they see their parents share a kiss, adults get uncomfortable when seeing youth show affection. However, when dealing with peers of the same age, the awkwardness of P.D.A. comes more often than not from an individual's own insecurity, according to relationship columnist **Seanna Sharpe**.

"It doesn't bother me as much as it bothers some people," said Senior **Natalie Goffin**. "I think it really seems to bug people more if they don't have a boyfriend/girlfriend, because when you do, your definition of P.D.A. usually changes."

In surveys done by Time Magazine, people will not respond to P.D.A. by thinking, "Isn't it wonderful they are in love?" but instead by laughing or being mildly insulted. However, it all comes down to personal opinion. The issue will continue to be a problem throughout society, seeing as desire and affection are everywhere to be found. No amount of punishment for the display of affection or exhibition of it will force our whole population to agree.



An 8th grade student in Washington was forced to serve detention after a "lingering hug" was witnessed by a classmate and reported to a teacher.

Percy Julian Middle School in Oak Park, Illinois, banned hugs. Each hallway now has certain staff members designated to only look for P.D.A.

Vienna, where Kilmer Middle School has a blanket "No Contact" rule that bans even high-fives.

At a St. Louis middle school, a math teacher walks down the hallway with a whistle in between classes. If he sees anyone, even friends, making physical contact he blows his whistle and sends them to the principal's office.



"I like snow daze because it is a time for both students and teachers to dress up and **get involved**. The theme of students vs. staff incorporated everyone within the school, which was really fun."

-Junior Caleigh Fischmann



RACHAELETTTER



JOELMOREHOUSE



DANHANSON



JOELMOREHOUSE



DANHANSON

I really like the Olympic event the **skeleton** because it's basically like sledding in the olympics.

-Science Teacher Ed Cox

"My favorite part of snow daze was the **student vs. staff basketball game**. My biology teacher, Mr. Starns, played in it, so it was fun to see him play better than the students."

-Sophomore Trey Wilson



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