

Behind the Scenes



the **HOOFPRI**^{17 MARCH 2011}**NT**

Energy Efficient Efforts

The 877 school district receives an award for conserving energy.

BRIANNAHURLEY & PAIGEFULLER
STAFF WRITERS

The concept of “Going Green” is all around us, from global warming, to recycling, to even solar energy. Even BHS has taken part in trying to conserve energy. Buffalo-Hanover-Montrose Schools have been recognized for “Greatest Energy Savings in the Past Year,” by the SEE (Schools for Energy Efficiency) Program.

“We are more conscious of when we aren’t at our desks. We turn off our monitors. [We] turn off lights in rooms we aren’t using,” said Financial Secretary **Barb Christensen**, “[even] the copy machine now has a timer for when it’s idle.”

Part of Christensen’s job is being in charge of the bell system and making sure that it goes off at the right times. Though she says that in order to save energy they make sure to turn off the bell system when there is no school.

“The biggest part of monitoring is to make sure that the monitor is synced with the [bell],” said Christensen, “[but] when there is no school it is off.”

In 2004 District 877 took part in the SEE Program. And in doing so came the proposal of making BHS more energy efficient. Though 65 percent of students see BHS as energy efficient, 71 percent say that there may be more ways to further the savings. For the past seven years choosing to waste less energy has paid off. Since 2004 over \$1,650,000 within the district has been saved just by making adjustments and choosing to use our energy more productively. With BHS alone there was a 39% savings in one year, that equals up to about \$33,000 in savings. Saving money doesn’t come for free here at BHS.

“We actually had to spend money to save it.” says BHS’s Head Engineer **Kevin Underberg**.

Underberg has worked at BHS since 1997 and now is in charge of the computers that run the school, which also control the heating systems. Underberg saw to it that the school installed controls on everything in order for it to run smoothly and when they want it to.

“We are as far as we can get,” said Underberg, “we are no longer in the SEE Program, we have to educate everyone now, so they do what we want or need [them] to do in order to save more.”



MICHAEL SWEARINGEN

Recycling bins now line the hallways. A new student-led program to increase recycling in the school began last week.

The Road to State

With subregions and regions over, Buffalo Knowledge Bowl looks towards state.

SHELBYMAZNIQ
STAFF WRITER

The Buffalo Knowledge Bowl team recently went to sub-regions and regions on Tuesday and Wednesday of this week, March 15 and 16. Listen to the announcements for updates on their road to state.

On February 17, the Buffalo Knowledge Bowl team traveled to St. Cloud Tech. They managed to pick up their seventh first place, despite missing five of their members. Earlier in February, the team won their eighth meet at Rogers High School. They won over Rogers, who took second place, 102-98. Although the members were used to winning by more points, the win greatly helped them. And on March 7, the team earned their sixth consecutive Mississippi 8 championship. They have won the Mississippi 8 Conference six out of the seven years since 2005.



Seniors Michael Erikson, Jonathon Hank, Joe DuBois, and Junior Dalton Sellin work on a written round during knowledge bowl practice.

Choir Heads to Solo and Ensemble Contest

Choir students prepare for their upcoming contests. The Buffalo and full contests are March 29 and April 15.

SHELBYMAZNIQ
STAFF WRITER

Choir students are working hard to prepare for the Solo and Ensemble contest. The Buffalo contest will take place on March 29, followed by the “full” contest on April 15. Students could choose to sing with a group or to perform a solo. The singers were given choices of music selections, or they brought them in themselves. Selections included a few quartets for an ensemble that had enough experience to have each member sing a completely different part than everyone else. At the contest, the soloists and ensembles will perform their pieces for judges, who will, after hearing the selection, “grade” them based on their performance. All grades are able to participate, giving seniors to “show-off” their skills that they have learned over the years in choir. This also allows the new freshmen to show the potential they have based off of what they know so far. The range of difficulty varies throughout the selections. Many of the songs are sung in a different language, or they have an unusual rhythm that keeps the singers focused.

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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.

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

CORRECTIONS: Last issue, we printed a story called “Two Men, One Goal” and attributed it to Nicole Nystrom and Chris Danielson. It was actually written by Nystrom and Seth Solberg. Also the story “Superintendent’s Procedure” was written by Avery Schottler. We apologize for our mistake and thank you for your understanding.

A YEAR-LONG JOURNEY

Dedicated athletes take the initiative and train year round

NATHAN HAECHREL & MARIE CHRISTENSON

STAFF WRITERS

Arms are pumping, music is blaring, and sweat is dripping off of red-faced student athletes. A packed weight room is becoming a common sight at Buffalo High School.

Sixty-five percent of Buffalo High School students are involved in a sport, which is higher than the national average of 55.1 percent according to National Federation of State High School Associations. Of those people at Buffalo High School, 99 percent participate in off-season training. For Varsity Pitcher Senior **John Eckstein**, there is a routine to follow to make sure he is ready for the next season.

"I take batting practice three days a week and also have throwing practice a couple days a week. I lift weights, run and do core exercises every day after school for about two hours," said Eckstein.

The obvious reason for off-season training is to prepare oneself for the upcoming sports seasons, but for other athletes there are personal goals to be achieved from training.

"I tell myself when I'm practicing 'I'm not good enough' and 'I'm not the best' and it helps to push myself harder so I can lose a little bit of weight and get stronger for baseball," said Eckstein.

However, along with this intense practice routine comes the chance for injury.

"I've had soreness in my elbow for the past four years and I have tendinitis," said Eckstein. "I try to hold myself back during the off-season though, to reduce the chance of hurting myself."

Coaches also worry about their athletes getting injured before the season starts. Baseball Coach **Ed Cox** worries about his athletes getting stress injuries, which are injuries that generally happen when a repeated motion is occurring and last on average

from three days to one week.

"I don't want the athletes to have too high of expectations of themselves and push themselves past their limits," said Cox.

In the United States, there are 11,904,000 sports related injuries every year, according to Centers for Disease Control and Prevention, but there are benefits to obtain from off-season training. Practicing prior to the season is beneficial to athletes because it readies their muscles and conditions their bodies for the mandatory practices and games.

"Just get yourself in good athletic shape. Make time for some sport based activities. Find a balance and do things locally," said Cox.

Student athletes are realizing this and taking the advice. They know that they can't perform to their maximum potential without working hard before the season begins.

"As of right now I'm putting in 30 miles a week and lifting every day after school to prepare for Track and Field. I started training after the New Year began," said Sophomore **Dan Pettit**.

"Mostly I run, since that is the focus of [soccer and track]; but I'm also trying to increase my vertical for high jump. I do lots of box jumps and calf raisers, and now I'm doing Olympic lifts to help it," said Junior **Lexi Sandberg**.

Training styles differ from person to person and everyone has their own routine. However, the general goal for the majority of athletes is to get into better shape and be ready for their upcoming sport. Some athletes take it easy to ensure that they don't risk injury while others like **Brandon Richey**, a strength and conditioning professional, believe that an athlete's goal should be to get bigger, faster, and stronger. Richey also believes if a player doesn't concentrate on those elements their training will be flawed and their priorities are mixed up. In the end it is the athlete's choice what type of off-season training is best for them.

How do you train?

Sport: Lacrosse



"I don't train for spring sports because I figure they'll get me in shape in the first two weeks anyway. I hear we have a former marines person as a coach, so I figure he will do a better job than me."

-Senior Nick Weeks

Sport: Track



"I'm currently a member of Lifetime Fitness and I think that really helps keep me in shape because its a harder gym class than you would expect it to be. We lift every other day and have skills tests."

-Senior Kayla Schimmele



1 Senior Kasey Wycoff prepares to take a free throw after being fouled at the St. Cloud Tech game. 2 Junior Alexa Thielman dribbles down the court looking for a pass at the first section game. The girls won with a score of 74 - 59. 3 Senior Andy Ortmann goes for a lay-up during the boys first section game against Elk River. The Bison won with a score of 78-54. Photos by Nicholas Weeks

Unequal popularity

Boys' basketball team gains more fame and support than girls'

KATRABRANDALL & JACK BECKER

STAFF WRITERS

Ninety-eight percent of students remember the glorious day when the 2007 Boys' Basketball team made it to the State Championship game, but only 11 percent of students knew that the girls' team went to state two years ago.

Popularity between these two teams is not equal. 87 percent of students would much rather attend a boys' game over a girls' game.

"I like going to more boys' games than girls' games because they have more of an up tempo play and it makes the fans get into the game more," said Senior **Matt Kelly**.

At a game, the energy from the cheering and screaming crowd is transferred to the players.

"Having a big crowd gets you pumped up and their energy transfers to you on the court... but I think there are more fans at guys games," said Senior **Andy Ortmann**.

Title Nine Rule, according to the United States Code Section 20, states that on the basis of sex, no one can be excluded from participating in school sports and activities. Also, there must be an equal number of sports offered for boys and girls. But Title Nine cannot control the popularity of the sport, and the statistics do not lie.

"Boys games bring in around \$1,000 per night, and girls about \$700... There is usually a larger attendance at boys games compared to girls," said Activities Director **Tom Bauman**.

Popularity among the sport of basketball is unequal. Not just between boys and girls, but between boys' basketball and other activities. When you enter Buffalo on Highway 55, there is a sign that states "Welcome to Buffalo, Home of 2007 Boys Basketball Champions," and there is also the massive sign outside the school. What about the other teams that have also gone to state, such as Mock Trial or Track and Field?

Not only do the statistics show the difference in popularity between the boys' and girls' basketball, but the members on the team do as well.

"The attendance seems to be much lower for girls games," said Senior **Jerome Begin**. "The reason for it is, the intensity at the games, when they are close games the fans start to get into it, then the game get more up pace."

Popularity is everywhere, it is not just among the hallways but also in the stands. No one likes to think that any team is favored over the other, but the statistics show a different story. 87 percent of students would rather go to a boys' game than girls. That is not a small difference in popularity, but a big one.

The power of words

Suicide is a serious issue facing today's teens. What has Buffalo done to protect them?

AMANDABURGGRAFF
STAFF WRITER

"You're ugly! Can't you do anything right?" Words like these can easily slip off the tongue, making it easy to forget the consequences they could leave. To students struggling with depression, these words can have severe implications. Buffalo Police, rehabilitative services, and city representatives have formed a group called Buffalo Safe Schools are taking a closer look at the increase of suicide in the community.

Suicide is a major, preventable public health problem. Buffalo has been tracking it since 2006, when there were 31 people who were considered suicidal, six of whom were juvenile. By 2010, this number had increased to 52, with 13 juvenile cases. When comparing actual deaths, two were reported in 2006, and this number rose to five in 2010. Officer **Glenda Ridley** is a part of the Buffalo Safe Schools committee, and she feels there are many reasons for the increase.

Ridley stated that if someone notices a student having suicidal issues, they are to contact the parents so that they can find services to help their child. If it is an immediate issue, such as the person harming themselves or others, law enforcement will take them to Buffalo

Hospital even though they do not have a mental health facility. After getting examined, usually the patient will calm down. In this case, they are sent home with a scheduled date to see a therapist. If not the case and problems consist, a therapist will come to them at the hospital or the patient will be sent to one.

Someone who has attempted suicide or had suicidal thoughts can go to a facility such as Central Minnesota Mental Health Center, which has many locations, including Buffalo. There they provide service for many different mental issues. Some are ordered by court, others by therapists, concerned parents, friends, or teachers. They are assessed for the level of care they need. Some require outpatient therapy or just classes; often medication is also prescribed. **Bill Tregaskis**, a psychologist at the Buffalo facility, states, "Most people are embarrassed or ashamed to talk about it. We have to stop that so they can get help."

Risk factors for suicide can include depression or other mental disorders, prior suicide attempts, a family history of mental disorder or suicides, and family violence - including physical or sexual abuse. However, not all people with these risk factors are suicidal. According to "Suicide in the U.S. Statistics and Prevention", a study by the National Institute of Mental Health, the risk for suicide is associated with the changes in brain chemicals called neurotransmitters. Decreased levels of serotonin have also shown relation to depression and mental diseases.

Although brain chemicals and neurotransmitters may be a topic students are learning in a science or physically course, BHS staff are doing their best to create a safe and welcoming school.

Counselor **Mark Jones** has supported students whose parents have died of suicide, and also students who have had suicidal thoughts themselves. He is happy to say that he hasn't had any students die from it. He feels very positive towards the school and their efforts in supporting students.

"In Buffalo we have set up a great culture," said Jones. "All the staff work with the kids and know who they are. If you know the students well enough, you will know when things are rough."

The school has even set up a bully hot-line for students dealing with this issue. Jones says that the most important thing a student could do who may be facing this issue is to find a trusted adult. With resources available to help students within the school Jones said, "I would never want a student to suffer alone."

Having friends and family involved in someone's life is extremely important in preventing suicide. "If you have people who love you, they will be around to help you," said Tregaskis.

Tregaskis explains how important it is to report problems a friend may be having with suicidal thoughts or actions. "You want to get them help. You would rather tell someone about it then regret something going bad when you didn't do anything. It needs to be taken seriously," said Tregaskis.

14.5% made actual plans for carrying out suicide

9.3% have seriously thought about killing themselves

Statistics about teenagers from National Conference of State Legislature

Earning your place

Many students don't understand what it takes to get pictured in the Hall of Fame

BRIANAFREDRICKSON & HALEYJURMU
STAFF WRITERS

Walking into Buffalo High School in 1986, people would be wearing big baggy sweatshirts and rolled up Guess jeans. Both girls and guys had permed hair, and the Hall of Fame began.

There have been 50 students in the Hall of Fame since 1986, and the first two people were National Honor Society and Youth and Government member **Tim Uecker** and student council member **Wendy Wermager**.

"Any senior student can be a candidate. The teachers nominate ten students who they think would be a good person for the Hall of Fame; then the teachers vote for a girl and guy," said Principal **Mark Mischke**.

Being nominated for the Hall of Fame is an honor that not every student gets to receive. The two students that win will never be forgotten, and will have their picture displayed in the atrium.

"I think the Hall of Fame is a place to recognize smart and respectful students who excel in academics and extracurricular activities," said Freshman **Mara Parks**.

Being nominated is considered an honor, and twenty-five percent of freshmen students say that it is one of their goals to be in the Hall of Fame.

"It would sort of be one of my goals because I think it would be cool to be remembered as a student who was important to the school, not necessarily me though," said Parks.

Although students pass through the atrium everyday, most students do not know what the "Hall of Fame" award is, and only 19 percent of freshmen know how to get in the Hall of Fame. Of freshman, 81 percent don't care if they get in the Hall of Fame or not.

"To get in the Hall of Fame, I only know you have to be good in academics and extra outside of school things, but not much else," said Parks.

There are many different things to do to try get nominated for the Hall of Fame. One thing considered is grade point average.

"I am going to keep straight 'A's' and maybe do outside of school things," said Parks.

Students think the Hall of Fame is important to our school because we want to recognize two seniors each year that did extremely well on their journey through high school.

"The Hall of Fame is a big part of our school, because it shows two individuals who go above and beyond most kids," said Parks.

It is not just anyone that can get the award, it is an award that has to be earned.

"The seniors that are picked contributed greatly to the building in their four years here," said Mischke.

Some people might not realize that those students have been one of the best students at BHS. The two seniors that made it into the Hall of Fame are announced in the spring.

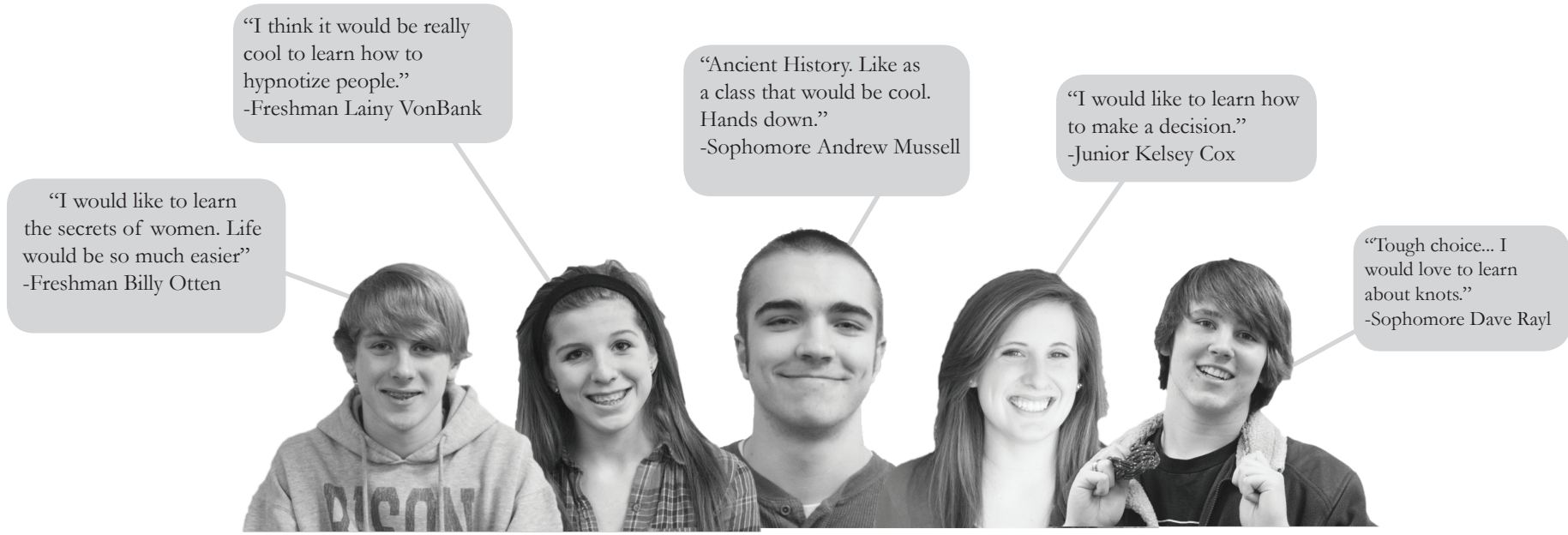
"We announce the winners at the academic of excellence awards ceremony in May," said Mischke.

When coming into our school in 2010, people are wearing tight and low shirts with name brand jeans. Ugg boots and silly bandz are a thing you would see regularly. Last year is when the most recent people in the Hall of Fame were elected, tennis, and basketball player and Fellowship of Christian Athletes huddle coordinator **Erik Starr** and publications editor and Arts Magnet Student Council President **Cora Fox**.



MICHAEL SWEARINGEN

What is one thing you would like to learn?



Take a closer look at your school

Seek out both sides of the stories you find around you

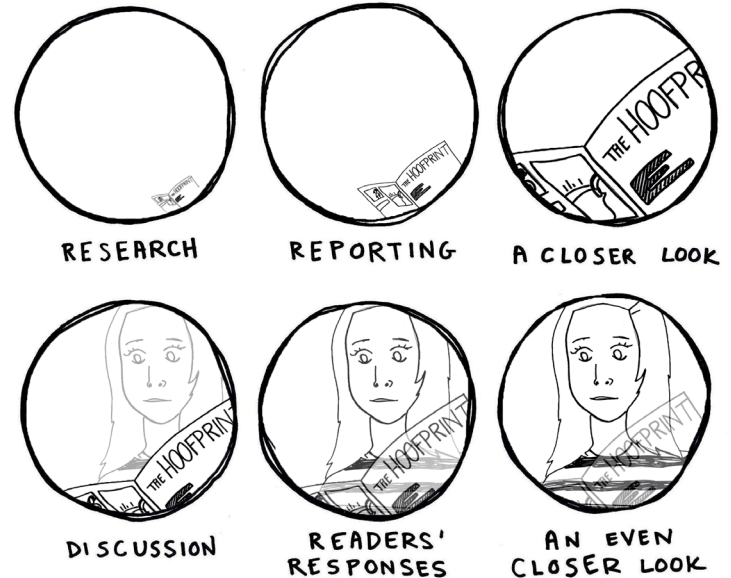
As the Buffalo High School Newspaper, it is our responsibility to represent the people. That's you. As a staff, we came together and brainstormed for a theme that we felt would serve that purpose. We decided on 'A Closer Look'. Within this theme we want to create a standard of in depth reporting that covers every angle, topics normally overlooked, and tells your story. This level of journalism is something we aspire to maintain and continue to use as a way of discovering truth.

Our theme is exactly what it sounds like. A closer look, or a double take, if you will. We have made a point to go out of our way to do in depth reporting on topics and take a second look on what is happening at BHS. It would be easy to tell every story with the bold face facts, but we wanted to tell the story of the people. Our goal this issue was to find what was important to the people, discover it's story, and breach the surface by getting in depth information.

Aside looking deeper, 'A Closer Look' entails seeing from every angle. This is no easy feat, but it is necessary to find what the truth is. We would like to encourage students at BHS to send in Letters to the Editor to help us achieve this goal. We also hope that students at BHS feel free to write letters pertaining to controversial topics, provided they are not libelous. Our goal is to gain more than just the truth, but the whole truth.

The intention of Journalistic writing, and of *The Hoofprint*, is to inform. This not only includes solidification of the truth of topics known to the public, but finding obscure stories that effect the people. It means taking that extra step. It means looking from every side and taking that second look. In depth reporting, other than telling a deeper side of the story, is to have a deeper effect. We intend for students and teachers at BHS to take what they read in *The Hoofprint* and facilitate learning and discussions. Our in depth reporting creates bridges between our differences, and we hope students and teachers alike will take advantage of such opportunities.

Deciding on a theme is only the first step to establishing a paper with in depth coverage. Staff members work in their free time throughout the month in their quest to inform the public. Writers brainstorm ideas that suit out theme and spend time



interviewing and researching what really goes on, until they finally get to the writing. Next Staff members edit the stories and help the writers find ways to deepen their articles meaning. Page editors then take the story topics and find ways to present it to the people so that they will get the most out of it's meaning. It's an ongoing process, but it is necessary to achieve our goal.

The Hoofprint leaves you with a challenge today. We encourage you to seek every side of a story and to be understanding of differences. We would also like to inform you that you can trust *The Hoofprint* to be a source of this information. We hope that you will be able to take what you learn from us and help to achieve our districts goal of 'Making a Difference!' by overcoming differences and helping BHS become a community where we can not only learn from our classes, but each other.

The path to selective sin

Why has homosexuality become a greater sin than multiple others?

BETHLEIPHOLTZ
STAFF WRITER

I am a willing learner, yet I take issue with being told how to think, react, and feel. I consider myself a Christian; I try my best to live in a manner that would make Christ proud, I turn to God for support and understanding, and I learn about the Bible every chance I have. Yet there is one teaching that I cannot and will not accept: complete intolerance of homosexuality. People will say this makes me a luke-warm Christian. I'm not happy about being labeled as such, but I will accept it if it means standing up for my beliefs. I have had multiple conversations about this topic lately and have come to the realization that I know numerous people who are good, solid Christians, yet struggle in understanding this area. Most Christians feel the need to accept all people, including homosexuals. But is this a sincere acceptance, or does it stem from feeling obligated to do so?

It will be argued that Christians do respect and love homosexuals even though they don't agree with their choices, but I have seen contradictory evidence lately. Christians argue that homosexuality is condemned multiple times throughout the Bible, which is true. But it is referred to less than 10 times out of the Bible's 1 million verses, whereas God's concern for the poor and social justice is referred to over 300 times, and His hatred of lying is referred to over 860 times. If this is the case, why don't we see the existence of poverty and lies tearing churches apart right alongside homosexuality?

The majority of condemnation against homosexuality takes places in the Old Testament. In fact, the point has been brought up that Jesus himself never mentions homosexuality; instead he remains silent about it. He does, however, condemn all forms of sexual immorality, including masturbation, pre-marital sex, lust, pornography, and perversion, in addition to homosexuality. So why aren't anti-masturbation protests as abundant as anti-homosexual ones? I've never heard of something so ridiculous in my life. If we are to lead a life like Christ, doesn't the example we should be setting include unconditional love?

Embarrassing people through protesting their life style is not living up to this expectation. If anything, seeing Christians act in this manner is turning homosexuals away from Christ rather than towards him. Shouldn't turning them towards Him be the ultimate goal?

Jesus also condemns divorce and remarriage in Matthew 5:31-32, during the Sermon on the Mount. In fact, he refers to it as adultery. Many Christians have been divorced and remarried but still find themselves eligible for baptism and church membership, yet argue that homosexuals shouldn't be.

Who determines that one sin is more acceptable than another?

Although Christians are set on laws regarding homosexuality, there are numerous other laws in Scripture that are selectively disregarded. Deuteronomy 22:22 states that the punishment for adultery is death by stoning. I'm sure

“There are plenty of good reasons for fighting, but no good reason to ever imagine that God Almighty himself hates with you, too.”

-Kurt Vonnegut

there are adulterers in our churches, but I have yet to hear someone plead to be stoned to death solely because Scripture commands it. Mark 12:18-27 speaks about a form of polygamy known as Levirate marriage, which Jesus isn't recorded condemning. It states that when a married man in Israel dies childless, his widow is required by law to have intercourse with each of his brothers until she provides a male heir. In this day and age, we would consider this preposterous. But who decided it was okay for these laws to be ignored, yet the ones regarding homosexuality are to be strictly followed?

In stating this, my intentions aren't to create conflict or change anyone's mind; they're merely to raise questions. I have been told many times that there are always at least two perspectives of every story. Through delving deeper into Scripture, it has become obvious that most Christians are hypocritical at some point, myself included. Seeing daily evidence of this just makes me wonder where along the line we decided that it was okay not to practice what we preach.



Pay attention to the Middle East

Senior explains why current events need to be followed

JUSTIN MARCHLEWSKI
STAFF WRITER

“Did you see what Snooki was wearing last night?” I heard this in the hallway the other day, and disappointment enveloped me. Now, saying that everyone should spend hours reading the newspaper or surfing BBC.com is a bit much, but can you even name the ousted leader of Egypt? There are countless examples of leadership staying in wealthy families, and the working class being exploited. The Middle East is in the Dark Ages that developed societies have already gone through.

There are differences between then and now, though. The world is connected, so we are able to see the atrocities happening to all of these people who want a change. The world didn't have social networking in the Dark Ages.

There also wasn't much exporting back then, but Libya exports the ninth most oil in the world. Their work force is too busy fighting their dictators' reign to process oil. The turmoil in the Middle East is the direct cause for our gas price spikes, and they are going to keep rising.

What can we do, you may ask? Well, as a country, we shouldn't get directly involved. But, if we were to convince another country

to help the protesters fighting for democracy, and supply THAT country, we would be proactive in the spread of democracy, and we wouldn't have radical Muslims hating us more than they do. On a personal level, you can start by going to www.usa.gov/Contact/Elected.shtml and sending an e-mail to the representatives from our districts about how we want to be proactive in helping the people in these countries fight for their rights as workers, and as humans.

There are differences between then and now, though. The world is connected, so we are able to see the atrocities happening to all of these people who want a change. The world didn't have social networking in the Dark Ages.



Response to 'Creationism VS Evolutionism'

BHS Junior believes that Creationism Should not be taught in a science class

Dear Hoofprint Editors,

Not long ago you printed a letter to the editor on the subject of evolution and creation. In this letter there was preaching for the need for both sides of a discussion to be heard. If you will allow me I would like to spend the rest of this letter providing exactly what the author asked for, the other side of the debate.

I would like to first respond to why young earth creationism isn't taught in a biology class. The number one reason first and foremost before even looking at national laws on the subject is the fact that creationism was not founded in science, and is not supported by science. This does not mean that scientists don't like creationism; it just means that when it comes time to test the idea with evidence creationism simply does not have a leg to stand on. For this reason creationism simply cannot be taught in biology, nor can it be taught in any science class. Simply put, to ask for creationism to be taught in Biology is synonymous to asking to make an éclair in Minnesota History.

In the last letter there was mention of a World Religions class. This class is becoming available next year, and was it not for the fact that I am likely not to be here next year, it would be high on my priorities of classes to take. This class would be a possible opportunity for a place to teach young earth creationism, however as was suggested by the author of the last article, a school being a government institution cannot promote any single religion. As I see it, the best way to do this would be to spend a relatively equal time on each of the world's major religions. Trying to define what is a major religion is a nightmare in and of itself, but that is a problem for the teacher to deal with and is really not related to this letter. Creationism is not a fundamental belief to Jews, Christians, or Muslims, and for this reason would not necessarily be one of the first topics to be introduced in World Religions. For this reason I foresee there being difficulty for a teacher to teach creationism and still give equal time to other religions.

One of the things said in the last article was meant not as a strike directly against evolution but more against science and scientists on the whole. The comment was effectively saying that scientists have been wrong in the past. This I do not dispute because to dispute human error would be ridiculous at best. Instead I dispute the idea that ideas like "the ocean floor is flat" were strictly scientific and that they were well tested by scientific methods. Concepts like this were staples of the common knowledge of the time. The fact that we no longer believe in this shows the strength of the scientific community who, when presented with new data,

will change their beliefs and understanding of the universe. This however has not happened with evolution. In fact, creation used to be strongly promoted by what was the scientific community of the time, however as scientist began to develop the field of geology, it started to become blatantly apparent that the world was drastically older than it would have to be for creation to be true.

Over the last hundred and fifty years since the publication of *The Origin of Species*, evolution has been developed and refined, but the core concept pioneered by Charles Darwin still remains. This is because as we have uncovered the fossil record, and developed processes like radiometric dating and gene mapping, the new data from these has supported evolution, not contradicted it. This is why evolution has become the theory it is today. I say theory in the scientific meaning of the word, not in the way it's used when referring to some crazy man's whimsical idea which we call a conspiracy "theory". A scientific theory is a hypothesis (a reasonable and testable idea) which has been tested countless times by impartial experiments. To emphasize my point I make this simple yet effective statement about another of sciences theories "Gravity, it's a theory too". Science no longer speaks in terms of laws for the simple reason that a law implies finality and finality is dogmatic. A scientific theory is open for revision, or even rejection, but it must be recognized that to become a theory, there must be vast evidence behind it.

After a brief conversation with the author of the last letter, I have clarified something that I was unsure of previously, referring to literature on creation being in our library. There is literature on both creation and evolution in our library, and many going over the history of the debate in our country. However there is not any scientific literature on strictly creation. The reason for this is because legitimate peer reviewed scientific literature on creation is nonexistent. The following quote from a court ruling solidifies my previous statement on creation science (ID is, for the sake of this discussion, the same thing as creation)

"After a searching review of the record and applicable caselaw, we find that while ID arguments may be true, a proposition on which the Court takes no position, ID is not science. We find that ID fails on three different levels, any one of which is sufficient to preclude a determination that ID is science. They are: (1) ID violates the centuries-old ground rules of science by invoking and permitting supernatural causation; (2) the argument of irreducible complexity, central to ID, employs the same flawed and illogical contrived dualism that doomed creation science in the 1980s; and

(3) ID's negative attacks on evolution have been refuted by the scientific community."

I would like to respond to a statement by the author of the last letter made pertaining to his faith. He stated that he used to be an atheist, but that has since changed. Although I applaud him for finding faith and respect his new beliefs I must state that this is no more relevant to the subject at hand than my deconversion from Christianity to Agnosticism (a subject I may write about in the future if there is enough support for it). There is a common belief that evolution and God are mutually exclusive, meaning that you can't believe in both, it's one or the other. This simply isn't true, in US alone over 50% of Catholics, Orthodox Christians, and mainline Protestants believe in evolution, according to pewresearch.org. In the words of Pope John Paul II

"Today, almost half a century after publication of the encyclical, new knowledge has led to the recognition of the theory of evolution as more than a hypothesis. It is indeed remarkable that this theory has been progressively accepted by researchers, following a series of discoveries in various fields of knowledge. The convergence, neither sought nor fabricated, of the results of work that was conducted independently is in itself a significant argument in favor of the theory."

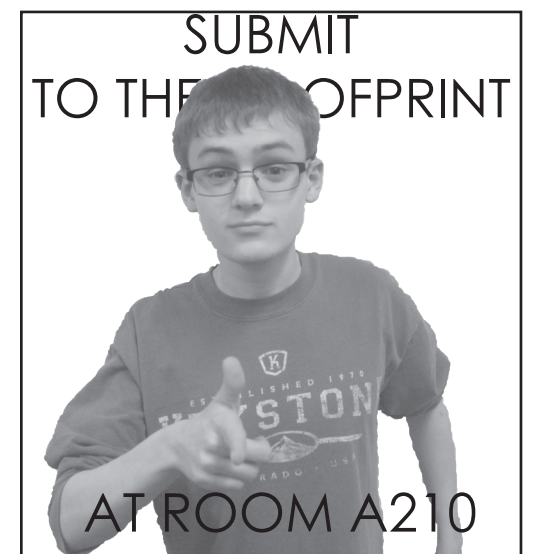
This statement to the world shows not just that the Catholic Church leaves it to the believers to decide, but supports belief in evolution. Furthermore many scientists who have worked on idea's like "monkey people" and the big bang theory were Christians themselves, such as the author of "Nothing in Biology Makes Sense Except in the Light of Evolution" Theodosius Dobzhansky, Francis Collins head of the human genome project, and Georges Lemaître a roman catholic priest who originally proposed the big bang theory.

Now the public has heard both sides of the debate, and I hope they now fully understand why creation isn't taught in our school. It is not because there is some vendetta against creation, but it cannot be done, scholastically, at this time.

With love,
Lawrence Michalichik

Submit Your Letter to the Editor

Here at The Hoofprint we want to hear your opinions. If you have an opinion on a particular issue or a response to a previously printed article, write it up and send it to us. We will not accept libelous letters. Deliver your letter to A-210 or an editor for The Hoofprint.



Turning thoughts into actions

Student-led group helps expand recycling at BHS

LIZADAVIS
STAFF WRITER

“Reduce, Reuse, Recycle” has turned into somewhat of a cliché as of late: a phrase that people repeat without really knowing what they’re saying. But Chemistry Teacher **Charley Keifenheim**’s SSR has been doing a lot of thinking about those three words, and rather than allowing it to continue to be a passing craze, they decided to take action.

Keifenheim’s SSR is officially titled an “environmental science critical reading and discussion group.” This means that students do group and individual readings about issues with the environment and then discuss how they could be prevented or changed. Discussion shifted to the topic of recycling, and that sparked the idea of getting an active recycling program in place here at BHS.

“We’ve talked about putting clearly marked recycling bins in place for a few months, but it’s only recently that we’ve gotten the container project underway,” Senior **James Calder** said.

The group’s main goals for the year are to put recycling bins in every area in the school. This will implement a

system for recycling that will last into the future and educate all students about how important it is to recycle. Currently, there are a few recycling bins scattered throughout the school, but the majority of students don’t know where they are or if they can toss cans and bottles into them anyway.

“We want all students to know that in every common area, and eventually in every classroom, they can recycle everything,” Keifenheim said. “My SSR students are working to refurbish all of the old recycling containers so the bins are clearly marked.”

Taking care of the containers would be an opportunity for members of National Honor Society to earn service hours. The bins would have

“**We’ve talked about clearly marked recycling bins in place for a few months but it’s only recently that we’ve gotten the container project underway.**”

-Senior James Calder

to be student-run and maintained so as to not add to the workload of the custodians. Opportunities would be available for students to help empty the containers and haul the cans and bottles out.

“Hopefully we can involve all of the students in the school in this recycling project. Instead of just talking about helping the earth, this is a way for people to actually put it into action in a simple way,” said Senior **Jessica L. Johnson**.

While students in Keifenheim’s SSR still read and discuss every Tuesday and Thursday, as SSR is intended for, they are working after school and during AAA to refurbish bins and get them ready to be put into place. All of the old containers are being repainted and stenciled with recycling symbols so it will be easy to tell which bins are for recycling. Eventually, the bins could be a place to showcase student artwork, according to the “artification lead manager”, Junior **Valerie Ostvig**.

“Our hope is that no one ever throws away bottles and cans in the school again,” Calder said. “We’re trying to start up a clear, well-maintained recycling program so that recycling can continue to happen.”

The vision is ambitious, but the goal is simple. Thanks to this devoted group of students, “Reduce, Reuse, Recycle” can be brought into effect right here within the walls of our very own school community.



Top: Science Teacher Charley Keifenheim talks to students in his SSR about the importance of recycling. They were preparing for the new recycling program.

Bottom: Senior Zachary Schmitz takes apart the garbage can. Once the cans were painted with the recycling symbol they were put back together.

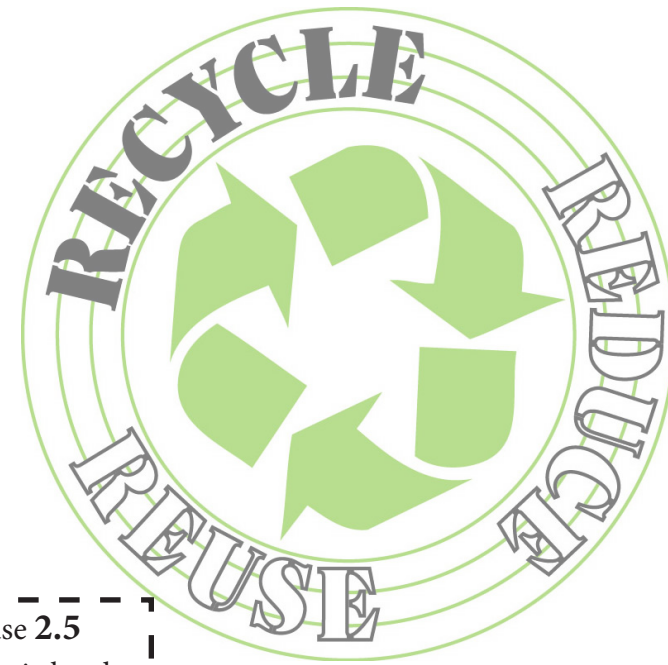
OF **80%**
what American's
throw away is
Recyclable

BUT
our recycling rate
is only
28%



NICK WEEKS

Recycle logo from co.kandiyohi.mn.us
 Junior Shanlee Braun does her part by recycling her Gatorade bottle. The recycling bins had just been placed the night before.



Americans use **2.5 million** plastic bottles every year.

The Great Pacific Garbage Patch is twice the size of Texas and floating between San Francisco and Hawaii. It's **80%** plastic and **3.5 million tons**.

Americans throw away enough aluminum to *rebuild* our entire commercial **fleet of airplanes** every 3 months.

If every American recycled 1/10 of their newspapers, we could save about 25 million trees each year.

BHS RECYCLING GOALS

- * Every can and bottle in BHS is recycled
- * A system that makes this trend continue into the future
- * Students will learn about recycling while at BHS

Saying no to corporate dollars in school

Not long ago, Pepsi-Cola was the official drink of Buffalo High School, at a high price

NATESPANIER
STAFF WRITER

Between 2004 and 2006 \$100,000 was paid to Buffalo High School as part of a contract with Bernicks, a Pepsi provider located in St. Cloud. This contract was for the school to sell exclusively Pepsi products. There is no longer any such contract in place within the Buffalo-Hanover-Montrose school district.

“**Nick Miller**, the former principal, used the extra money for teachers or computer labs,” said Activities Director **Tom Bauman**. “Almost all of the money went to improving academics.”

These contracts were renewed usually every 3-5 years, until 2006 when legislature, and increasingly strong opposition to sugary soft drinks caused schools to change the products offered in vending machines.

“Years ago, soft drink vendors used to donate money to different groups for putting up signs or for advertising,” said **Gary Kawlewski**, Director of Finance and Operations. “The soft drink vendors have stopped doing that and have not done that with schools for at least the last 5 years. With the push for healthy choices and the scrutiny that soft drink vendors have been under, that program is virtually extinct.”

This change in policy is what drove the change from regular soft drinks, to diet and other healthy choices like water.

While the school district no longer makes money off contracts to sell certain products, it still makes commission off of vending machine sales.

“The total [vending machine] sales for the school district for 2009 was about \$38,000. The school district received about \$3,800 in commissions for 2009,” said Kawlewski. “That sales total was about \$63,500 for 2008. Sales through August of 2010 were about \$19,000.”

Another example of this form of advertising can be found on the score board in the main gym, where Klein Bank is advertised at the bottom of the score board. Klein Bank donated \$25,000 to the school to buy new score boards after the 2007 Boys Basketball team took home the State Championship.

“We shouldn’t be selling stuff in school period. We are here to learn how to be ourselves, not how to follow other people.”
-Senior **Kelsey Christensen**

“I don’t think we should have any pop in the vending machines. We should have more Gatorade and juice. Then, we could have them open during school and we wouldn’t have to wait until lunch to buy a drink.”
-Senior **Rachel Mussel**

“It’s fair enough. We both benefit from the deal.”
-Junior **Katie Ylitalo**



In production since
1898

Originally known as
Brad’s Drink

Originally invented to
cure stomach pain



11 Vending Machines

7 Drink 4 Snack

8 Types of Beverages

Dr. Pepper	Crush
Pepsi	Sierra Mist
Mountain Dew	Lipton Tea
Aquafina	Gatorade



Mock trial, mock lawyers, real achievement

Mock Trial goes to State for the third year in a row, takes third

LIZADAVIS
STAFF WRITER



For the third year in a row, Buffalo's varsity Mock Trial team advanced to the State competition. This year, they ranked third. The journey there involved beating out other schools' teams in several rounds of competition, using their sharpened rhetoric and public speaking skills to do so.

"Mock Trial forces you to think fast and learn how to improvise," junior Maya Bolduan said. "You have to stand in front of a room full of people and use your logic and reasoning skills."

Buffalo went up against Elk River in the final round to decide who will compete in the state match, Elk River as the prosecution and Buffalo defending. The pressure mounted and the stakes were high; at the end of the day, only one team could advance. In the end, Buffalo beat Elk River by a significant difference of 26 points.

"To be honest, we expected to make it to state, but you can never be sure with those things so it was still really exciting," said Bolduan.

The state competition is being held in Duluth. While there, Mock Trial

"Mock Trial forces you to think fast and learn how to improvise, You have to stand in front of a room full of people and use your logic and reasoning skills.

-Junior Maya Bolduan

participants will have the opportunity to tour the Glensheen Mansion, where the murders that this year's case is based upon actually took place. How long they remain in the competition depends on how well they compete in the first rounds.

"We've had a relatively easy time getting to state but there's going to be a lot tougher competition once we get there," said senior Kian Stack. "We're all pretty excited for the challenge."

A lot of the team's success comes from their ability to work together as friends and allowing themselves to grow as people.

"One of my favorite things about Mock Trial is how you're able to take someone on one-on-one. The competition is intense," Bolduan said. "It's definitely brought everyone out of their shells."



Top Right: Senior Colm McNab cross examines a witness for prosecution

Middle Right: Junior Beth McNab prepares her opening statement.

Bottom: Senior Kian Stack questions a defendant.



What does it mean to be Black in Buffalo?

African American students explore their experiences in Buffalo and share their desires to break free from stereotypes

AYJIAHMAY & AMBERFINDELL
STAFF WRITERS

Buffalo High School is 93 percent White. The State average for student populations in Minnesota is 66 percent. African American students make up two percent of the school.

"I see a white out at school," said Junior **Evan Kincaid**. "I feel awkward in a room of white people. I have the feeling of, 'I'm the only black person in the room'. People censor themselves around me."

Teachers and administrators are working to address cultural disparity through a variety of programs. Student activities like Cultures United and the New Wilderness Project also work to celebrate cultures coming together and start conversations that lead to understanding.

"I'm actually pretty proud of the steps that the administrators and staff have taken to make themselves more culturally aware," said Diversity Coordinator **Vicki Cary**. "All district administrators have gone through sessions in SEED (Seeking Educational Equity & Diversity), and we have a core group of 50 teachers who are also expanding their cultural awareness in monthly sessions for three hours after school. We're having some pretty tough discussions and taking a look at how we can make sure everyone feels safe and respected. We can always do more, especially as a society, but I firmly believe we're going in the right direction."

In the mean time, African American students work with stereotypes, both real and perceived. "After school one day, I was working on homework at a table in the cafeteria," said Sophomore **Chris Williams**. "While sitting there, I saw a teacher walk into the cafeteria and pass at least five tables with kids sitting at them. The teacher came right up to me and asked me to leave. I did not understand why he was only asking me to leave and not anyone else."

African Americans make up 3.4 percent of the City of Buffalo's population. Many African American students at BHS come here from outside of the district; from places where the minority population can be much higher. The students that were consulted for this story mentioned that coming to BHS has motivated them to work harder and has helped them find the desire to be successful. Most students said that, even though they can often feel singled out, they think it was a good choice for them to come here.

"Coming to Buffalo was hard for me after being on the streets for seven months," said Williams. "I used to go to North [North Minneapolis High School] and all I did there was get in trouble

and get in fights. My mom kicked me out. I was living in trap houses (abandoned houses) and was stealing from stores until I was arrested. When my grandparents found out they made me move here. I want to do better in school."

One of the missions of the Northwest Suburban Integration District, which provides funding for the Arts Magnet Program, is to promote integrated learning environments and programs that enhance cultural understanding and appreciation. Black students said that coming here has helped them be more successful and that the environment is often positive. One thing that many students said keeps them from feeling completely accepted is stereotypes. Some students specifically identified the stereotypes that black people are gangsters, eat only soul food, drink kool-aid, are better at sports, make easy suspects, are always dancing, or that they do or sell drugs.

"I want to succeed, I want to graduate," said Senior **Shai Edwards**. "I feel like I'm treated different from the beginning. They automatically think I like to fight and do drugs. They think they know me, but they don't. I hate it when people call us 'G's' it's like them saying we are all bad and are gang affiliated."

Kincaid said that many of the stereotypes that he sees were originated from older generations and are passed on to the new generation. He said that this could fuel negative feelings, prejudices, and ignorance in all cultures.

"People are scared to learn new cultures," Kincaid said, "because different cultures are a part of the unknown. We are unsure about how to approach each other."

"Standing with white people I feel like it is a chance that they will say something that will make me flip," said Edwards, "Hanging around the people downstairs is easier, they know my boundaries."

A study coauthored by Yale University and the University of Washington in 1999 said that the best way to combat racism is for a person to remove themselves from their own familiar surroundings to move toward understanding another culture before making judgements.

"Sometimes when I walk by people's cars and they are sitting in them," said Williams, "they lock their doors like I'm going to rob them."

"I don't want to be another statistic or stereotype," Edwards said.

"I don't want to be another statistic or stereotype."
-Senior Shai Edwards

BHS Teacher makes a difference

Speech/Language Pathologist Janelle Munson tests to see if she is eligible to donate bone marrow and save a life.

TREVOREDER
STAFF WRITER

Speech/Language Pathologist **Janelle Munson** has made the courageous decision to try and be a match for a bone marrow transplant. One night Munson was on Facebook and saw that one her friends posted a status saying someone in their family needed a bone marrow transplant.

"As soon as I saw this status it just popped in my head to go ahead and try. Its a very exciting feeling that you might be able to save someones life."

"In order to be a match I have to take a cotton swab on the inside of my mouth. I then send it in and they return back to me if I have a match or not. Then if I do I go ahead with the bone marrow transplant procedure.

The idea of going under surgery doesn't scare me and it's definitely worth it," said Munson.

In order to start all this you have to go to www.bethematch.com and it will give you the information their. There are some guidelines to who can donate;

"As soon as I saw this status it just popped in my head to go ahead and try. Its a very exciting feeling that you might be able to save someone's life." -Janelle Munson

- * Between ages 18 and 60
- * Willing to donate to anyone
- * Meet the health guidelines
- * Doesn't have HIV or risk of it
- * No risk of Hepatitis
- * No forms of most Heart disease or cancer
- * No chronic lung disease
- * No diabetes requiring insulin or diabetes related with health issues
- * No disease that affects blood clotting or bleeding
- * No recent back surgery or ongoing back pains
- * No autoimmune/neurological disorders
- * Can't be an organ or marrow transplant recipient
- * Can't be significantly obese
- * also can't have current sleep apnea

Patients are most likely to match someone of their own race or ethnicity so everyone is more than welcome and needed to help save someone's life.

Art as expression fuels student interest

Art murals spread throughout the building inspire students

TAYEAKINS
STAFF WRITER

Walking through the halls of Buffalo High School student will find them filled with students, teachers, backpacks, homecoming pictures, sports pictures, and something unrelated to all of those, Art Murals.

Within the hallways, near the nurses office, and in Principal **Mark Mischke's** office, there are eight different art murals all hung up by different and former Buffalo High School students. These murals have been at the middle school, and when Buffalo changed its high school to where it is now, they took a set of three or four along.

Each of these murals took from nine weeks to a year to paint by mostly senior students who had the extra time. All the paintings were painted outside of school time, but they were specifically painted to be hung. The students got to choose what the painted as long as they were appropriate for the school.

The murals occasionally get rotated out, the oldest one leaves first. The murals were all painted on 4x8 feet Masonite panels covered in gesso, a plaster prepared with glue used as a surface for painting, and painted with acrylic paint. After the paintings are done, they add a clear coat to keep them from getting damaged, or worn.

When Buffalo High School migrated from where the middle school is now, Visual Arts teacher, **Sheri Tamte** was the only Visual Arts teacher at the time and had requested to add them to our hallways.

"In general it's really wonderful opportunity for students to admire their work. It shows pride in our students and their talents." said Tamte.

" I think the paintings sometimes brighten my day when I'm a bit down. I look at them and they give me inspiration to do something great. "

-Sophomore Mollie Lang

There is one mural however that is not a painting. It is a metallic colored piece of artwork that many various artists put together, located in the hallway leading to the gymnasium. This piece of art was put together by **Clarissa Post's** class. She is now retired.

Sophomore **Bre Lundquist** thinks that the art murals show creativity and add character to our school. Lundquist currently is enrolled in the Arts Magnet Program.

"I like the murals because it's the old mixed in with the new," said Lundquist. "If I put enough time and effort I could paint something like that, but it probably would not be to the art teachers 'standards'."

Lundquist's favorite mural is the one with two men on it mirroring each other, located in the hallway leading towards the band and choir rooms.

"It shows character." said Lundquist.

Buffalo High School comes with a lot of freedom, allowing students to show there extra curricular projects, such as the murals put up around the school. Sophomore **Mollie Lang** enjoys looking at the talents that others have, and admiring them in the hallways.

"I like the paintings because they add art to our hallways, and it makes them less boring," said Lang. "You see people mopping around the hallways with their huge backpacks, then you see the happy students walking around with there friends, or just alone enjoying the day. I think the paintings sometimes brighten my day when I'm a bit down. I look at them and they give me inspiration to do something great."



MEGANASK

Above: Hanging in the hallway, this piece of artwork was not painted. It was put together by various high school artists.

Below: Two men mirroring each other are painted on a 4x8 foot Masonite panel. It was painted by a former high school student.



MEGANASK

Godspell: A Glimpse of What's Beyond...



MICHAELSWEARINGEN

Above: Juniors Kaelie Lund and Liza Davis make suggestions about the script.

A photographic look into the script revising process, for the spring musical Godspell



MICHAELSWEARINGEN

Above: Mrs. Hagstrom-Durant directs the casts attention to a line.



MICHAELSWEARINGEN



MICHAELSWEARINGEN

Above: Sophomore Lief Nelson reads through his script.

Left: The cast of Godspell read through the script and make changes to better suit the performance they imagine.

Bullying throughout schooling: An ongoing struggle

The battle against all forms of bullying in District 877 starts early, but issue can still follow some students throughout their education

MAGGIEWALSTROM
STAFF WRITER

Bullying is a serious problem in schools around the country, and it can have long term effects on children and teens, according to bullyingstatistics.org, a website that studies all the different types of bullying and the harmful effects of each. Bullying can damage self-esteem, relationships and in worse cases some children are diagnosed as clinically depressed and may even commit suicide.

According to the editors of www.how-to-stop-bullying.com, each day 160,000 students miss school because of a fear of bullying. For one elementary student, even riding the bus home makes him nervous.

"One day I was riding the bus home and I was the last one off the bus and this one kid waited for me until I was off and the bus left," said one fifth grader in the district. "Next thing I knew, this kid started beating me up. It was bad. It made it worse that no one saw what happened and no one was there to help me. And since then I refuse to ride the bus home.

"My parents' house gets vandalized, mailboxes getting broken and windows getting smashed. A lot of it has been done by the kids that bully me. One time one of the kids that bullies me, he went up to my mom, who was holding my baby sister, and he threatened to shoot my mom and sister with a paintball gun."

Some teachers are recognizing the problem with bullying in school, and they are talking about it with their students.

"I think that it's sad that bullying has become such an issue over the country, and Tatanka has a bullying problem as well. We've talked about it in class, and in March there will be an officer coming to the school to talk to the kids about bullying," said fifth grade teacher **Sara Rehnstrand**.

"Suspension or expulsion can be used to send students that message that the behavior [bullying] is not acceptable. It also can protect other students from the bullying behavior for a good period of time. Students who engage in bullying behavior consistently could use some kind of support, like counseling, to assist them in developing appropriate behaviors or in dealing with personal issues that could be affecting their relationships with others," said Tatanka Principal **Donald Metzler**.

The solutions to bullying in school are as diverse as the problems, whether it's making up a club for kids to join or a

friendly competition to get recognized for doing something good or just simply improving their attitude toward others.

"Our primary prevention is the use of Responsible Classroom. This is a school-wide effort to build strong classroom communities. When kids have strong relationships with each other, they tend to treat each other more respectfully. We also have a STAR student program that recognizes students for displaying behaviors such as respect, responsibility, et cetera. When students are having difficulty, we develop individual support for them," said Metzler.

Every year the school board tries to come up with something that will help get rid of the bullying and this year it's something where every one's involved and it provides the kids with a definition of what bullying really is and why they need to stop it.

"Responsible Classroom is something new this year. It's where we have morning meetings where the kids can talk about

"I really try to let people know that bullying won't be tolerated. When the kids walk into my classroom I make sure that they feel safe and that they know that they can come to me if they have issues"

-Social Studies Teacher
Tracy Hulley

whatever they would like so the kids can form common bonds with each other. It is also where everyone speaks the same, no swearing or trash talk to others and everyone acts with respect towards each other and the teachers at the school," said Parkside Principal **Michelle Robinson**. "We do have a bullying problem, but bullying has a very specific definition. It isn't just where someone pushes you, it's repeatedly picking on someone verbally, emotionally, physically or over the Internet. It takes a lot of courage to stand up for yourself, but you don't need to retaliate. Use your words and tell that person that you don't like what they're doing or go tell a teacher. But definitely do not retaliate, because it'll just get you in trouble."

Just on the other side of the city at Northwinds Elementary School, a similar problem with bullying exists. They also have

activities that the students can do together to lower the risk of bullying.

"Education and teaching the kids about the no-bullying policy are just the basics... We also have Polar Pride, because the polar bear is our mascot and we do different activities with him. There's a lot of stuff going on here, and we try our best to stop the bullying before it gets worse," said the Principal of Northwinds Elementary **Gail Feneis**.

One high school student's experience with bullying in elementary school almost caused her to switch schools when she was younger.

"I was bullied a lot in elementary school. I don't think that there's as much bullying here at the high school than there was in elementary and middle school, but there is a lot of intimidation here," said Sophomore **Raquel Powell**.

One of the many teachers here at the high school makes it clear that in her classroom there is no bullying and she persists that people will tell her what's going on.

"I really try to let people know that bullying won't be tolerated. When the kids walk into my classroom I make sure that they feel safe and that they know that they can come to me if they have issues," said American History and World Studies Teacher **Tracy Hulley**, "I just think that there's so much more going on here that we don't know of. With the teachers and staff walking around the building and teaching, we sometimes miss things. But definitely tell someone if you're being bullied; write a note, talk to a teacher or counselor. Teachers will listen to you and keep whatever you say to them they'll keep it confidential."

**BHS BULLYING
HOTLINE:
763-682-8004**

Less
than
38%
of the
U.S.
can
give
blood

The results are in: Blood Drive exceeds expectations

BHS donated 144 units of blood during the drive. The original donation goal was 140 units.

SHELBYMAZNIO
STAFF WRITER

On Friday, March 4, NHS held a blood drive in the main gym. The goal was to reach 140 units of blood, and they surpassed it, with a final count of 144 units. The donated blood will go to help millions of people in need. Every two seconds there is someone out there that needs a blood transfusion.

Throughout the day, students proudly wore their red sticker "badges of honor" as they walked through the halls. Senior Madalyn Nones was one of many students who participated in the blood drive as a blood donor. "It's cool and helpful. You get to help people, so why not?" Senior Stephanie Bunting also gave blood. She missed the fall deadline and so she wanted to make sure she didn't miss this one. "The fact that I have all that extra blood in my body, why not give it away if it won't affect me?"

Students saw posters announcing the upcoming drive days before the blood drive happened, as well as reasons to give blood and why people don't give blood. The number one reason why people don't give blood is due to their fear of needles. The posters explained that if you took the time to make a small donation, you'd wonder why you never did before. The number one reason to encourage students to give blood is simple: it's the right thing to do. Blood only comes from donors; it cannot be made in a factory.

Every student that donated blood made a huge difference. Five million people in the United States alone need blood every year, and less than 38% of the U.S. can actually give blood.

Girls' Basketball runs to State

"I'm still dazed. It won't hit me until we step on the court at the Target Center."

-Junior Jamie High

Junior Alexa Thielman leads a fast break as time winds down during the Girls' Basketball team's Section Finals victory against St. Michael-Alberville. The victory secured a place for the team at the State Tournament. *Photo by Nick Weeks*



Clockwise from top left: Liefert tells Lund about his favorite BHS musical (*Grease*); Liefert runs a soundcheck for the Staff Talent Show; Liefert shows off the scrapbooks he's kept as Auditorium Specialist. The five books were created from programs Liefert worked the lighting booth for. All photos by Nick Weeks.

Stepping out of the Spotlight

KAEELI LUND
STAFF WRITER

“When I heard the guy doing lights for the booth was a retired farmer, I was extremely nervous,” said Director/English Teacher **Tracy Hagstrom-Durant**. “Then I met him, and I knew I was going to have the pleasure to work and collaborate with one of the kindest people on the planet.”

As most student’s days end, Custodian **Richard Liefert**’s night begins. As an employee of the high school for over sixteen years, he has witnessed many changes the building has undergone. But despite his experience, come June, this one-man show of the Performing Arts Center is stepping out of the booth and away from the spotlights.

“After I interviewed for the job way back when,” said Liefert, “I came home and told [my wife] Betty, ‘Well, I think I might be getting a job as a janitor, just a janitor.’ And she said, ‘Just a janitor? You’re not just a janitor!’ She was very proud of me.”

When the current high school opened in 1997, the Performing Arts Center wasn’t quite finished. Liefert and two technical-theatre students hung each light in the PAC – an arduous process since each light required electrical adjustments.

“I really appreciate the tech kids, the ones that help you to learn, like these boys here,” said Liefert of Juniors **Zach Marrandino** and **Caleb Zumach**. “Even though I’ve been here longer than they have, I’m still green when it comes to new technology, and they’re the ones helping me with the new soundboard, not the other way around.”

“Richard is amazing,” said Zumach. “He runs everything, and without him, the booth would be a mess. He’s constantly making sure that everything is running smoothly for everyone.”

His official title is Custodian/Auditorium Specialist, but what makes him the go-to guy is his insight of the PAC itself. He knows the backstage, upstage, catwalk, and every switch on the light-board. But despite his knowledge and clear love for his job, he hasn’t always wanted to work in the PAC.

“Well when I was real little, I wanted to be a cowboy! Doesn’t everybody?” said Liefert.

“He doesn’t want to be in the spotlight,” said Hagstrom-Durant. “He’s so giving of his time and of himself. He has a hug for anyone, anytime, and he’s truly become the grandfather of the theatre department.”

“I’ve been to the point where I have to pinch myself, ‘Am I getting paid to do this?’ It’s just a good feeling. I love the people I work with.”

– Richard Liefert

