

# The Hoofprint

Volume 40 Issue 4

Buffalo High School December 18, 2008

Where do we turn after we've

## Bottomed Out

And are we done falling?



# Opener

Deer hunting season kicks off



Photo by Garrett Lee  
Junior **Garrett Lee** checks his deer carcasses

**Kellen Grosser and Ryan Pahl**  
Journalism Staff

The deer hunting season first started off with the Camp Ripley bow hunt that took place on October 19th and 20th. According to the Minnesota DNR, there were 2139 permits issued to archers at the Military Reservation near Little Falls, Minnesota and they proceeded to take a record 325 deer.

“Two-thirds of the deer harvested were fawns and does,” said **Beau Liddell**, the Minnesota DNR Little Falls area wildlife manager. “It is a 41 percent increase from last year due much in part to good weather.”

That wasn’t what could be said for the gun season beginning on November 11. Bad weather was rampant. The first three days of the hunt the number of deer harvested was down 15 percent.

Despite undesirable weather conditions, deer hunting continues to be one of the most popular activities in the state. Every year 475,000 deer hunters spend \$260 million dollars on retail items like clothes, ammo, and guns. The weather will not stop the majority of hunters from trying.

“The weather was terrible, but it is always great being in the woods,” commented Social Studies Teacher **Devin Davidson**. “I love it, and wouldn’t have wanted it any other way.”

# BHS Presents “A 16th Century Christmas”

School singers perform holiday production

**Emily Anderson**  
News Editor

A 16th Century Christmas was hosted on December 6th and December 7th by BHS Singers and the Treble Singers. The event featured a small skit—Rapunzel, Rapunzel, Let Down Your Hair—and concert.

“We’ve been doing A 16th Century Christmas since 1986,” said Choir Director **Michael Walsh**. “This is our 11th show. We do it every other year because it’s a big production to do every year, and we didn’t want it to get old. We believe there is such a thing as overkill. It’s never the same show,

though. We change the skit and music every time. It’s a tradition done around the country.”

Audience members were served hot cider (“Wassail”) and cheesecake. Main stars of the production were Seniors **Filup Rossin, Hunter Otis, Jenny Olson, Brandon Aldrich**, Juniors **Wesley Miller, Bobby Person**, and **Hannah Robbins**. Roughly 50 students participated in this production.

*To see more photos, check out the Arts & Entertainment section section.*



Cast members work the Friday prior to opening night to set up the stage

# News Briefs

## Ice and snow, take it slow

Winter weather induces driving precautions

**Rachel Schwietering**  
Journalism Staff

With snow, sleet, and ice on the roads it can be a challenge to drivers, especially for teenage drivers. Winter conditions call for different types of driving. The basic driving habits need to be practiced with more caution.

According to **National Teen Driving Statistics**, motor vehicle crashes are the leading cause of death for teens. Winter makes crashes that much easier. The biggest challenge in winter driving is keeping control of the vehicle. When driving in winter, give plenty of time to reach the destination. Aggressive driving can cause people to lose control of the vehicle.

“The biggest challenge for me, as a driver, is sharing roads with others driving too fast on snow or ice covered roads,” commented Drivers Education and Math Teacher **Kevin Schmeling**.

It’s important to have a survival kit on hand if the vehicle breaks down. A basic survival kit should include: a scraper and brush, small shovel, jumper cables, tow chain, and a bag of sand or cat litter for traction. Also include emergency items such as road flares, blanket, and a flashlight with batteries, a metal bucket/coffee can, small candle, matches or disposable lighter, basic first aid kit, and high energy non-perishable foods.

Adjusting the speed of car to the road conditions and increase following distance can help a car not slide or go out of control. Drivers should apply a steady firm pressure to the brake and remember to remain calm. But if the driver just adjusts the speed and has more following distance to next car the chances of maintaining control is greater. When driving in the dark drivers need to be more careful.

“Drivers are used to driving more in light in the summer so the transition from summer to winter driving can be more difficult,” said Schmeling. “When driving in the dark just be more careful and look all around. Kids drive more at night in winter which reduces visibility and drivers need to make quicker decisions.”

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*The Hoofprint* is the official newspaper of Buffalo High School and is published monthly during the school year.

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The mission of The Hoofprint is to be authoritative, aggressive, essential, caring, and creative as a leading source of news and information for the students, staff, and faculty of Buffalo High School.

# Infinite Campus

Students can now go online to view their grades, assignments, test scores, and more

**Michelle Hansmann**  
Staff Writer

As of the beginning of this quarter high school students can now log into the Infinite Campus Portal. This means all grades, attendance records, transcripts, and deadlines are now available for students to view. All that is required to access the site is a school login and password.

"It's nice to be able to check your progress on a daily or weekly basis, rather than waiting for your teacher to hand out your grade slip at midterm," said Sophomore **Olivia Haggerty**. "It makes the student more responsible for keeping their own grades up. I find it very convenient."

From the school website at <http://www.bhmschools.org/>, simply click on Student Portal, and sign in with the student login given as a freshman. Many features are available to view including the grade book, schedule for the year, attendance, missing assignments, calendar of due dates, and test scores.

Campus Portal is an online student data base, where all corrections and additions in the grade book will show up instantly for students to view, meaning it is 'live.' The school has this website to keep track of all student files, records, grades, etc, and to allow for parents and students to view at one's own discretion.

"Student Portal actually makes me really obsessive with my grades," said Sophomore **Madalyn Nones**. "I can go on at anytime and see what grades I have in all my classes, and what my class rank is. At the same time it makes me aware of the importance of each small assignment."

After receiving a password from the school and setting up a custom account, a parent or guardian can view all the records for each of their children on one page

"I see it as a nice tool for parents to have; it brings more involvement with the school," said Secretary **Traci Pederson**. "It holds teachers accountable, because they are expected to keep it updated, and it holds parents and students accountable, too."

Teachers, along with being able to update the site almost instantly, can see how often you log in to check your student

portal. It shows that the student has interest in their academic success, and that they truly care about improvement. There is also the option to send emails between students and teachers, and between parents and teachers, adding to the level of communication taking place.

"Since being able to access this, I think students' grades are likely to go up," said Sophomore **Courtney Bjorklund**, "Communication between the student and teacher is not only necessary, but extremely helpful."

Besides offering the basic features, this website provides links to classmail, Net Storage, and MCIS (Minnesota Career Information System). Each student has their own e-mail address through Buffalo High School, and students are able to access that from any computer. Also students can now upload, and work on any files or documents saved on their G: drive, or school account. College Information websites, along with all teachers' e-mails are available for the user to see. Buffalo High School will use this website as a way to inform students of upcoming news, or features.

"It's pretty handy," said Junior **Brandon Bares**. "Everything I need to see or use is right there. I don't have to jump back and forth between four or five different sites if I want to be able to work on assignments and be able to check my grades."

Once students have the desire to know their own grades, it should keep them on track. The ability to be able to view grades instantly has also stirred a realization within students that little things—such as daily participation--do add up, and can impact their grades in the future.

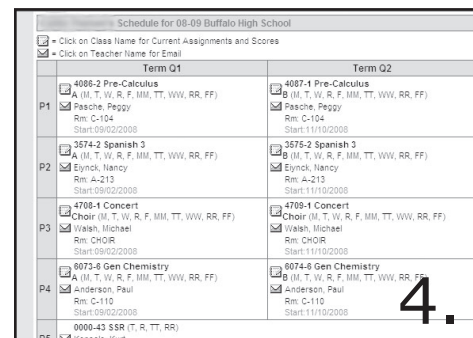
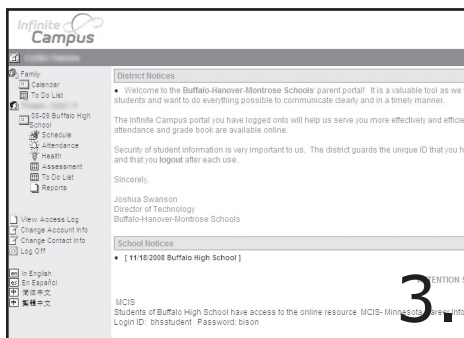
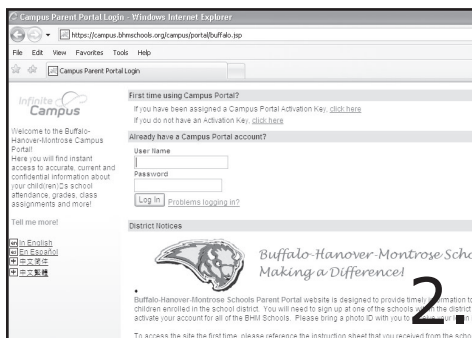
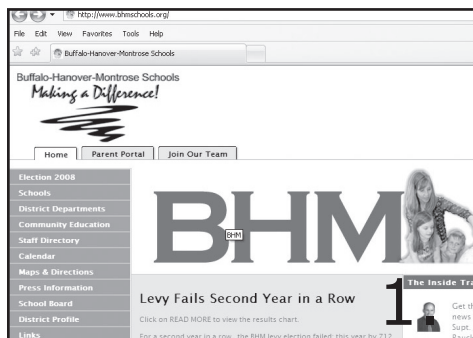
"I'm a believer of information is power, so if you as a student, have the current information, you can make better choices," said Technology Specialist **Connie Mae Cooper**. "You can see when what homework is due, and plan accordingly."

The provision of the Infinite Campus website allows further communication between students, parents, teachers, and it also allows for students to set accurate schedules and deadlines for themselves. Utilizing the site is a key to one's success.

## How to access Infinite Campus

1. Log on to [bhmschools.org](http://bhmschools.org) and click on Parent Portal.
2. Use your school ID and password to sign in.
3. From the home screen, you can access other pages on the left side.
4. Pages include everything from your schedule to your transcript. Click Schedule and then each class' name for a grade report.

1. The Buffalo-Hanover-Montrose school website allows students and parents to follow the goings-on in the district, as well as giving access to Infinite Campus.
2. Clicking on Parent Portal will lead you to the sign in screen, where a school ID and password will grant you access to all of the school records belonging to that student.
3. Once signed in, a home page will appear with school notices and helpful tips and instructions for navigating around the site. A plethora of links are located in a vertical bar on the left-hand side. Clicking on any of these will take you to other areas of the site.
4. One example of the links is the school schedule page. This page shows an up-to-date version of a student's classes for all four blocks each quarter, including SSR.



# Deserving Recognition

## Wahlin-Fiskum named Leader in Educational Excellence, Boeckers wins TIES Exceptional Teacher Award

Emily Anderson  
News Editor

English Teacher and Media Specialist **Denise Wahlin-Fiskum** and Spanish Teacher **Daryl Boeckers** have both recently been awarded at the state-level for their work within the school.

"It's an honor to have staff who go above and beyond for the school," said Principal **Mark Mischke**. "Mr. Boeckers and Mrs. Wahlin-Fiskum are just two examples of many who do justice to their students, to their colleagues, to the building, and to the community. I would also like to extend a congratulations to the two of them for their great work, and I know that they will continue to excel in their teaching."

Wahlin-Fiskum was granted the Leadership in Educational Excellence Award (LEEA) on October 29 at the St. Cloud Civic Center. The award rewards those who have exceptional leadership abilities and are committed to helping students succeed. She was one out of 146 honorees. Roughly 2500 teachers or administrators have won this esteem overall. Wahlin-Fiskum has taught at Buffalo for 29 years as an English and Art teacher, and is currently teaching English as well as serving as the Media Specialist.

"I don't feel like a leader, not in that way," said Wahlin-Fiskum. "I always try to do what's best for kids, and I try to teach them what they need to learn. The impact I have upon a student is unintentional. I am just trying to do my job well. Teachers don't become teachers and expect to get awards or rewards or anything. We know it's not a profession that is going to give us trophies or certificates or anything like that, not often. We get personal rewards though, in seeing someone succeed, or receiving a 'thank you' from a student. That's enough."

Junior **Luke Jans** has been one of the many students that has been motivated by Wahlin-Fiskum. Jans, who had Wahlin-Fiskum as a tenth-grade English teacher, says that he owes the majority of his success in the high school to her.

"I wish Wahlin was still my teacher," said Jans. "She has a lot to offer in teaching. I had a lot of fun in her class, and she is the one who encouraged me to take advanced English classes later on. She practically signed me up herself. She even scheduled an appointment with my counselor for me! And I'm glad she did. I needed that encouragement. She's really good at taking an initiative, too. She was always trying to push me—though I called it nagging back then—to exceed and to become as informed as possible. She's a great person. We try to talk to one another every time we pass each other in the hallway. I always make sure to at least say 'hello' or 'good morning.' She has helped me a lot, and I'm glad she's around. I

try to thank her every chance I get."

Boeckers was granted the Technology Information Education Services (TIES) Exceptional Teacher award on December 9. TIES awards teachers who incorporate technology into class curriculum and who help students achieve success through technology. Boeckers, who has taught at Buffalo for seven years, consistently uses resources like Moodle and Quia to work with his students. He was 1 of 67 teachers awarded.

"I started to get into technology while at SCSU," said Boeckers. "It was a course called something like, 'Research Technology through Communicative Languages.' It was a way to teach using different, new kinds of media. It just started to surface in my everyday teaching, and I would incorporate things like videos or computers, and it started to become part of the practice. It helps that I'm very passionate about technology outside of school, too. It's one of my biggest hobbies. And it's nice to be recognized for something I've done. But everyone here at BHS is a team. We all work and succeed together. There are so many more teachers that I am inspired and humbled by, like [English Teachers] **Joel Squadroni, Vicki Cary, and Tracy Hagstrom**... this is a good school, with good teachers. We all should get awards."

In an ironic twist, Wahlin-Fiskum and Boeckers share a carpool to and from school every day. Boeckers refers to it as the "magic carpool."

"I've let the other teachers know they need to join our carpool to get awards," said Wahlin-Fiskum. "I tell them I'm joking, but I'm really not."

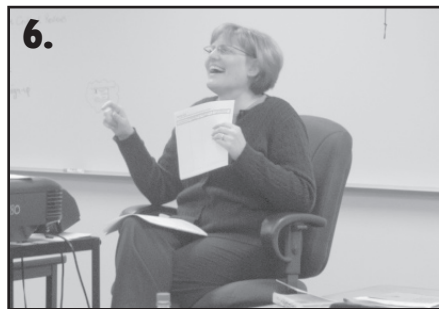


Photo by Rachael Etter

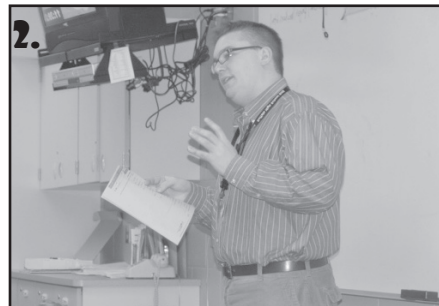


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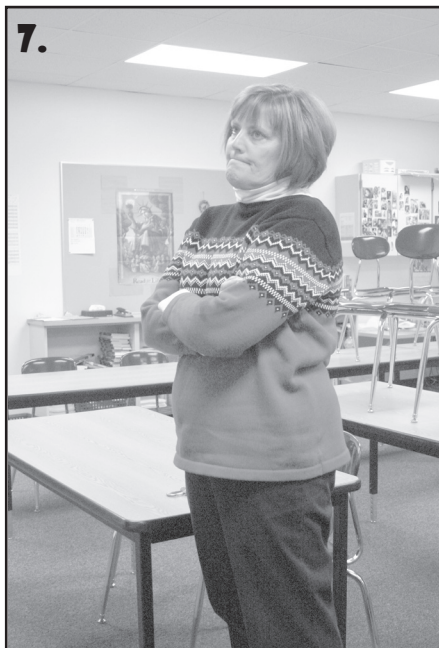


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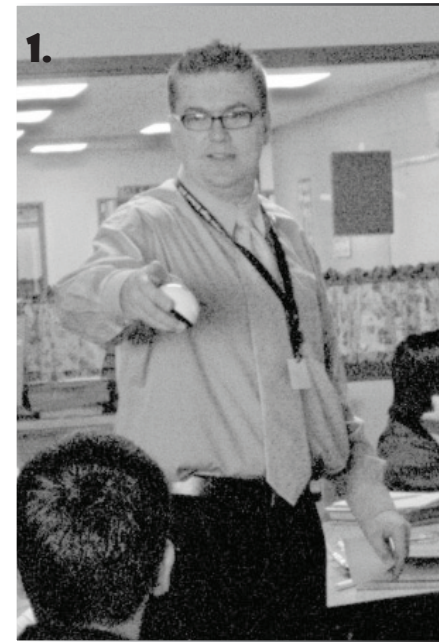


Photo by Caitlin Thiesen

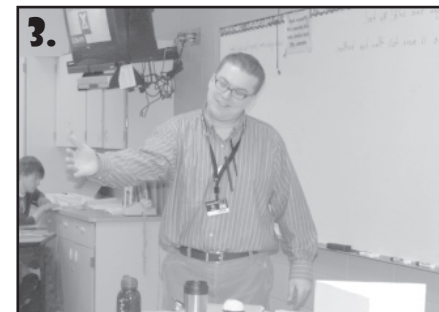


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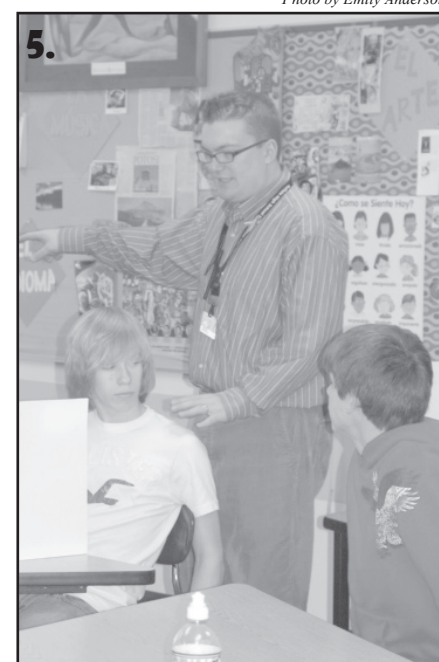


Photo by Rachael Etter



Photo by Emily Anderson

Photos 1 through 5: Spanish Teacher Daryl Boeckers in his element.  
Photos 6 through 10: English Teacher and Media Specialist Denise Wahlin-Fiskum shows her variety of facial expressions as she instructs students.  
Left: Both teachers show off their trademark teaching stances

# The breakdown of budget cuts

A number of reductions will come with the 2009-2010 school year.

The Math	Instruction	Instructional Support	Student Activities	Operations/Maintenance	Administrative
\$125,000	Elementary Staff ..... 2.5 positions	Building clerical supplies totalling ..... \$30,000.	25% increase in Middle and High school participation fees.	Custodial Staffing ..... 4.3 positions	Administrative positions ..... 1.5 positions
\$150,000	Middle School Staff ..... 3.25 positions	Paraprofessional staff totalling ..... \$15,000.	20% increase in Activity Admission annual passes.	Custodial Supplies totalling ..... \$35,000.	District-wide office budgets totalling \$125,000.
\$125,000	High School Staff ..... 5.25 positions	Summer school, totalling ... \$20,000.	BHS Intramural Activities totalling ..... \$4,000.		
\$162,000	Phoenix Center Staff ..... 1 position	Building supplies/ Instructional materials totalling ..... \$164,000.	Parking Permit Fees totalling ..... \$60,000		
\$262,500	Gifted Staff ..... 3 positions	Parent Involvement/Volunteer Budget totalling ..... \$7,400.			
\$50,000	All-day Kindergarten ..... 2.5 positions				
\$150,000	Elem band/orchestra ..... 1.8 positions				
\$90,000	K-12 staffing budget ..... .7 positions				
\$35,000	Special education costs totalling \$40,000				
\$40,000					
\$30,000					
\$15,000					
\$20,000					
\$164,000					
\$7,400					
\$130,000					
\$35,000					
\$40,000					
\$5,200					
\$4,000					
\$60,000					
<b>= \$1,601,126</b>					

\* All statistics according to the Buffalo-Hanover-Montrose 2008-2009 Budget Reduction Plan.

## Scholarships cause confusion for students

Emily Adams  
Staff Writer

Senior year is full of significant events: the last day of high school, the last time to visit favorite teachers, and more. A relatively new experience for seniors is the process of applying for scholarships. During this process, there is often mass confusion on which school to go to, what scholarships to sign up for, and what students are eligible for particular scholarships.

At the beginning of senior year, counselors meet with students and sit down with them to talk about the future.

"My counselor says I should get scholarships in," said senior **Ryan Pahl**. "I need to get them in soon, otherwise I won't be able to get them."

Scholarships can offer ample amount of help for students who are going to be incoming freshmen. The cost of a four-year public college is around \$17,336, which puts each year's tuition at roughly \$4,300. Scholarships, which can offer students a broad range of money, often times

help ease the costs of school dues and book prices, especially if students are paying for their own schooling.

"Scholarships are very important," said Business Teacher **Rebecca Burrell**. "Every year tuition increases which makes it more difficult to graduate from college without debt. So why not use 'Free Money'. It's out there. Take advantage of it."

Burrell teaches the new class College and Career Prep. Counselors wanted it added to help upperclassmen discover the ins and outs of graduating and going off to college. The class is intended to inform students about the scholarships that are out there, and give them a bit of a 'reality check' for the future. 92% of students who take the course say it is extremely helpful to themselves.

"I hadn't heard about this class until the beginning of this month," said Senior **Michelle Besemann**. "I really wish I had."

This class starts with learning how to fill out resumes and job applications. Burrell began teaching the basics immediately, having students

jump into projects and applications the first day of class. Within the first week students were required to accomplish a resume, a job application, and also had to sign up for scholarships around the district. Students also were to research schools of their choices, and practice interviewing/presentation skills.

Counselors visit the class regularly, covering everything from scholarships to credits and transcripts. Their main roles are to tell seniors what they should be doing, and to help prepare juniors for what they will be doing in the future.

There are thousands of scholarship opportunities available, copies of which can be found in the Counselor's office, or on websites like Fastweb.com.

"Students should start with either talking to counselors about scholarships, or contacting their school of choice for certain scholarship," said Burrell. "Or, just explore the Internet. Students just need to find out resources and use them. They need all of the help they can get."

### Most commonly asked questions about scholarships

1. How can I find scholarships?
2. What's the deal with FASFA
3. How do I qualify for grants?
4. Can I still get a scholarship if my grades aren't perfect?

According to the BHS counseling office.

Students Stepping Up organizes  
a retreat to teach students the true meaning of

# Courage

**Ali Kiernan and Sadie Holland**  
Staff Writer

Courage: the state of mind or spirit that enables a person to face difficulty, danger, or pain without fear.

Every year, Buffalo High School's Students Stepping Up (SSU) program organizes a three-day event to help seventh graders find their inner courage.

"I wanted to help out at the courage retreat because it's a good way to be a good role model to kids, and show them how high school students act," said Senior **Brady Matzke**, "So when they come to the high school they can be good role models too."

The goal of the retreat is to have everyone commit to one act of courage; something they want to work on individually, to make themselves a better person, and their school a better place.

During the retreat, students are asked to let go of their fear and be who they are. Matzke was one of many students who lead seventh graders in games such as 'stupid human tricks' and silly dances to get loose.

"The leaders here are all really great at just being who they are and being goofy," said Senior **Ben Stevens**, "I think that helps them connect with the kids."

"It was hard to see how much some students struggle"  
-Sophomore **Ashley Johnson**

During the afternoon, the retreat takes a much more serious tone. Youth Frontier Leader **Todd Maas** led three lectures with skits and stories that gave students examples of bullying on the 'inside' that they might not realize. In one story Maas told, a boy had committed suicide because of all the constant bullying he faced at school. After each speech the students were split up into small groups with a SSU High School leader to talk about each speech and how it applies to their daily struggles at school.

"I'm most afraid of rejection," said seventh-grade student **Emma Rodelius**. "When you feel rejected your life becomes miserable."

The final activity includes each student walking up to a bowl of water and a microphone placed in the center of the room. As each student approached the microphone, they dropped a pebble into the bowl to symbolize the ripple affect they can cause at their school through their act of courage. Each students' act of courage was unique in it's purpose and emotion. Some students decided to stop bullying or gossiping, while others wanted to stand up for themselves or others and break away from the crowd.

"It was hard to see how much some students struggle," said Sophomore **Ashley Johnson**. "At the same time, so many students grow from this experience, so I was glad to take part in it."

As students leave to go back to school, they are faced with a choice: school can go back to its usual ways, or students can change to make it better.



## Acts Of Courage...

"My act of courage is to apologize. I'm new here and I was mean to a lot of people. It's hard to be new but no one deserved that. But that's my act of courage, to make a change." -Seventh Grader

"No one is perfect and everyone is different, we could accept that. All of us have secrets and we can't change that. So just be yourself, it's fine." -Seventh Grader

"My act of courage is to stand up for people- and I never knew what that meant until now." -Seventh Grader

Left: Sophomore Mary Zelko and her group of students make a pyramid. Groups had to do something silly to grab leaders attention before being able to leave for lunch. This was one of many ways that Youth Frontier leaders worked to help students feel comfortable goofing around with their classmates.

Middle: Sophomores Ashley Johnson and Beth Leipholtz watch as seventh graders jump rope. Students took turns running underneath a jump rope in a competition against other schools to get the least amount of hits.

Right: Senior Brady Matzke poses for a picture with a seventh grader. Leaders and students bonded throughout the retreat. "It was sweet just hanging out with the kids and having fun with them," said Matzke. "You could be yourself around everyone and not worry about being judged. It kind of gave me a taste of what teaching would be like."

Photos By Ali Kiernan



# A Greater Cause

Buffalo High School students take a stand on global issues

Photo by Joel Morehouse



“We’ve seen things that have moved our hearts, and so we are finding ways to act on that.”  
- Senior Hannah Birkeland



Photo by Matt Ebling

Left column: Photos were taken at a Globally Minded Students Activist’s meeting. While there, they discussed issues to cover throughout the year and their first event.

**Joel Morehouse**  
Staff Writer

Globally Minded Student Activists (GMSA) is a group of Buffalo High School students that invites people to become passionate about global awareness.

“We’re just people that intensely empathize for those around the world that are being oppressed in any way,” said Senior **Hannah Birkeland**. “We’ve seen things that have moved our hearts, and so we are finding ways to act on that. I am really excited because for four years I have felt restless about my efforts to affect people’s lives who are suffering and now I feel confident that as a group, we are being a real change in the world.”

Last year, the unofficial group of students and teachers [including Senior **Sarah Ramsey** and Birkeland] organized a Save Darfur event. The event brought in interest of many BHS students to volunteer and contribute. The event included student entertainment, presentations, artwork and donations to a silent auction. This is the first year GMSA has become an official school group and activity, making it easier to hold and advertise events and projects.

“We have many different issues we want to cover this year but we know we can’t possibly attempt to solve all of them,” said Ramsey. “Our group has narrowed it down to several causes which we want to focus on this year. It’s exciting that we are actually a school activity this year and that way we can use the entire year to do several projects.”

A few issues that GMSA is working to incorporate into their plans this year include the genocide in Congo, People Trafficking, AIDS throughout the world, and child soldiers with a focus on Uganda. They are currently planning on the fundraiser “Cookies for Congo,” in which they may sell cookies through out the school for the genocide outbreak.

GMSA invites all people who care about a greater cause than themselves to be a part of the group. They are looking for any kind of help; it is not necessarily a year long commitment. GMSA holds its meetings on Wednesdays in the English resource area.

“I just joined GMSA this year and I’m really eager to help in any way I can,” said Sophomore **Madalyn Nones**. “I think we’re off to a terrific start and we have a lot of good ideas so far. I’m excited to see where they will take us.”



Photo by Joel Morehouse

Seniors Sarah Ramsey and Hannah Birkeland show a few countries they are hoping to help through GMSA this year. Ramsey and Birkeland began organizing events to help global issues last year, with the Save Darfur event.

## Do you think that Buffalo High School has strong communication?

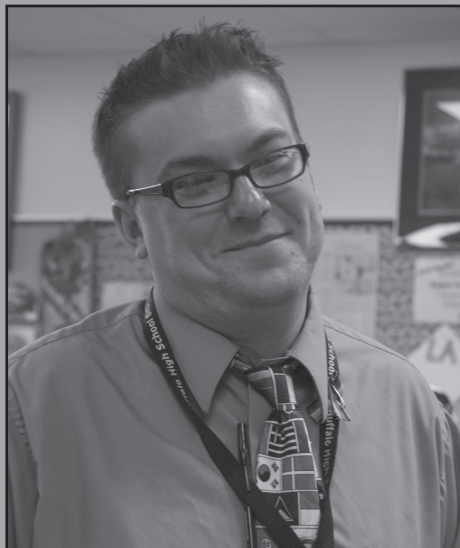


“Pretty good. Communication is communication. It would be sweet if they used text messages too.”

-Junior Kyle Sandberg

“I think that the school has good communication by using newsletters, blogs, and e-mails.”

-Spanish Teacher Daryl Boeckers



“The administration handles security issues to the best of their ability.”

-Senior Charlie Moore



## Communication

### BUFFALO HIGH SCHOOL'S METHODS OF COMMUNICATION EXAMINED THROUGH A CLOSER EYE

Miranda Cole  
Features Editor

Shortly after school on Friday, October 31, the home phones of every Buffalo High School student's family rang simultaneously in order to inform parents and students about a bomb threat found in a bathroom stall earlier that day. As the voice of Principal **Mark Mischke** filled the ears of parents, students, and younger siblings, different emotions came into play as the recipient of the message took in his words.

“Hello, this is Buffalo High School Principal Mark Mischke. Earlier today, we discovered an anonymous written bomb threat for Monday, November third. High school district staff and the Buffalo police department are investigating the threat...”

Even though mixed signals were present after the message was sent out, the intent of the police department was to calm Buffalo residents and assure them that things would be okay.

“We wanted families to know that we are working diligently on the situation, and to ensure that misinformation was not working against us,” said Chief of Police **Mitch Weinzetl**.

The call was made by a system called Connect-Ed. It's a communication device that lets the school call all of the student's parents and staff in the district.

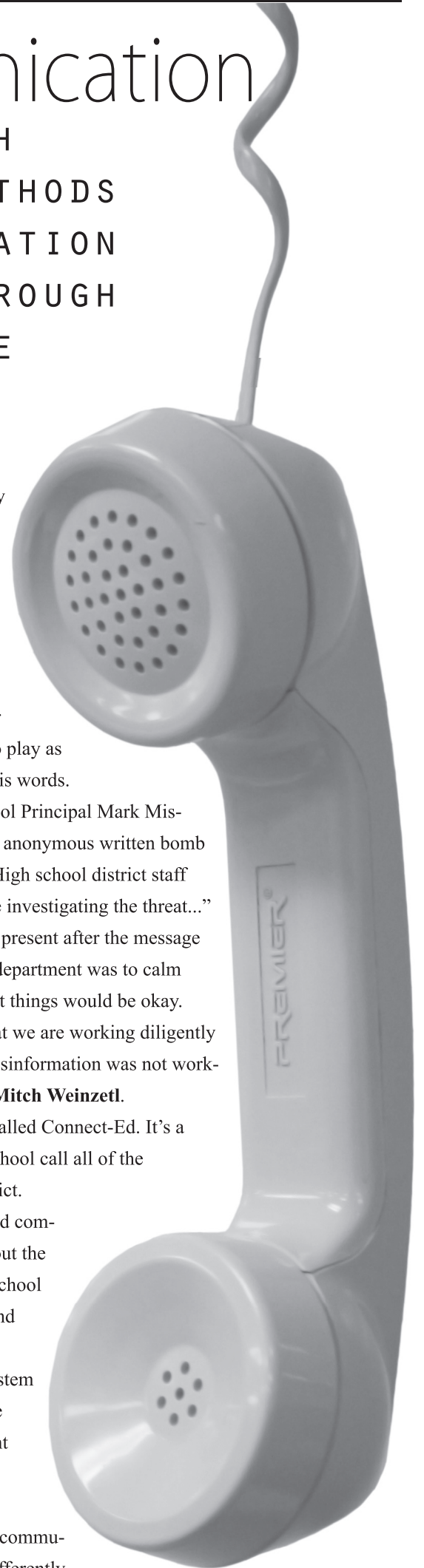
After the bomb threat, parents and community members raised questions about the safety and security of Buffalo High School and its students. Teachers, parents, and students all had their own opinions.

“I thought that the new phone system worked really well. Mischke was able to get the needed information out right away,” said English Teacher **Denise Wahlin-Fiskum**.

While some believe the school's communication to be up to par, others feel differently.

“I think that the communication is good but the school could always improve,” said Senior **Andy Gonier**. “I think if there was more communication between administration and parents it would help a lot.”

There is always room for improvement, but the communication methods at BHS, such as staff meetings with the police department, blogs, e-mails, phone calls, and announcements, are working effectively for the time being.



# Distribution Of 3 Kindness

Months of Helping the Less Fortunate

## Toys for Tots

From 1991- 2005 there has been 65.5 million toys donated.

The estimated value of the 65.5 million toys is \$344 million.

*Courtesy of Marine Toys for Tots Foundation*

**Miranda Cole**  
Features Editor

During a typical school year, Buffalo High School's National Honors Society members put on the Toys for Tots charity drive. But this year, there is a twist. Buffalo High School will be competing against the bordering Saint Michael-Albertville School to see which school can raise the most toys for the cause. With the prize simply being bragging rights and the opposing principal wearing the winner's shirt.

"My friends and I are planning on going to buy a bunch of those little matchbox cars," said Senior **Cole Meyer**, "So we can beat St. Michael."

Toys for Tots started in 1947, created by Marine Corps reservist, Major **Bill Hendricks**. Major Hendricks gathered as many Marines as possible to help him collect and distribute toys to less fortunate children with the simple goal of helping children in need during the holiday season.

"If I got a present and I wasn't expecting anything for Christmas, I would be so psyched," said Sophomore **Michael LaCroix**. "I would be so excited because someone went out of their way to make me happy."

Though it may seem overly ambitious, the program's ultimate goal is to "bring a ray of holiday joy to the heart of each of the estimated 14 million children in need each year."

"Last year we only raised around 100 toys," said Social Studies Teacher and Leader of National Honor Society **Brigitta Rettmann**. "So the amount we're already at for this year exceeded my expectations."

This year, the NHS members hope to raise as many toys as possible for charity. Although there is a competition between the two rival schools, the toys raised for each will be going to different charities. While Buffalo is still looking for a charity for their toys, Saint Michael's will be going to the Hanover Food Shelf.

"When you learn to start giving at such a young age," said Senior National Honor Society member **Ashlee Styve**, "you become a better person as an adult, and giving becomes a second nature to you."

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# Hard Times in Minnesota

Did you know...?

89%

of homeless youth in Minnesota are enrolled in school

9,000

individuals are homeless in Minnesota each night

7,000

individuals are lucky enough to receive shelter

21,329

homeless people in Minnesota during the year 2000

\*Information from [www.mnhomelesscoalition.org](http://www.mnhomelesscoalition.org)

## A deeper look into the rising problem of homelessness in Minnesota

**Aimee Cote**  
*Editor-in-Chief*

It's five a.m. in Minneapolis under the overhang of an abandoned building. It's cold and damp from the morning dew. Most teenagers still have a few hours left to sleep, but not Mack, a 19-year-old runaway from Portland, Oregon. His life is far from average.

His bedtime is when he feels safe enough to sleep.

His alarm clock is the sun.

His only transportation is his feet and freight trains.

"I'm homeless," Mack said. "I have been, on and off, since I was 14."

An estimated 550 to 650 Minnesota youth ages 17 and under are homeless on any given night, according to a 2006 Wilder Foundation report. In addition, the report estimates there are 1,300 young adults (18-21) who experience homelessness on an average night. Although the Wilder survey shows that the number of homeless young people in Minnesota has stayed consistent the past few years, other resources show fluctuation in the number.

"Particularly in the summer we see homeless teens—when they are homeless by choice—wandering and just being punk kids," said Rob Czernik, the ad-hoc organizer of Sisters of Camelot, a non-profit organization that provides free food to homeless people in Minneapolis. "There are lots of kids who have been kicked out of their houses. A lot of kids because of being gay or lesbian find themselves being disowned by their families."

### Many reasons for homelessness

Factors leading to homelessness vary. According to the Wilder study, 63 percent of the homeless teen population said fighting frequently with parents or guardians is their main motivation to leave. Other reasons include: parental neglect, violence in the house, sexual abuse, pregnancy and sexual orientation.

The Bridge, located in south Minneapolis, was started in 1970 by two nuns. It was one of the first youth crisis centers nationwide.

"The main mission or philosophy of The Bridge is to help resolve family conflicts, provide shelter for youth and provide counseling services with no charge to anyone," said Nikki Beasley, emergency service program supervisor at The Bridge.

The Bridge's goal is to reunite youth with their families. But for reasons that aren't clear, their success rate (of reuniting families) dropped from 80 percent in 2005 to 74 percent in 2006. Also, The Bridge has been experiencing an increase in the number of youth coming in for help.

Homelessness isn't apparent by looking at someone. According to the Wilder study, young people, ages 21 and under, are some of the least visible and most vulnerable segments of persons who are homeless.

"There would be no way to know anything was wrong with these kids unless they opened their mouth and told you," Beasley said. "They look like regular kids."

### Help is limited

With demand for youth shelters, outreach centers and other youth programs increasing, the Minnesota Legislature this year appropriated \$1 million to fund the Runaway and Homeless Youth Act. This provides \$500,000 annually for two years to improve and expand emergency shelters, supportive/transitional housing and street and community outreach.

“...you have to fight to survive out here ...”

*-Mack, a homeless 19 year old.*

For nearly 30 years, Sisters of Camelot has been distributing organic food to needy people. Three times a week, all the food, work and volunteers load onto a bus that was decorated as a community project—something that now resembles a modern day “hippie van”. They travel to Chicago Avenue, Franklin Avenue, the North Side, and other areas.

**No questions asked. No strings attached.**

"Our ultimate goal as a group would be to put ourselves out of business," Czernik said. "It would mean that there wouldn't be any more people in need of food anymore."

Life as a vagrant requires street smarts and a sense of protection. Forty-eight percent of homeless teens have been physically abused, according to Wilder.

"I've had guns and knives pulled on me. I've been stabbed a few times. My nose has been broken more than a dozen times. I've also put people in the hospital myself," said Quill, a 22-year-old runaway from Oregon who travels with Pancake, a Collie/German Shepherd mix.

On the streets, homeless teens know that only the fittest survive.

"I've been in a lot of fights," Mack said. "You have to fight to survive out here. If you don't fight to survive you'll die. Someone will kill you."

*This story was first printed in the Star Tribune on July 5,*

# What do *you* think about... unemployment?



“The economy is bad. If your parents can't even find jobs it put so much unnecessary stress on the family.”

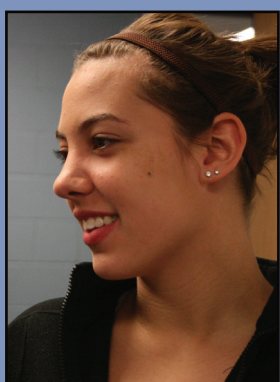
-Sophomore Keenan Brown

“It would really suck if my parents were unemployed because it would be really hard on my family. I'm grateful for what I have.”

-Freshman Shannon Jensen



# Homelessness?



“I think that homelessness is really sucky, especially if the people who are homeless tried their hardest to make it economically.”

-Junior Sam Mattson

“I think it's an awful thing. We don't see a lot of it in Buffalo and when you go to the cities and see it, its hard to watch and not be moved by it.”

-Senior Jacob Westman



# Dear Santa

A BHS teacher's letter to Santa...

Dear Santa,

I think I finally understand, but then again, I'm a slow learner. I have often wondered about your strange existence; eccentric people intrigue me. I mean, there are all the questions I have about the elves, the toys, the reindeer, and that North Pole location. (Have you considered some place warmer, like the Bahamas?) But now I know it isn't really about any of those things; it's about giving. As someone who has a fondness for words, I know that "gift" has many meanings. Of course we all are familiar with the gifts we've come to expect from you at Christmas. But perhaps we've missed some of your message: the best "gift" really has nothing to do with receiving; it's about the ability to give. Even Merriam-Webster, deep into the definition, defines "gift" as "the act, right, or power of giving."

Consider Jacob Marley in Charles Dickens', A Christmas Carol. Because of his selfish and self-absorbed life, he is condemned to walk the earth forever as a spirit. But that's not his real hell. Like all the wandering spirits, he now understands the importance of giving, only he no longer has the ability to do so. "The misery with them all was, clearly, that they sought to interfere, for good, in human matters, and had lost the power forever."

On the other hand, you Santa have chosen to give of yourself 365 days a year in the exercise of your gift. You have recognized what Marley did not – what we have not – that there are so many who need what we can give. Old Fezziwig was neither exceptional nor wealthy, but he chose to bring joy into people's lives. Scrooge said of him, "He has the power to render us happy or unhappy; to make our service light or burdensome; a pleasure or a toil." We all have Fezziwig's ability to make a difference. Marley lost the power, but fortunately we have not. Yet not utilizing our "gift" is akin to not having it. Why is it so difficult to see that we have so much that others need?

According to the U. S. Census Bureau report for 2007, 37.3 million Americans live in poverty - 13.3 million of those are children. That's 18% or nearly one out of every five children in America. The report goes on to say that 7.8 million children (10.7%) had no health care coverage in 2007.

I am thankful that there are many people giving so much of themselves to alleviate these problems. But Santa, if we all could follow your example a bit more, our contributions would have a great impact. Perhaps Scrooge defined the idea of "gift" best when, at the end of the novel, he again meets the gentlemen collecting for charity. After donating a large sum of money, Scrooge refuses to be thanked. Rather he insists on expressing his gratitude for the opportunity to give: "Thank'ee," said Scrooge. "I am much obliged to you. I thank you fifty times. Bless you!"

And thank you Santa for showing all of us the joys of giving.

The former kid in the green house who always left you those good Italian cookies.  
-J.S.

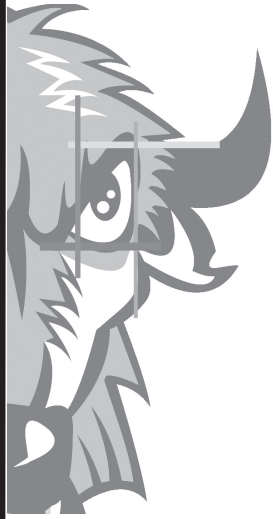


-Graphic by Miranda Cole

# Students face economic hardships

## Eye of the Bison

Hoofprint Editorial



As the stock market falls and the number of foreclosures rise the depth of the average American's wallet becomes thin. The lack of funds to support a family has forced some into bankruptcy and garnered debt for others, and the effect this has had on Buffalo families is all too apparent.

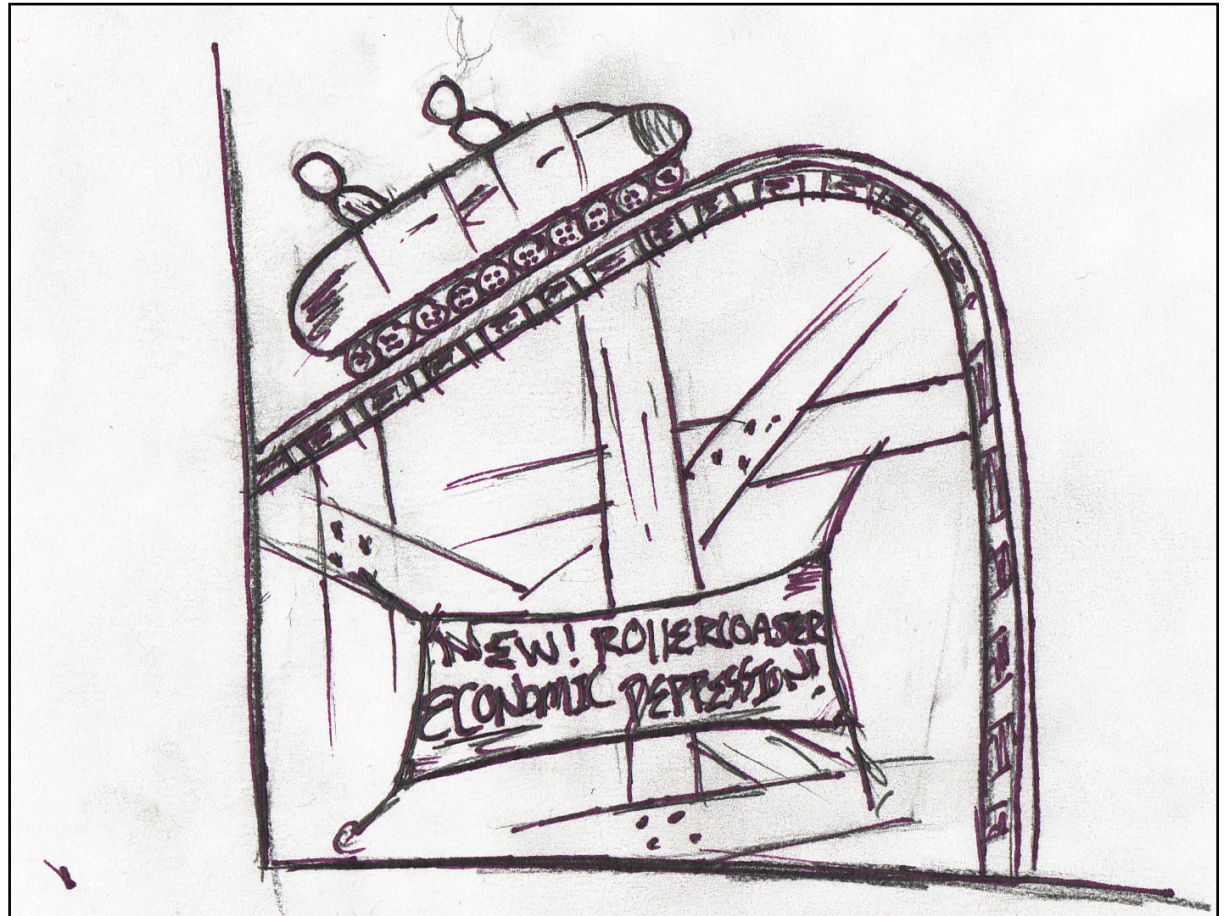
The families of Wright County have fallen into the economic trap that leads to a downward spiral of hardship. Without proper monetary funds they're forced to spend less, which results in fewer buyer/seller interactions in the market. The loss of spending has started the

path towards recession and then depression, where not only families but businesses are experiencing difficulty.

When a corporation is forced to cut costs because revenues have reduced substantially, jobs are lost. Simply put, the confidence an individual has in the economy and the value we place on a business is directly proportional, and at the moment, neither is increasing. The U.S. Bureau of Labor Statistics places Minnesota's unemployment rate for November at 6% compared to the 6.7% on the national scale. In contrast, the national unemployment average for 2007 was only 4.6%.

With the Dow Jones as low as it was in 2003, the confidence we have in our investments is decreasing. However, as families pull their money away from investments the value of the stock market decreases at an even faster pace. With 22% of Buffalo High School's students on free or reduced lunches, the global effect of a poor economy is all too apparent in Buffalo.

Foreclosures have seen a steady increase since the birth of the crisis during a decade-long boom period fueled by low interest rates and excess liquidity. Sub-prime mortgage lending remained solid as long as the housing market continued to escalate and interest rates remained low. Yet, after 2006 housing prices began to decline after a 40% increase throughout a six year span.



Edina Realty currently has 28 properties for sale that are being foreclosed upon or lender-owned in Buffalo alone. The thought of selling a home for a profit has been ignored; homeowners aren't receiving returns on their largest investment.

The dangers of foreclosures, a falling stock market, and job loss have meshed together perfectly to create the recession that we're living in today. It's too easy label the small community of Buffalo as a safe haven where families don't experience economic difficulty, but the thought is absurd. It's the great paradox, we're hurting, but we need to keep spending to make it through.

*The families of Wright County have fallen into the economic trap that leads to a downward spiral of hardship.*

## How can BHS best help those who are less fortunate?

### Photo Poll



"I think we could donate to food shelves or Feed My Starving Children."  
- Junior Brianna Kracht



"Feed My Starving children would make a huge difference; we fed 36 children for a year."  
- Senior Angela Petroske



"We could help services like the Red Cross or other international agencies, or donate money."  
- Junior Brent Markwardt



"There's not much that any one person can do. When it's said and done, the government needs to step in."  
- Senior Deanne Bechtold

# The day the high school died

Student shares his opinion on the recent referendum's failure



Editor-in-Chief  
Brad Palmer

I knew we'd lost before the first real vote was cast. In the mock vote the day before election, over a fourth of students voted down the Levy Referendum. More than 450 students decided that mommy and daddy's checkbook was more important than their academic futures; a thought that makes me sick. How could anyone standing to benefit from the levy vote against it? The moment public education gets swept under the rug is the moment society steps backwards.

In actuality, the referendum would have only set the average family in Buffalo back about \$100 (based off a \$200,000 average home/property value). Over the course of one year someone who buys one coffee house drink a week would spend more (approx. 182 dollars) than help funding our fledging school district. The grossly-skewed priorities of some citizens of District 877 are disgusting.

Sure, today's economic climate makes every dollar even more important, but spending your money on something less expensive than a few months of cable to ensure the children of the community receive a top-notch education is completely worth it. There are countless ways to cut the pork from almost every American family's budget. The idea that having multiple sports channels is more important than educating tomorrow's leaders makes one wonder what kind of education the current generation received.

Last year, while taking photos and interviewing voters at Buffalo Community Middle School I had the unique chance to talk to a few citizens who voted against the referendum (almost identical to this year's attempt). The naive voters opinions made

me sick.

"Principals make too much money." "In my day we didn't need all of that technology crap." "Buffalo schools don't need it."

The misconceptions surrounding last year's and this year's levy are ridiculous. How anyone can argue any of these imputations is beyond me. On more than one occasion, the school district has proved, with outside sources affirming their data, that their administration costs are among the lowest in the state. Crappy argument one – destroyed. Next.

While interviewing an older man who thought technology was a waste of time, I tried to keep a straight face. His distorted view of the levy highlights a problem schools have had to deal with for an extremely long time: generational disconnect. The older community feels no obligation to help their younger counterparts. While this claim does not encompass every retiree it certainly hits on the majority. Former Principal Nick Miller put it perfectly in an interview for the Hoofprint last year.

"Education is the best investment you can make. Young people pay for social security and support the elderly community; it is the job of the older population to support the younger kids."

The relationship between my generation and the greatest generation that has ever lived is mutual; you scratch our back and we'll scratch yours.

Finally we are brought to the lamest and most ridiculous opinion I encountered last year. The idea Buffalo and the schools of District 877 don't need a referendum. This thought highlights not only the public's ignorance, but also their unwillingness to learn about the issues. Once a citizen has their mind made up their mind regarding their wallet they are hard to convince otherwise. The woman I interviewed could

have very easily picked up either her local newspaper or the Star Tribune and read up on the issues. Instead of coming up with an educated opinion she most likely stuck to her guns; which in many cases are underlying stereotypes or based opinions based off blatant propaganda; two things that do not belong in any debate, especially one that dictates the future of a group of people.

In many cases this argument goes along with the thought, 'I don't have kids that are in school, so I don't need to contribute.'

**"Education is the best investment you can make.**

**Young people pay for social security and support the elderly community; it is the job of the older population to support the younger kids."**

How much different is that thought than the following? 'I've never been robbed so I don't need to vote for a larger police force in a growing city.' Similar huh? Ironically the only noticeable difference is that the police force doesn't need to hold a referendum for increased funding. Actually, the only the public department that must hold a referendum to ask for increased funding are the schools; another example of fair and balanced governing.

We still don't know if there will be another levy next year. Regardless, according to state law, the changes that the public forced upon the school district and the students of the community will take place next year and some have already started. These changes haven't been small or unseen.

Teacher reductions and staff layoffs have already sent the high school into disarray. Classes of over 35 are no longer anomalies; I've got one of 42. And while the effects of classroom overcrowding and less teacher-to-student interaction are well documented by educators there are other effects many didn't expect, at least not immediately.

One such effect happened early this year when a suspect wrote terror threats in the ninth grade girls' bathroom. Nothing like that had ever happened at the high school in modern history. While probably due to a combination of different causes, the acts this one freshman show how dangerous lowering the standards of our education are.

I've been fortunate in my four years at the high school and through my educational experiences in Buffalo schools since second grade, but now I worry about the kids who will never experience the same level of education I did. My sister, an eighth-grader at the middle school, will almost certainly not experience the same high school I have. The Buffalo High School I walked into as a freshman four years ago will not exist to her or any other newcomers next year. Rather, they will be thrust into an environment much like other schools we all once thought weren't as good as Buffalo's. No longer will Buffalo offer programs for gifted students, or - with the continued reduction in spending on music and the arts - offer some of the best music activities the state has to offer. We stand at a tipping point to mediocrity. If the community refuses to see the consequences of short-siding their future, they will have ultimately have spelled the end for themselves. Much like how I knew the referendum was lost before it began, I see the future of our small community growing dimmer everyday we neglect our schools.

## Snowmobiling and the Economy

Student reflects on the importance of Snowmobiling in Minnesota



Staff Writer  
Austin Perkins

A recent poll shows that there are over 2.7 million snowmobiles registered world wide. Snowmobiling is a sport that is loved. It brings enjoyment to enthusiasts, and money to the industry, state, and nation. It can become an activity enjoyed throughout your whole life. However, it does have its imperfections and is looked down upon by some people.

The sport of snowmobiling brings a great deal of money to the state of Minnesota. There are 1,570 licensed snowmobile dealers and over 48,000 registered snowmobiles alone in the state. Many bars and small businesses feed off the sport. Of those, resort towns especially count on the out-of-town snowmobilers to bring in revenue to the tourist establishments.

Currently, there are two major snowmobile manufacturers in our state: Polaris and Arctic Cat. Polaris Industries alone, employs over 2,400 people in Thief River

Falls, and Arctic Cat employs over 3,500! This is significant to small towns because generally, the further you live from the major cities the harder it is to find a job.

The nation wide total jobs that are created by the major snowmobiling manufacturers is 75,000. If the snowmobiling business was lost, the money that was brought in would have to be replaced, and would likely be in taxing. Many small and local businesses need the snowmobiling industry. The average snowmobiler spends over \$4,000 on food, sleds, gear, hotel fees, etc. Some of the smaller towns couldn't survive without the snowmobiling vacationers.

I think the state and people of Minnesota depend on the sport more than we may realize. The sport of snowmobiling does a great deal for Minnesota's economy. The State would have some serious consequences without this sport. Many would be without jobs; a large amount of tax revenue would be nonexistent and would likely come out the our pockets. Everything has its positives and negatives, but too many families in our own state depend on the revenue it brings them.

# 32 Dollars to save a life

Students find that donating \$32 a month can make a difference



Staff Writer  
Sadie Holland

Thirty-two dollars; the amount one night of work for an average teenager would make. Those 32 dollars is enough to feed a hungry child for a month, clothe a naked baby, or give an education to a man who is just trying to shelter his family. There are so many ways you could help children in need. Children who live in poverty, without clean water to drink, which is something so simple that we take for granted. 32 dollars could save a life.

There is a very popular organization called Compassions, it was founded in 1952 by Reverend Everett Swanson. Compassions started by providing Korean War orphans with food, shelter, education, and health care, along with teaching them about Christianity, and helping them find God in their life. Today, Compassions helps more than one million children in 24 different countries.

Senior **Kelly Kiernan** became involved in Compassions last year with Senior **Aimee Cote** while at a Toby Mac concert; they saw the booth and just felt it was something that they had to do.

“Supporting a child through an organization, like compassions is a really easy way to help someone. Knowing that you’re sending a child to school, feeding them, or giving them shelter is such an amazing way to touch someone’s life,” said Kiernan, “Aimee [Cote] and I split the cost, for only 16 dollars a month, its definitely worth it.”

Senior **Sarah Ramsey** is also an active participant in Compassions. She has been supporting a girl from Haiti named Dieu-Benise Medard for over four years.

“The best part is getting letters from her, knowing that she is telling me what is going on in her life, instead of the company just saying she’s fine,” said Ramsey, “you can take trips through the organization so I am going to try to visit her over spring break.”

But getting letters is not always a happy benefit, Kiernan once received a letter from her child saying she was being kicked out of her house, and it was her birthday. She said it was so sad, because there was nothing her or Aimee [Cote] could do.

Dennis and Julie Lingo have sponsored children for eight years, they sponsor two girls in Guatemala through Christian Children’s Fund, and two through Compassions, one living in Honduras and the other in Indonesia.

“We get letters from our children three to four times per year and Julie always writes them back. We also try to send them a family Christmas picture. It is very humbling to hear that they pray for us daily and have our picture hung in their little dirt hut so they can remember us everyday. Here they have nothing, yet they pray for us!” said Dennis Lingo.

It is so mind boggling to know that those children are so thrilled to have the opportunity

to read and write, yet they live with no running water or toilets in their homes. Here in America we have every form of wealth and modern convenience, yet we are one of the most depressed societies on Earth.

“I read recently that 50% of American adults need some form of medication because they are depressed. How sad that we have forgotten where real joy comes from, we have received the most blessings yet have forgotten who gave us those blessings,” said Lingo.

“As teens, we get a lot, but we don’t give back near as much as we should. 32 dollars, anyone could easily spend that over a weekend. Such a little amount to give, that will make such a big difference,” said Ramsey.

If you feel that donating 32 dollars is a bit too costly for these times, there are different ways to make a difference. Another successful organization is called Invisible Children, while involved, members don’t support one specific child, but they can make a difference. These children are war victims. For the past 23 years there has been a constant war in Northern Uganda, as a response to the war and the attacks, Ugandan government has evicted thousands of citizens from their homes, and moved them into over crowded camps for ‘protection’. But now over a decade later, roughly one million individuals are still living in the camps, struggling to survive among poverty, disease, and starvation.

An estimated 90% of the troops fighting in the war are abducted children who need to be saved. Children as young as six years old are being taught to kill.

Invisible children is different in the way that you don’t donate money monthly, the women and children in the war camps make bracelets, about 50 a week which gets them what little salary they have. There are five different kinds, made out of reeds and old recycled wire; white, red, blue, green, and black, each symbolizing a different story. Along with the bracelet you will receive a video relating to the camps they live in, for only 20 dollars.

Whether it is donating a portion of your pay check or buying a bracelet, you can make a difference to someone who desperately needs it. So think about that the next time you’re spending 32 dollars, is what you’re buying really worth it? That money could be credible for a child’s life, for the young boys in Uganda being taught to kill, or the young girls in Cambodia being sold for sex. Every child, no matter what their circumstance, deserves to feel appreciated enough to receive decent food, water, or shelter. You could make a difference.

Below is the child, Dieu-Benise Medard, who is sponsored by Senior Sarah Ramsey. She is eight years old in the first picture and eleven in the second picture. She currently lives in Haiti.

## “How do you feel about helping people in other countries”



“I think its really important. They don’t really have a lot, and even though it seems like we are going through a hard time right now, we are much better off than other places. We can still do so much to help others.”

-Junior Katie Lee

“I feel if you should help if you can, but if you are struggling too, then you should help yourself first.”

-Senior Jenny Gabrelcik

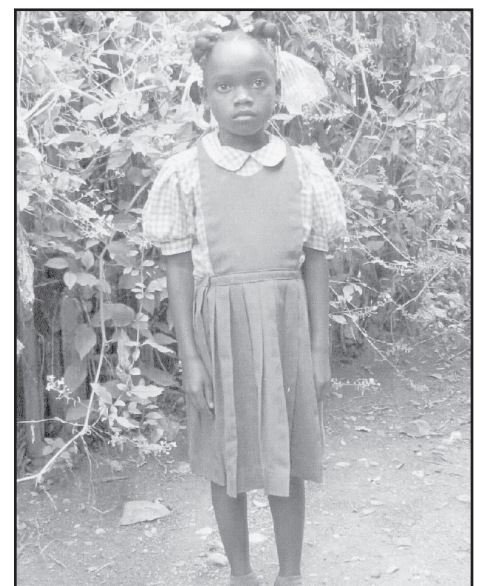
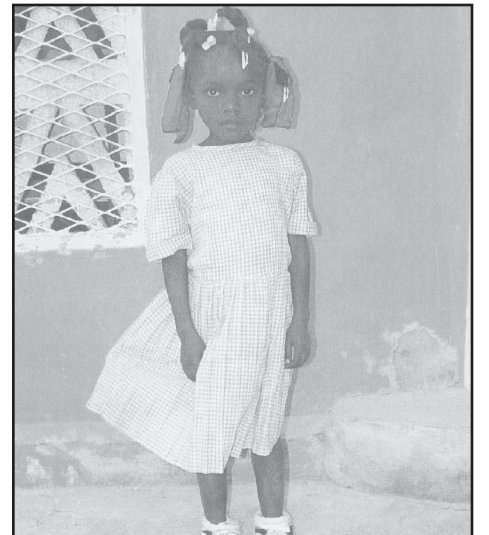


“I think that if people do good things to other people, it will come back to you in some way.”

-Sophomore Paul Brummer



Above is the child, Komuhangi Victor, who is supported by Senior Kelly Kiernan and Aimee Cote. She is seven years old and lives in Uganda.



For more information on sponsoring a child, you can visit one of these web-sites.

- [www.compassion.com](http://www.compassion.com)
- [www.christianchildrensfund.org](http://www.christianchildrensfund.org)
- [www.invisiblechildren.com](http://www.invisiblechildren.com)
- [www.worldvision.org](http://www.worldvision.org)
- [www.savethechildren.org](http://www.savethechildren.org)

Remember, you can make a difference!

# Behind the Scenes What it really took to put on *The Ice Fishing Play*

**Justin Doll & Amanda Fahrendorff**  
*Staff Writers*

A hum of the voices of excited people filters through the open doors of the Performing Arts Center, as a full audience chats from their seats. The lights begin to dim and the PAC is filled with the sound of cell phones powering off. The spotlight points on stage and the play begins.

The *Ice Fishing Play*, written by playwright **Kevin Kling**, is a dark comedy about an ice fisherman named Ron. His story begins during the "snowstorm of the century" while Ron is stuck ice fishing on a dead lake with no fish, except for "the big one" which lurks in the depth of his lake in northern Minnesota.

The important people in Ron's life have all passed away, leaving Ron to face his biggest fear - being alone. In the shelter of his ice house, the ghosts of his wife, brother and close friends all appear to him and let him know how much they are counting on

him to catch "the big one" in order to carry on the "legacy" Ron is faced with.

This little-known play has been performed across the world, from its first show in Louisville to the icy plains of Siberia. The Buffalo High School theater cast and crew have spent countless hours working on their interpretation of the *Ice Fishing Play* just hoping that the audience would enjoy seeing the work put on stage.

Director **Tracy Hagstrom-Durant** chose to put on a play that has not been performed in many high schools. In order to put the play on a high school stage, she had to cut out some swearing, alcohol usage, and added a few additional characters.

Though the ice fishing play initially took about a year to write, Kling strove to make it better. It ended up taking a little over two years to perfect the play, and he continued to

do a lot of editing during the first few productions to make it successful.

The cast and crew were excited to learn that Kling would attend their Saturday performance. While this added an extra element to be nervous about, Kling was very pleased with their interpretation. He spoke to the audience after the performance about his experiences and the play, speaking highly of the character development and emotion which the actors and actresses had brought out.

In the final scene of the play, Ron was having a hard time dealing with the loss of his close friends and family. He gently pulled his hunting gun off a shelf and went to go sit down on a bench. The stage darkened with a single spotlight on Ron. He brought the gun up to his chin and started to cry. Then it went dark in the PAC, leaving the once-excited audience in suspense and to contemplate their own losses and experiences.



*Photo by Joel Morehouse*

Junior Bobby Person, and Seniors Brandon Aldrich, and Philip Rossin, rehearse for the fall play "The Ice Fishing Play," at an after school practice. The cast will usually stay after school and rehearse using their scripts in order to get ready for the real thing.

## How well do you know Tracy Hagstrom-Durant?

**16** years of experience in directing plays and musicals

**150** Musicals and Plays directed

“I have **2** cats one is mine and one is my husband's. Mine is named Grace and my husband's is named Max. Grace is a little old lady in a fur coat.”

### Her Advice for Teenagers

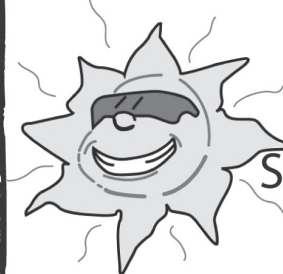
“Stay busy in school, activities, and even work. Too much down time is trouble time.”

### Her Favorite Musicals

*Secret Garden, West Side Story, God Spell, Avenue Q, Children of Eden, and Aida.*

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# Extreme gore becomes the life of Horror Films

## Searching for purpose in the blood and gore of horror movies

Adam Dale  
Staff Writer

The characteristic damsel in distress comes home exhausted from a full day of work. She sets her keys on the kitchen table, and her feet hypnotically take her upstairs. She flicks on the light in her bedroom and slips into her pajamas before seeing the man in the corner standing behind the door. He leaps out at her, and his knife descends into darkness; the mirror of her scream reflected in its blade. Blood spurts out of her neck as if she was storing buckets of red paint in her jugular.

"Nowadays, it seems that filmmakers use gore too freely, often as a means to overcome their film's inadequacies," said **John Gugie** in his blog, "The Ins and Outs of Gore in Horror Movies: Gore, What is it Good For?" "But gore itself doesn't make a good film, no matter the film's genre or story. In my opinion, the best use of gore is in lighter-hearted horror such as *Dead Alive* and *Evil Dead 2*. In these films, the gore's so over-the-top that it can't help but be funny."

The fact is that gore in horror movies is becoming increasingly prevalent. While some students feel that twelve liters of blood coming out of the killer's victim isn't quite enough, 72% of students said that they

"dislike the excessive amount of blood in horror films."

"It's ridiculous that there would be that much [blood] in horror films," said Senior **Rachel Burlet**. "It's not scary; it's just ridiculous."

Students listed their favorite horror films were *28 Days Later*, *The Exorcist*, *The Texas Chainsaw Massacre*, *The Silence of the Lambs*, and *The Shining*, with *Saw* ranking as the most popular.

Sixty-six percent of students said that they think a good horror movie includes more "edge-of-your-seat" suspense rather than gore, while 19% believe that horror movies need a better plot. 14% said a combination of suspense and improved plots would be optimal.

"If somebody's arm gets cut off, there should be a good reason," said Junior **Nick Ingerson**. "And there should be a realistic amount of blood."

Surprisingly, the majority of students and teachers seemed to agree with each other on this topic.

"Real fear is tapping into the imaginations of the viewers," said English teacher **Joel Squandroni**. "[A good horror film is] one that gets inside your head, not

one that blasts you with gore."

English Teacher **David Robinson** also agreed with the statement that current horror films are too bloody.

"My favorite horror films are *The House of Wax*, *The Birds*, the original *Bella Lagaosi Dracula*, *The Shining*, *Psycho*, and *Carrie*," said Robinson. "[Gore] leaves out the suspense; the imagination."

"Classic horror or thriller films engage the viewers and their imaginations," University of New Hampshire's cinematics studies expert **Delia Konzett** said in an article entitled "Best Horror Films Skip the Gore" by **Robert Roy Britt**. "[Alfred] Hitchcock was great at this and never underestimated the imagination of the typical moviegoer. His famous *Psycho* shower scene from 1960 did this in a masterly fashion. We never see the knife enter flesh; it's shown from various angles going through stabbing motions filmed in fast-paced and fragmented montage style that are alternated with close-ups of the shower and parts of Marion Crane's body and her face as she's screaming."

Clearly, the real terror doesn't lie in what filmmakers show viewers—it's what we don't see that scares the Mountain Dews at midnight out of us.

"If somebody's arm gets cut off, there should be a good reason,"

Junior  
Nick Ingerson

# "A Sixteenth Century Christmas"



1. Senior Anna Brown arranges a strand of fresh pine garland on one of the tables where the "Royal Court" sat during the performance. The "Royal Court" was made up of students from one of the honor choirs: BHS singers.

2. Junior Wesley Miller prepares to hang a decoration on the wall surrounding the PAC during the transformation of the cafeteria into a 16th century castle setting.

3. Looking for entertainment, Senior Brandon Aldrich plays with a roll of paper used to mimic the stone wall seen in 16th century castles. Students stayed at school to set up for the production from two thirty until eight thirty.

4. A group of students work to cover a long roll of stone-wall paper with tape before putting it on the PAC wall. There were many students that were not in the production that offered a helping hand to put up decorations.

5. Juniors Kira Jimenez, Gina Filo, and Heather Christianson, and senior Kathrina Westphal decorate the tray that carried the wassail and cheese cake.

6. Junior Heather Christianson attempts to balance the wassail tray on her head while junior Gina Filo makes sure it doesn't fall.

# Exploiting Potential

*Boys' Basketball attempts to live up to prior success*

**Tucker Vogt & Tim Ruter**  
Staff Writers

New shoes squeaking on a polished court and the swish of the net as the ball plunges through, the sound of a basketball bouncing up and down the court can be heard as the boys' basketball team runs through drills during the first few weeks before their first game against Coon Rapids.

Winning the state basketball tournament two years ago set the bar high for the 2007-2008 boys' basketball team. With a 17-6 record at the end of last year's season and a conference championship, the boys were quite contempt with their overall performance, but most agree there is still room for improvement. With the new season underway, the boys are learning new team skills and basics in order to improve on their performance from last year in hopes to have another state tournament appearance this season.

"What a lot of us are doing to prepare for the season is playing games after school and in the morning, and we played a lot over the summer," said Senior **Erik Olson**. "We also lift after school too. Playing together in the mornings and after school I think will help us as a team and help the teams camaraderie."

The boys have high expectations for the season, and they are not shying away from talking about their goals. Last year the team felt a little disappointed in their performance at sections, but have higher expectations for themselves this year, such as winning the conference and section, and making it to the state tournament.

"We have high expectations because we have been playing together for a long time and have a good court of guys to help us get back to State. We're not feeling as much pressure now as we did last year after we won state. We have our own expectations," said Senior **Brooks Beilke**.

Now that the season is underway, the team should finally be able to determine if all the work they have put in over the summer and before and after school will pay off and help the team to have the season they are expecting.

"I feel like we play well together as a team. We've been playing together for as long as I can remember, and I think that is something that will really help us as a team. We're experienced and are built around our speed. I think we'll have 20-plus wins, and have a good shot at being conference and sections champs," said Beilke.

The team will be tested numerous times during the season with a tough non-conference schedule, with most of these games coming at the very start of the season. Some of the non-conference teams that Buffalo will be playing include Armstrong, Osseo, Coon Rapids, and Maple Grove.

"The start of the season will be hard because we play a lot of the best teams in the state for our non-conference schedule. Armstrong and Osseo will especially be challenging teams to play. They are all very good teams and will really test us right off the bat," said Junior **Brent Kettenacker**.



## CAPTAINS' CORNER



"We're a really experienced team. We have a lot of seniors and high goals. We are all really good friends and we have a lot of inside jokes. Since we are friends, we do yell at each other on the court, but it doesn't make us mad at each other because we can take it."

**-Girls' Basketball Captain  
Senior Miranda Speckel**



"The season has been going pretty good. I think we could have a good chance of making it back to state this year. It's fun being at the hotel with the team during state. It was a good experience."

**-Wrestling Captain Senior  
David Baker**

*Photos by Molly Muntiferung & Lauren Wilson*

On a breakaway during the Coon Rapids game Thursday, December 11, Senior Dan Ngandali scores a lay-up. The Bison won with a score of 80-75. "I think this season will be successful as long as we start playing as a team, and stop with all the selfish play," said Ngandali.

# Battle of the Sexes

*Boys' Hockey falls to U.S. National Womens' Team*

**Prentice Basten**  
Staff Writer

The game of hockey was originally started by men, controlling the game since the late 1700s they continue to throughout the world. Men tend to pride themselves in dominating sports world wide. This tendency only made the game the Bison Boys' Varsity hockey team played against the U.S. National Womens' Team, the weekend of November 21 through the 23, even more of an excitement.

The National team contains players from all over the U.S. ranging from ages 19-32. Of the 16 players on the team seven are previous Olympians. The Team Coach contacted the Varsity Coach **Mike McMillan** last spring to set up a scrimmage fest against strong high school teams. The team is currently training in Blaine, MN and they enjoy to get extra practice by playing boys high school teams. Participating in the tournament included 18 different varsity and junior varsity teams throughout the state. The National team was missing certain players due to previous commitments so each high school team was able to have certain players rotate through and play with them for each game.

"It will be a really good experience for the guys that get to play on a team with them, since many of them are previous Olympians," said MacMillan.

The game against the Bison started with 18 year old, five-foot 11 inch tall, Senior **Alec Ackmann** facing off against 22 year old, five-foot 3 inches, Natalie Darwitz. Only 34 seconds after the beginning drop of the puck the woman put in their first goal, drawing a look of surprise to the boys faces. The game ended with a 8-0 victory for the National Team.

"It was a little embarrassing losing to girls, but playing them was actually a good experience," said Sophomore **Nicholas Jones**. "They do so many things really well out there, we both just have a different style of play."



Photo by Rachael Etter

## Hidden Price Tag

Skiers and Snowboarders ring up additional costs when hitting the slopes

**Joel Morehouse & Dillon Lyrek**  
Staff Writers

Bundled up in thick snow pants, heavy boots, foggy goggles, and dripping wet gloves, Junior **Lowell Engle** hikes up the hill at Wild Mountain in Taylors Falls, MN in nearly 70 degree weather. This season, a few slopes were able to open earlier than usual because of the ideal night time snow-making conditions.

Wild Mountain was able to open on October 28, with just enough snow to cover one run and a single chair lift. This was the earliest opening date since 2002.

"I drove for an hour and a half to get there [Wild Mountain]," said Engle. "I paid \$16 for a lift ticket for one run and a portion of another un-groomed run with one rail that I had to set up with other kids who bought tickets. By the time we carried it up the hill, dug a new spot for it and packed it down, the hill was filled with kids and a huge line formed behind the rail, but it was still worth it."

In preparation for the 2009 season, many students are obtaining new equipment. Unfortunately, purchasing new brand-name equipment for either snowboarding or skiing can easily run over \$1000. As prices increased, more students found ways around these high costs while still acquiring this years gear.

"My brother entered a raffle up at Damage Boardshop in Duluth," said Senior **Amber Bergliien**. "They drew his ticket and called his name just as he was leaving and he ended up winning a brand new Burton snowboard."

While some acquire new equipment by pure luck, others are able to apply their riding skills to reduce costs via sponsorships.

"My sponsors [Salomon, Smith, Dakine and Rockstar] cover almost everything as far as new equipment in return for advertising their name," said Junior **Cody Ling**, "but any money I put toward skiing is worth every penny."

Although raffles and sponsorships may help cover the cost of equipment, the constantly increasing ticket prices are nearly unavoidable. Some slopes offer deals and discounts for season passes and tickets, however, you will rarely find yourself paying less than \$300 for a season pass for any of the nearby slopes.

With the relentless students who aren't lucky enough to win an unlikely raffle or have their equipment paid for by their sponsors, will be required to become more creative in how they pay for necessary equipment. Although some can rely on luck or sponsorships, many will be less fortunate and forced to seek alternative solutions.

Senior Alec Ackmann faces off against Monticello-Annandale-Maple Lake opponent on Saturday, December 13. The game took place at the Buffalo Civic Center with the Bison won 4-2. The boys' record is 3-1. "Playing against a Womens' National Team was cool, but also very difficult because we couldn't check so defense was pretty much impossible," said Ackmann.

# Changes for JMNG Students

*Jobs for Minnesota Graduate students compare teaching techniques between former teacher Clare Cole and new teacher Michael Yanko.*

**Angela Petroske**  
Staff Writer

H-100 is home of the Jobs for Minnesota's Graduates class (JMNG). JMNG was established in 2001, and there are 11 schools that have the program. The class helps students with graduation and life after high school. Former JMNG Career Specialist **Clare Cole**, left the program and current JMNG Career Specialist **Michael Yanko** joined the team.

"Cole built this strong group and Yanko will continue with it," said JMNG Coordinator, **Karley Jaszewski**.

Cole organized community service projects and had her students help the community however they could. She also planned many outings like college visits and parties. She had both classes make a counselor appreciation poster and a janitor appreciation poster. Whenever she could, she would use the JMNG name to shine positive light on the program.

Cole's students visited Sunrise Living and created relationships with the elderly people who lived there. They also made 'Happy Holidays' place mats for them to eat on. The students would play games with the elderly and even win prizes.

"What made our class a success, was creating a place of safety for the students to express themselves freely," Cole said.

Everyday, Cole would have her students do a daily activity. Some days it was meditation while other days it was just a check-in to see how everyone's week was going. During check-

ins, the students would talk about their job, their home, their boyfriend or girlfriend or even a teacher they didn't like. For meditation, Cole would read off of a card. 'Picture yourself on a boat.' Some days she would say, 'Imagine you are in the forest, safe from all harm.' While she read the card, the students would sit on a piece of carpet and close their eyes. It was just a time to wind down and relax.

"I just wanted to build that bond where my students could trust each other, that is why we did things like the line game," Cole said.

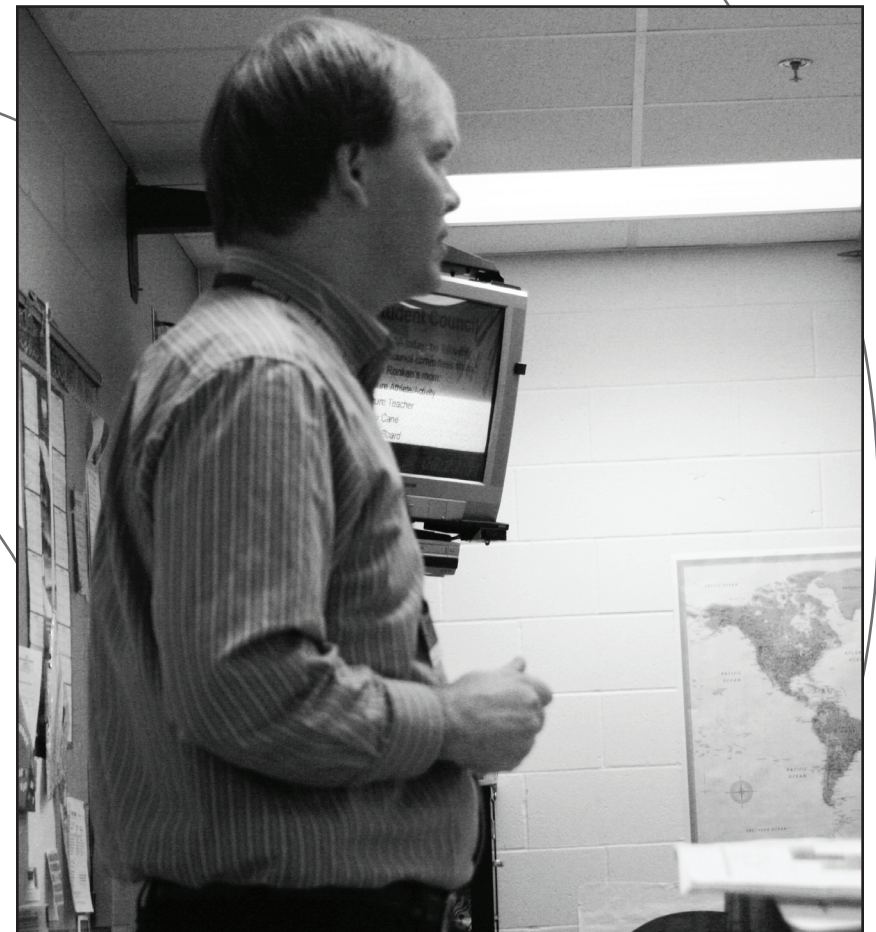
The line game is something that she got from *Freedom Writers*. She would ask a question and the students would step up to the line if it applied to them.

"I just want to keep the picture Ms. Cole already made with the JMNG program and I would like to keep that positive image by getting press for positive things we do as class," said Yanko. "I love this school so far, especially because the students are great and the atmosphere is so conducive to learning and the success of the students."

With 35 students in this quarter's JMNG class, Yanko has the chance to prove himself. Cole secured publicity; she set-up opportunities for her students to go out into the community and she helped the class bond. Cole will definitely be missed, but Yanko will be a new experience for the students and staff of Buffalo High School.

"I JUST WANTED TO BUILD THAT BOND WHERE MY STUDENTS COULD TRUST EACH OTHER, THAT IS WHY WE DID THINGS LIKE THE LINE GAME."

"WHAT MADE OUR CLASS A SUCCESS, WAS CREATING A PLACE OF SAFETY FOR THE STUDENTS TO EXPRESS THEMSELVES FREELY."



Above: Micheal Yanko discusses with his class on the different kind of jobs there are after high school  
Left: Two JMNG students work during class.



Photoa by Matt Ebeling

"I LOVE THIS SCHOOL SO FAR, ESPECIALLY BECAUSE THE STUDENTS ARE GREAT AND THE ATMOSPHERE IS SO CONDUCTIVE TO LEARNING AND THE SUCCESS OF THE STUDENTS."

# Finding the Right **Light**

## The Winners of The Hoofprint's Photography Contest

<b>1<sup>st</sup></b> Place Junior Dan Hanson	<b>2<sup>nd</sup></b> Place Junior Joel Morehouse	<b>3<sup>rd</sup></b> Place Span- ish Teacher Daryl Boeckers	<b>4<sup>th</sup></b> Place Freshman Valerie Ostvig
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