

# The Hoofprint

Volume 39 Issue 4

Buffalo High School

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News Briefs



● **Nordic Skier Ingrid Leask heads to Nationals in Alaska**

**Kelsey Bergman**  
*News Editor*

Senior **Ingrid Leask** heads to Anchorage on March 7-16 to compete in Nationals for Nordic Skiing.

Along with 20 other girls and 21 boys, Leask will ski for the Midwest against eight other regional teams in four races.

This accomplishment follows a successful ski season and precedes a life-long goal for Leask.

“I still wake up in the middle of the night and go ‘oh my god, I’m going to Nationals!’,” said Leask. “The thought of wearing that uniform . . . it brings me that much closer to my dream of skiing for the United States in the Olympics.”

● **Administration cracks down on Teacher’s Assistants**

**Chelsie Kramer**  
*Journalism Staff*

As spring rolls around and the time for students to pick their classes for the upcoming year approaches. Many seniors choose to be a teachers’ assistant (TA). A TA helps out the teacher in any way they need, like making copies. Some students choose to be a TA because it will look good on their college application, while others do it because they believe it requires less effort.

“At our school being a TA is often thought of to be a class that you can catch up on homework that you did not do the night before, or just a time to take a break during your busy day. But administration said that this year will be different,” said Senior **Allison Laven**.

Although administration is making sure that students are staying busy, senior TAs still seem to have down time.

“We still have a lot of time when we have nothing to do,” Senior **Jill Marketon**, “but we are allowed to go anywhere as long as we have our name tags on.”

# Knowledge Bowl jumps ahead of Conference



Reviewing the material once more, Senior Brock Dahloff prepares for a meet at Eden Valley-Watkins. The Knowledge Bowl team competes in their last meet on February 26 at Zimmerman. *Photo by Mitch Mills*

**Graham Wyatt**  
*Sports Editor*

On January 28, the Knowledge Bowl team traveled to Monticello for the first portion of the Mississippi 8 Conference Meet and placed first with a total of 101 points.

Buffalo had three teams competing, Buffalo 2 placed 5th and Buffalo 3 took 15th.

Zimmerman claimed 2nd with 77 points giving Buffalo a 24 point lead heading into the next competition.

The Conference Meet breaks into two competitions where both scores affect your overall placement.

“We have a steady lead

over our conference,” said Coach **Peggy Pasche**. “It will be hard for another team to catch up with our score in the second round.”

The next and final round of the conference competition takes place on February 26th in Zimmerman.

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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.

*The Hoofprint* is the official newspaper of Buffalo High School and 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.

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# A long way from home

## Arts Magnet students travelling long distances voice weather concerns

**Cora Fox**  
Journalism Staff

A student gets on the bus after school. Its snowing and the wind is fierce. His house is only a few miles away so he's not worried. Plus, the school didn't cancel so he knows he is safe. On another bus, a student walks aboard and looks cautiously out at the weather. He lives over 35 minutes away. With the rate the snow is falling and the wind is blowing, he is unsure when he will get home, or worse, if he'll make it home at all.

Some students who go through the long distance commute, are starting to get worried. Now that the seasons have turned to Winter, the recent snowstorms have made the students question the safety of driving from so far away.

"Its a long way to school," says Freshman **Cherise Beggs**, a resident of Dayton. "In situations when the roads are too dangerous, you worry about getting to school."

The students wonder why, in many of the recent weather cases, school has not been canceled. The snowstorms that occurred in early December even caused a school bus to go into the ditch.

"It was scary to see that bus," says Beggs. "What if that would happen to our

bus on the way home?"

Weather conditions aren't only a concern to the students. Bus drivers constantly have to worry about getting their passengers safely where they need to go.

"I remember one day, a few years ago there was a huge ice storm," said Bus Driver **Gary Sticka**. "There was a steep hill absolutely covered in ice. I was going slow, but I knew I was going to have some trouble. Sure enough, we ended up fish-tailing down the entire thing. We went past the bus stop, and past a small intersection about a half a block away."

Sticka remembers the kids screaming. "It makes you wonder what the district was thinking."

The choice of keeping a school open relies on many different people. The superintendent of the school makes the final decision. Then they contact the district officials, who then contact the weather reporters to post the decision on television. If the rare decision comes up that school should be canceled during school hours, the super attendant must notify everyone on the staff and the bus companies.

"It's difficult to do," said principal **Rick Toso**. "We would need to make sure all the students eat and have someplace to go before they can leave. Then, we need to make sure



Photo by Ashlee Styve

Students step off the bus after a tough commute on slippery roads. "People in Florida complain when it's fifty degrees. I'd like to see one of them live here," said Junior Kati Marschel

we have enough buses to come and get the students. Sometimes the buses have other routes and it's more complicated."

If school does close during regular school hours, sometimes the buses won't have the time to pick up the students.

"It all depends on how many routes you have," says Sticka. "If you are driving all day on a regular basis, with little or no break time, when school closes during school hours you'll have a mess. Either the school would have a sub-driver come or the

students would have to stay until the regular school day ends."

Regardless of whether school gets canceled or stays open during a winter storm, bus drivers know they have to be careful when they drive. Students that travel long distances or short distances will make it home, no matter the weather.

"Of course, this is Minnesota! When it comes to the weather, it means a whole lot less than it might in other states," said Sticka.

# Teachers adapt to the lack of permanent rooms

## With more teachers than available classrooms, carts serve as temporary replacements

**Melanie Pope and Mary Froelich**  
Journalism Staff

Finding a teacher may seem like an easy task, but not all teachers are lucky enough to occupy a classroom.

"It's a little confusing for students as to where to find me in the morning, during,

and after school because I move around the building so much," said Math Teacher Marcia Bauman.

Eight teachers are currently without classrooms. Since the high school is so large and still growing, there are not enough rooms for every teacher to have their own

classroom. Although most of the teachers did not choose to be on a cart, they all endure the daily trials of being on wheels.

These classroom nomads are often seen in the hallways with their most noticeable feature, their classroom cart. While storing their materials on their cart, the teachers go from classroom to classroom in between blocks as often as every block.

"I don't have time to talk to students after class because I have to rush off," said German and Spanish Teacher Jodeen Fitzgerald.

In accession to constantly moving from place to place, the classrooms themselves can present a challenge. Since they share a room with another teacher, they can not display any of the work their students do. The larger projects can also pose a problem to fit on the cart in addition to their regular supplies, but with experience comes learning.

"From day to day, I change what I bring to fit what we do in class," said Social Studies Teacher Nicole Gmach.

Going through halls with a cart full

of supplies can prove more difficult than actually getting the supplies to fit on the cart. Hallways consist of a very rough flow of students, and things fall off and people are occasionally run over.

"I occasionally run into people, on purpose," said English Teacher Kelly Barrick.

Whether it be by staying out of the way of Barrick's cart of doom or helping pick things up after they fall, students are relatively helpful. Cooperative students try their best to make this necessary evil work.

However, like most things do, being on a cart has its benefits.

"We are lucky enough to see a lot of students while we are out and about versus being localized in one classroom," says Bauman.

In the end, Buffalo teachers and students are helping to make this work. It is required for now. Perhaps someday the classroom wanderers will have their own room. Until then, the students and teachers will be doing their best to make it work out.



Photo by Kelly Kiernan

Math Teacher Marcia Bauman and Counselor Mark Jones share a story from the school day. Teachers without classrooms made the best of using carts as a substitute.

# Conference Champs

After a disappointing end to last season, the Boys' Hockey team rebounded to capture the Conference crown



**Brad Palmer**  
*Sports Editor*

"We've never lost to Rogers," said Senior Captain **Rob Aslesen**. "Yet we tied them last year for the Conference Championship."

Sour memories from last year's missed opportunities still lingered even after their championship clinching win over Princeton last Thursday.

"We should have won last year too," said Junior Captain **Luke Marty**. "But since we lost to Cambridge and they [Rogers] beat them we only tied. That was frustrating."

While big differences between last year and now are difficult to see on the surface, little things contributed to the team's

new found dominance.

"The team is a lot deeper this year," said Senior Captain **Jon Zitur**. "Scoring isn't as big an issue now."

Along with improved depth at the offensive positions team chemistry has proven much stronger this year than in years past.

"It seems this year we have a lot less drama," said Aslesen. "The new guys have been great at integrating too."

With the Conference Championship under their belt Aslesen has high hopes for the future.

"I wouldn't be surprised if we made it deep into Sections. And you never know, we could go to State."

Top Left: Pushing down ice Junior Zach Blaisdell gets into position to score. "We have three solid lines," said Senior Matt Leaf. "We have a lot of experience and depth."

Bottom Left: Junior Luke Marty manoeuvres the puck past the Cloquet defender. "This year we are a lot better offensively," said Marty. "We can score all over the place."

Right: Senior Mitch Veit takes a breather during the Princeton game last Thursday. "Our team's motto this year is never satisfied," said Senior Captain Rob Aslesen. "We aren't going to give up."

Photo by Mitch Mills



been to state **3** times  
**15** competitions per year, minimum  
won conference **7** times  
**49** - **3** state record over **3** years  
**15** wins this year **0** losses  
defending state champions



Photo by Grace Ruzicka

HOLDING COURT

## Undefeated Mock Trial takes Conference

*With Sections ongoing, the team looks to make a third consecutive appearance at State*

With an undefeated record and a State Championship to defend, members of the Mock Trial team are turning their sights to the Section Tournament. Their goal is to make it back to State.

"The first 13 matches don't matter. To go to state, you need to do well at sections," said Graham Wyatt.

In sections there are five matches, the first two are guaranteed, after that if you keep winning, you move onto the next round. Other strong schools in the section are St. Cloud Cathedral and St. Cloud Christian, who also have a chance to participate in State.

Although the team lost strong senior members from last year, their goal remained to work toward State one step at a time. The team individuals have to do a lot of work just to make it to state, a goal of that took time out of the student's after-school life.

"We have practices three days a week after school. Then we once had practice on a weekend, and

we constantly practice, practice, practice on our own at home," said Jacob Westman.

With hard work and dedication, this team is successful, and will take benefits with them regardless to if they make state or not.

"Mock Trial doesn't just teach the members legal skills," said advisor Laurie Raymond. "It gives them the skills of public speaking, good argument skills and gives the kids and opportunity to open up."

The Mock Trial team has been arguing the case they received at the beginning of October from the Minnesota State Bar Association. They are given a witness statement and assign people to play those witnesses in trials. They prepare for an opening statement, which is five minutes long, they have a cross-examination and closing arguments. This year the case is a civil forfeiture, which means it involves a case that deals with the government's ability to take properties that are involved in illegal acts.

"We prepare for both sides, and



Photo by Grace Ruzicka

scrimmage. It helps you know the strengths of both arguments," said Wyatt. "We'll find a great idea for the defense, and that will also help us with the other side of the case as well."

Mock Trial is currently first in sections with a 2-0 record and +50 points. The points are determined by how much they beat the other teams by. Depending on their wins and losses, they can have up to 3 more meets in sections.

*-Reporting and writing by members of the Publications Writing*

"We have practices three days a week after school. Then we once had practice on a weekend, and we constantly practice, practice, practice on our own at home."

-Junior Jacob Westman

19.8  
Points per game

75%  
Free Throw percentage

1,000

297  
Total Points this year

22  
Total Steals

With her recent achievement of 1,000 points Junior Miranda Speckel joined a level only experienced by two other Girl Basketball players in Buffalo High School history

**Graham Wyatt**  
*Sports Editor*

On January 8th Junior Captain **Miranda Speckel** reached the 1000th point milestone in high school basketball against Cambridge-Isanti.

Entering the game, Speckel was 4 points shy of the milestone as a shooting guard, only scoring 23 points in the game prior to the achievement.

“I was expecting to achieve it in the Cambridge game,” said Speckel. “It was always my goal to make it and then I scored 22 points against them.”

Speckel started playing Varsity Girls’ Basketball as a freshmen and averaged 14 points per game. Then increased her average to 17 points as a sophomore, and currently has a 19.8 average for this year.

“Miranda has worked incredibly hard to get to this point,” said Junior **Hannah Rohl**. “It finally paid off for her.”

The Bison trailed early in the game and then after the 1000th point was scored the team ran onto the court for celebration.

“It gave us a confidence boost during the game,” said Speckel. “Then we came back

“Miranda has worked incredibly hard to get to this point,”

Junior Hannah Rohl

to win the game.

Speckel leads the team with 297 points this year with a 46% field goal average. The next game is tonight against Princeton at 7:30.

“This really is a major individual achievement, and to get it in the junior year is uncommon,” said Coach **Scot Sorenson**. “It just shows how consistent she has been.”



*Photo by Mitch Mills*

Junior Miranda Speckel moves past a Watertown defender as she approaches the basket. She leads the team with 72 rebounds and 19 assists. “This is a great individual award for Miranda, but we have to give the team credit as they really helped her to get open and make shots,” said Sorenson.

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**Minnie Ostvig**  
Arts and Entertainment Editor

The Arts Magnet Showcase was Thursday, January 19. The show was created for students to show off their pieces of artwork.

Students in the program used many forms of art such as paintings, sculptures, acting, and even power points to express their interests.

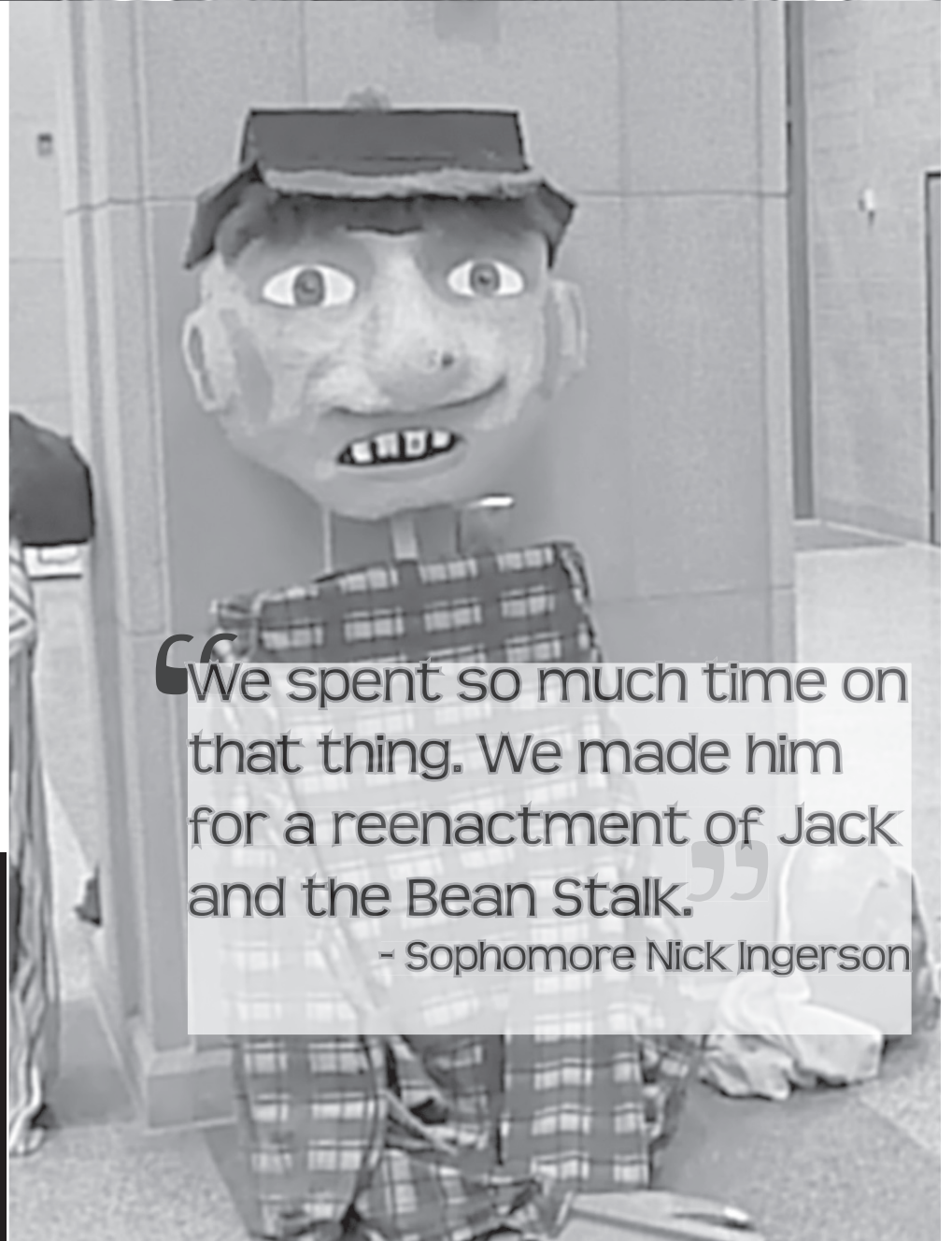
“Not only does [the variety] show the theatrics aspects of the program,” said Sophomore **Cora Fox**, “it also shows the visual types of art like painting and ceramics.”

Variety wasn't the only technique the students used, they also used their: creativity, inspiration, and interpretation to give their art pieces a personality.

“We tried to give the giant a red neck trucker appearance,” said Sophomore **Nick Ingerson**. “[We created it] for the reenactment of *Jack and the Bean Stalk*.”

The showcase held great importance for the teachers and students to convey their vision to the viewer.

“It's important for the students to show off their artworks,” said Fox. “And



“We spent so much time on that thing. We made him for a reenactment of Jack and the Bean Stalk.”

- Sophomore Nick Ingerson



*Photos by Mary Kron*

**Top:** The Arts Magnet Students display their paintings during the program.

**Above:** Created by Freshmen Ashley Pforr, Nicole Nystrom and Sophomore Nick Ingerson, the sculpture represented the Giant from the story *Jack and the Bean Stalk*.

# TECHNOLOGY

*And the school rules*

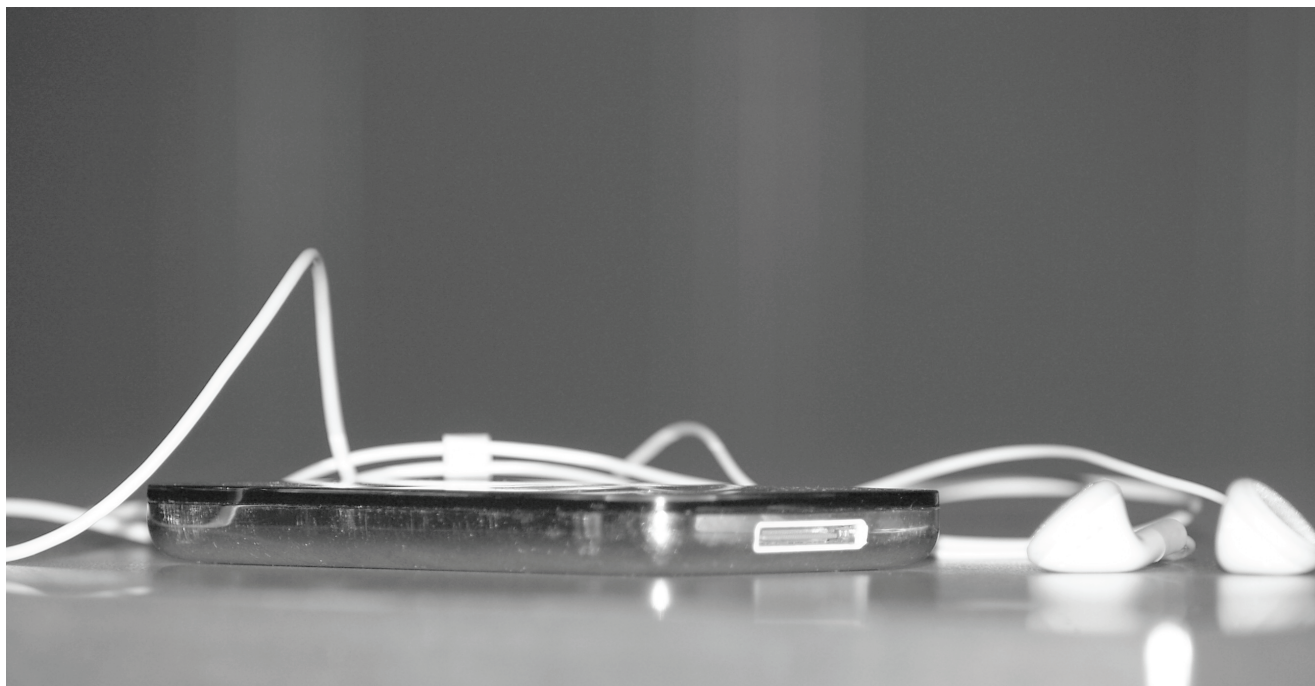


Photo by Alyssa Lund

**Rachel Bunkers**  
Staff Writer

With the new cell phones after winter break and over half the student body with iPods, the teachers are on alert for students breaking the school rules.

"I've texted during class before," said Sophomore **Amanda Pederson**, "I don't do it a lot though, so I've never gotten caught."

Students find ways to use them without being noticed, even though they know that their cell phones and iPods are not allowed in classrooms.

"The rule is the same as last year," said Assistant Principal **Matthew Lubben**. "If you look in the manual, they're the exact same, word for word; We just put more emphasis on not having them out during class. We want more consistency."

While many students are able to avoid being caught, teachers still discover the occasional cell phone/iPod user, often letting them off with no more than a warning.

"I still text during class," said Sophomore Kate Stensing. "I just have to hide it better now. One time last year I was texting during class, then before lunch the teacher asked me if I had a phone; I told her that I did. She didn't take my phone away or anything."

For some students their electronics can be distracting during class time.

"It distracts me from learning," said Senior **Jenifer**

**Pohlkamp**, "and paying attention."

Throughout classes many teachers still occasionally allow cell phones and iPods in their classrooms.

"During work time I have no problem with iPods," said Business Teacher **Rebecca Burrell**. "But only during work time, because I have a lot of kids who can't multi-task."

It's too hard for them to focus. I have a lot of quiet work time in class, so if listening to them helps them work, then it's fine with me."

When teachers find cell phones or iPods in class, they are to turn them into the office and they will hold them until their parents come get them. But not all teachers do that.

"I hate cell phones in class, but if I see one I first give a warning," said Burrell. "Sometimes forget that they aren't supposed to have them. If I see them again

then I take them and they can come get them at the end of the day."

These procedures would not be needed if the students would follow the rules and be more respectful.

"I can see why teachers get upset when people text and cell phones go off during class," said Pederson. "That would get annoying to me if I were a teacher. I think most kids have enough respect towards the teachers to put them away during class."

“One time last year I was texting during class, then before lunch the teacher asked me if I had a phone; I told her that I did. She didn't take my phone away or anything.”

72%  
*of students own an iPod*

50%  
*of students use their iPod during class*

“They care if we listen to them because than we aren't listening to them. It distracts me from learning and paying attention.”  
-SENIOR JENIFER  
POHLKAMP



## Artist Exposé:

# One Act Play

"It's called *Blues*, and it's about what it would be like if all of a sudden, you were homeless. It looks at all the reasons that people become homeless; not that you're automatically a drug addict or a drunk, but that there are a lot of reasons that people end up in that situation... Come without a stereotype of what it is to be homeless, just come in and be able to watch and absorb."

-Director Tracy Hagstrom- Durant

"This has been a really different experience from being in the fall musical; it's been less jumping around and dancing and prancing and all that, and more about developing characters."

-Sophomore Wesley Miller

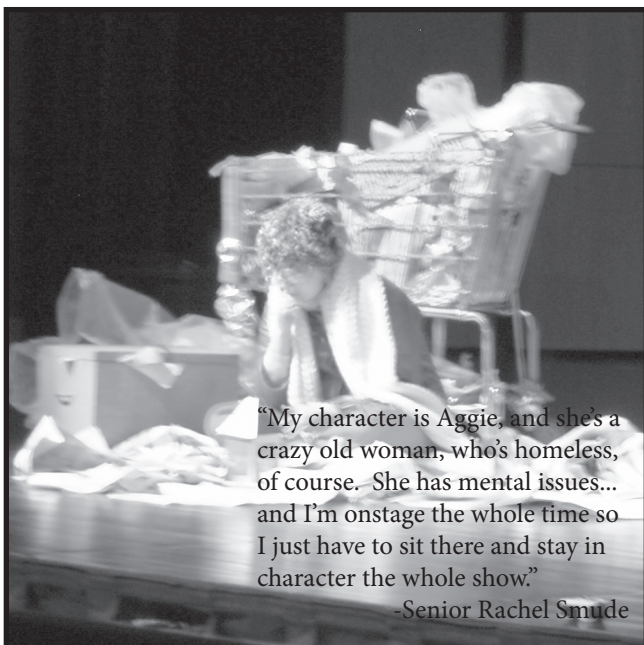
"I like [being on stage crew] a lot because I feel like I'm actually contributing, like I'm a part of it... the play is sending a message and it's actually meaningful. I love it- it gives me goose bumps every time I watch it."

-Junior Hannah Frost

**Buffalo High School's rendition of *Blues* received first place at their sub-section competition. They went on to place second, coming in only one point behind Dassel-Cokato.**

"This play takes something you see everyday, and even though you can't relate in the sense that you've experienced those things, you can relate in that you've seen them. But I think that you can really feel the emotion in the things that people say and it helps you relate."

-Junior Hunter Otis



"My character is Aggie, and she's a crazy old woman, who's homeless, of course. She has mental issues... and I'm onstage the whole time so I just have to sit there and stay in character the whole show."

-Senior Rachel Smude





## 12 French students get the chance

to visit

France <sup>OVER</sup> spring  
break

**Ashley Johnson and Will Elliot**  
*Journalism Staff*

“Goodbye America, Hello France!”

That’s what the twelve students traveling to France this spring break are saying. Students educated to at least French 2 have the opportunity to eat, breathe, and live French life. For the first three days the students will be staying in Paris, the city of lights. The following seven days the students will stay in Renes, a city on the west coast of France. They will be shadowing a host brother or sister around, experiencing what they do everyday and even going to their school.

“The highlight I believe for the trip will be able to show a small amount of students things I can not show in the classroom,” said French teacher Jason Swanson. “So that’s what I’m really excited about.”

For some the home stay might interest them the most, to others it might be Paris. While the home stay can very well educate you, all students have their own agenda.

“I’m looking forward to the home stay,” said Senior Anna Frenette, “because you learn the most with the family.”

If the students want to travel on the trip, they have to sign a contract; if broken, they will be sent home immediately. All the rules on the contract apply to the U.S laws. Since the drinking age in France is six-teen they must follow the American law, twenty-one.

“Some of my concerns are there might be a culture shock,” said Swanson. “An overreaction of language and culture.”

Even the tiniest misconceptions can be misunderstood when traveling to a new culture. The amount of culture shock can be taken in differently depending on your point of view.

“If you are open to it, it wont be so severe.” said Swanson.

Studying ahead of time is one easy way to prevent culture shock, just by learning the basics of the language. It also helps the experience.

The cost of the trip this year is \$1,900 per person. It’s non-profit education based program, focused on immersing the students in the language and culture. The trip includes air fair, hotel cost, some but not all meals, and what ever the host family provides.

“It is a good cost for what it is, but i am willing to pay for it,” said Anna Frenette.

The students will experience many cultural differences with their host families. While in France they will experience their Easter break. The students will be able to observe the different ways the world celebrates Easter through the eyes of the French. That can not be simulated in any classroom environment.

The family’s know that the students will not completely be able to speak the language fluently. Although there encouraged to try, the family will help them out.

“Fluency of language and culture takes many years, said Swanson,”So when in doubt, observe and follow the culture your in.”



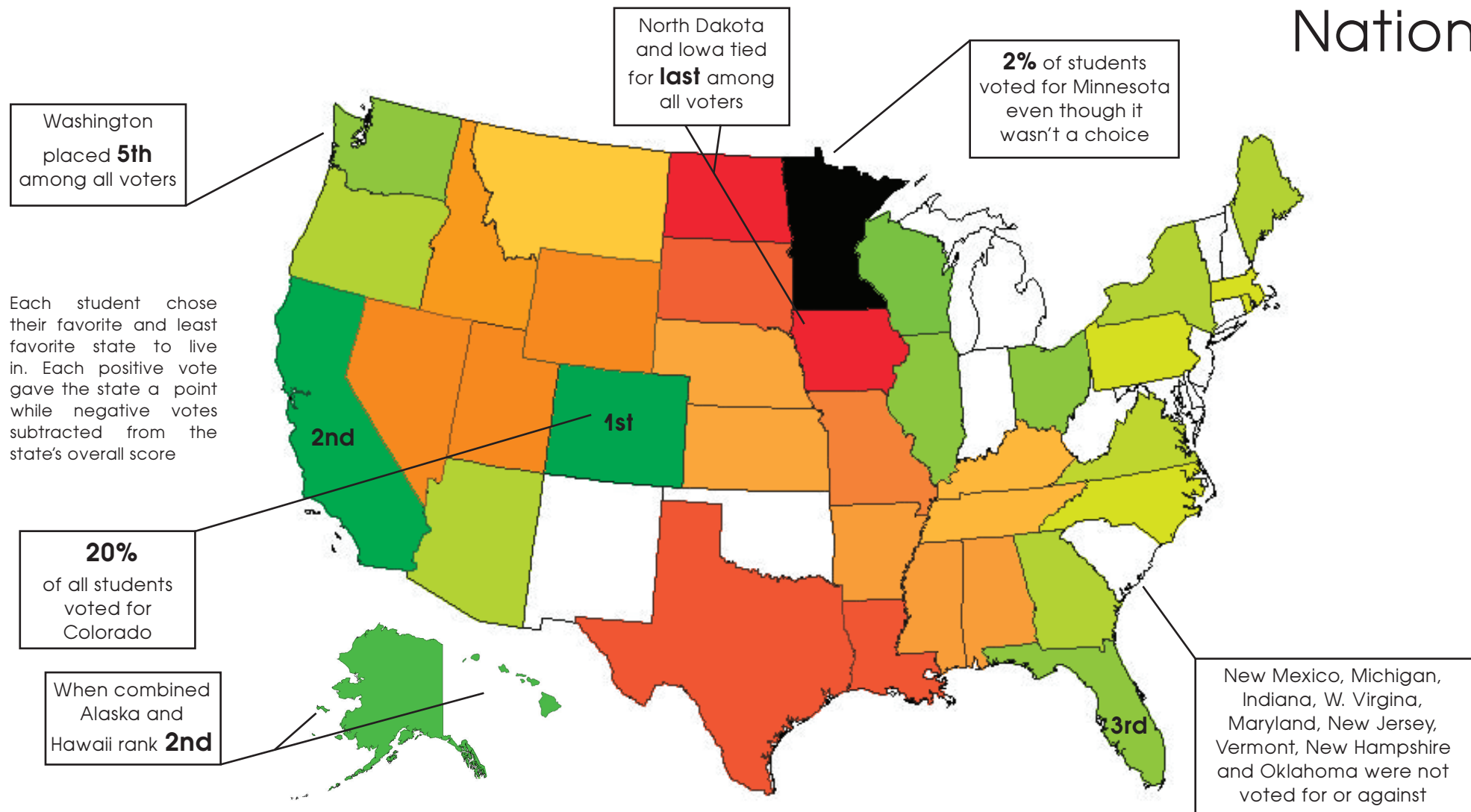
Above: Students going on the France trip gather for a meeting about fund raising opportunities and to voice their opinion about fund raising. Left: Students attending the France trip discussed how to design a flier for an upcoming fund raiser.  
*Photos by Kelly Kiernan*

# at Buffalo High School and it's students

All surveys consisted of three pages with questions ranging from family life to political ideologies. A total of 286 students were surveyed; 74 Seniors, 82 Juniors, 68 Sophomores, and 60 Freshmen. All graphs were created in Mircosoft Excel<sup>®</sup> and used as template on Adobe Photoshop and InDesign. All data and layout work was completed by Brad Palmer.

"Which state would you most/least want to live in other than Minnesota?"

## Nation



aq  
ast popular  
ong students

**1/5**  
Freshmen thought Africa, South America, or Europe were countries

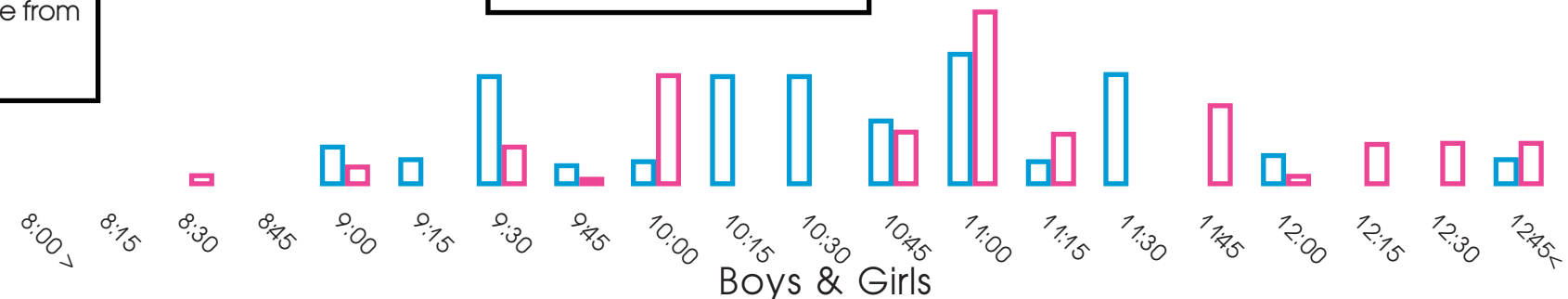
**43.2**  
the average age of a student's father

**50%**  
of boys preferred the Xbox 360 to all other game systems

uper Bad  
avorite movie from 2007

**Bourne Ultimatum**  
Boys' favorite movie from 2007

## Sleep





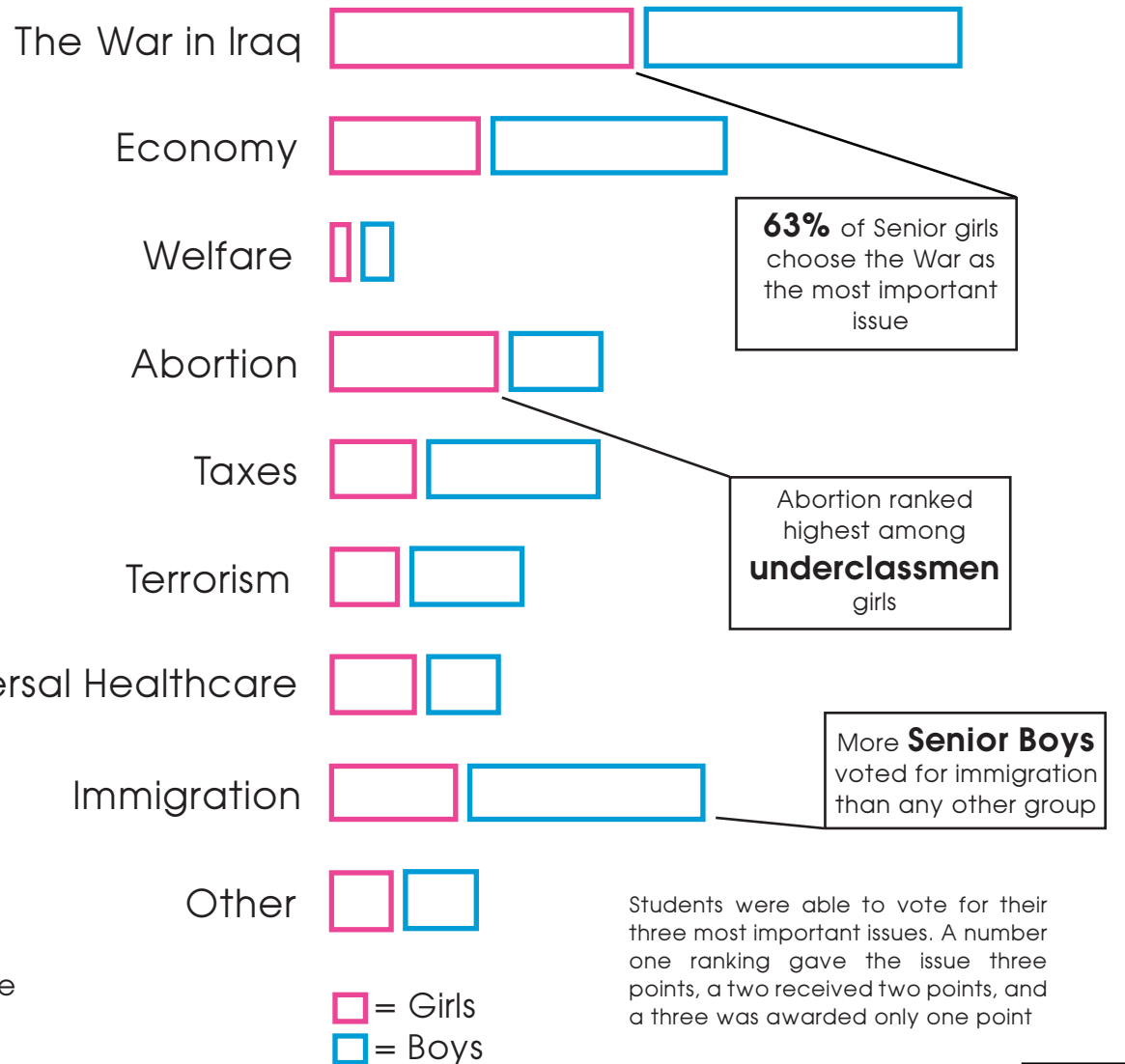
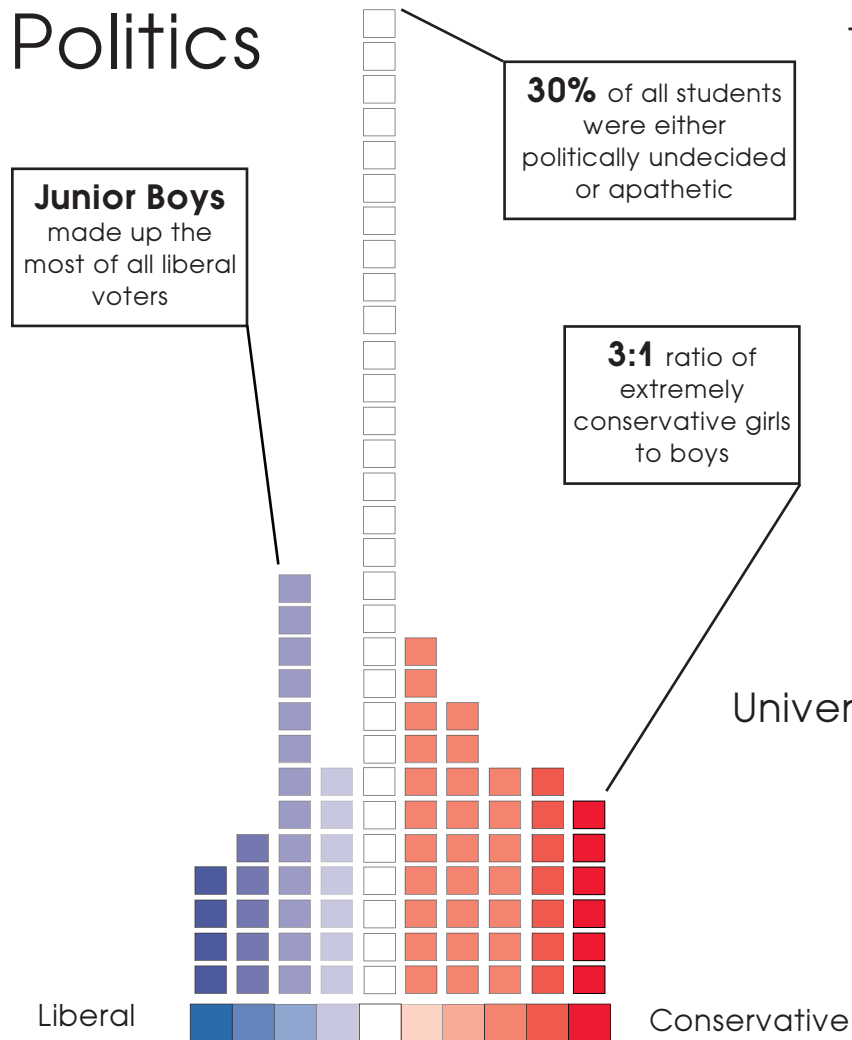


# Who are we?

a statistical look

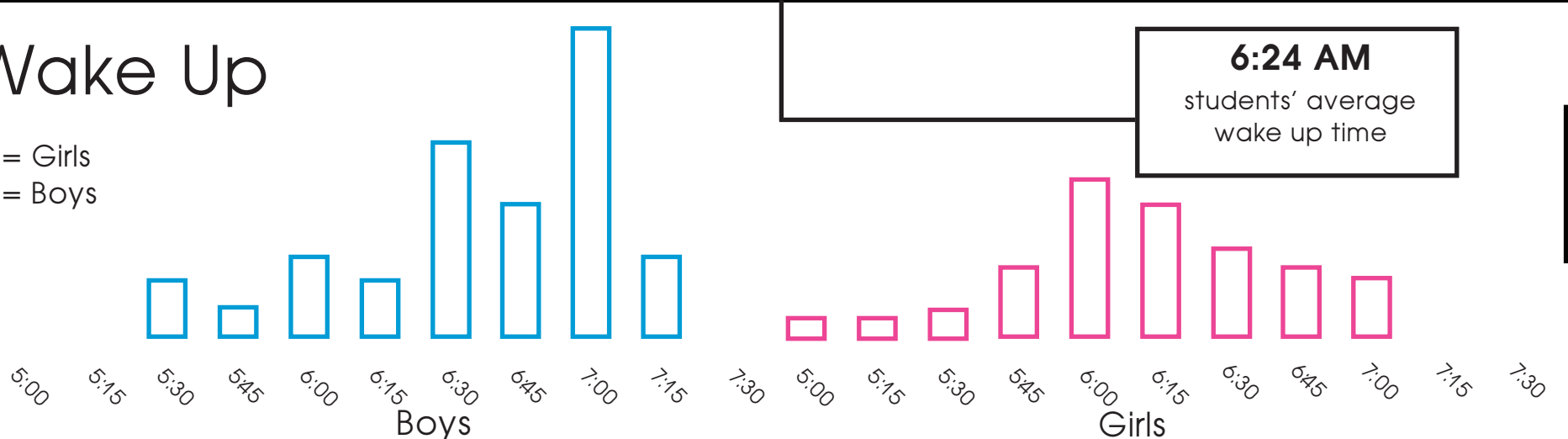
"What political issue is the most important to you?"

## Politics



## Wake Up

█ = Girls  
█ = Boys



**Su**  
girls' fav

# Inside a different kind of classroom

19 Teachers      253 Students      2 Special Olympic Sports



Photos by Kelly Kiernan

Special Education Teacher Amy Jenson helps student pour brownie mix into a pan for an afternoon activity.

**Kelly Kiernan and Miranda Cole**  
Feature Editors

Learning new words, improving speech and physical therapy are some of the activities that the students in special education partake in on a daily basis. There is no set curriculum for the students in the special education department.

“Every student is at a different level in their learning abilities,” said Special Education Teacher **Amy Jenson**. “All of the students have their own individual things to work on.”

As I sat in to observe the special education department I saw many different things, one of the first things I noticed was the alphabet lining the wall. I sat in on their current events session and as the students took turns reading I noticed that underneath each word there was a picture to help them if the student reading didn’t know a word or needed help to figure out some words.

The special education students go on many different kinds of field trips and have many hands on activities going on throughout the day. The students made brownies for one of these activities. Jenson went over with the students the basic instructions and ingredients needed to make the brownies.

“What is the very first thing we do before we start baking?” Jenson asks the students. “Which one is bigger tablespoon or a teaspoon?” Jenson goes on to ask the students similar questions to prepare them before they start baking.

For the students in the special education program, there are extra curricular activities to be involved in. Some of those activities

include adapted softball, and Special Olympics swimming and bowling.

“I’m going to coach the Yankees when I get older, with Mrs. Robinson” said Sophomore **Joe Kemna**.

During their daily schedule, the students partake in physical activities such as walking, working on adapted bicycles, and stretch exercises. Another part of their day is working on functional skills. Physical therapy takes up most of their day; the goal of this is to build them up to be as independent as possible and as self sufficient as they could be living with their disabilities.

Working in the Special Education program might not always be the easiest job to have, every once in a while there is a struggle that everyone involved needs to get through together.

“One time a girl in the program pulled my hair so hard that I had waves in my scalp for three hours,” said Speech Pathologist **Janelle Munson**.

Even though at times there may be struggles the teachers work with the students to develop everyday life skills.

“I have a great experience coming into work everyday,” said Munson.

There are 18 teachers and teacher aids in the special education department and 253 students. The teachers work with the students to improve articulation, fluency, vocabulary, grammar, and social language. Everyone involved with the special education program works with each other like a team to help each other get through everyday struggles and each their futures.

“I really like the people I work with,” said Munson. “I also like the kids, they rock.”

**“I have a great experience coming into work everyday.”**

-Speech Pathologist Janelle Munson



Speech Pathologist Janelle Munson helps students during their weekly current event session.

**PLATO'S**  
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# Student struggles with the perceptions of an inter-religious relationship



Johannah Comee  
Journalism Staff

As teenagers, we often times find ourselves with a parent sandwiched in the middle of what we like to call our “love life,” and we never understand why. At most high schools, teenagers struggle with a lack of trust from their parents’ fear of them experimenting with drugs, alcohol, sex, and being with someone older than them. But at our school, I’ve noticed something else also comes into play from time to time: religion.

To me, religion has never really been an issue with the guys of whom I choose to date; Catholic, Lutheran, it never really mattered. In fact, it was something that never even crossed my mind until I started to like a Laestadian Lutheran. We hung out almost everyday for two weeks, he came and saw me when I was sick with mono, and called me almost every night. I thought it was amazing, and that everything was going better than I could have ever possibly thought it could.

That is, until he told me that his parents had a problem with us being together and we couldn’t see as much of each other. At first I was really upset, and couldn’t understand why there was a problem. I started blaming myself for the way things were going, and then I realized that I wasn’t doing anything wrong. I was being judged by people I didn’t know, based on my religious beliefs. I did nothing wrong, other than be a Catholic. After many nights of talking, fighting, and crying with him, I was finally starting to

see that we came from two different families, two different religions, and two different ways of life. If we were really going to make things work, we would eventually have to face more than just his parents’ disapproval of us.

Parents shouldn’t be able to control who we choose to like, and if we’re lucky, even fall in love with. Two teenagers

coming from two opposite worlds and lifestyles can still make things work. We are at the age where finding ourselves is crucial. What parents don’t understand, is that judging someone based on their religious beliefs is like judging someone by their hair or eye color. We know who we are compatible with, and if we make mistakes and fail, we need to get back up and try again. Parents should also respect and trust us enough to understand why we fall for the people we do. If we could help who we liked, I think that we would. Parents need to let us figure out what we’re doing wrong so that we can try to change, and see what we eventually want in a relationship. Ultimately, we will fail at relationships if we are sheltered by our parents. Only we know what we want, and parents shouldn’t try and change that.

Over the few months that this boy and I have been together, we have constantly been faced with situations and people that have made our relationship all the more difficult. We still fight about his parents, but when you care about someone, you just need to work things like that out. We haven’t completely failed; nor have we accomplished breaking the religious walls wrongly constructed around us, but it’s something that we will continue to try and do.

Even though I’m being judged, I know that I’m fighting for something much larger than that. My journey may end with a broken heart, but the fight for this will always be worth it. I sometimes have to remind myself that I’m only a teenager, and that relationships now are special. Sometimes they’re temporary, but the memories of them will last a lifetime.




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## Letter to the editor from the Senior Leaders of Cultures United

We would like to reply to a December 20 issue of the Hoofprint article, entitled “Diverse Societies.” As the senior class leaders of Cultures United, we felt hurt by the article. At first when we read it, we thought nothing

**“It hurts that Cultures United, although it has been around for three years now, is not a club many people have realized exists.”**

of it, seeing as some of the clubs talked about were new. We figured that was the point of the article. Once we started reading more, it was obvious that that was not the case. Students Stepping Up and Pegasus were included, and we know that they are not new clubs.

It hurts that Cultures United, although it has been around for three years now, was not included because it is not a club that many people have realized exists. We are a group of students who are working at making this school more open to diversity. Anyone who wants to be in it can be; there are no boundaries as to how many may join. As the senior leaders, we want to see this club grow with more members and activities. If it is not publicized, we are

afraid that it will end once we leave.

Something else that was brought to our attention as we dug on this subject was that Cultures United is not in the student handbook either. It has been a fight to make this club what it is, and when things like this article and the student handbook happen, we feel it is a major step back in our progress. It is great that other clubs are being recognized, because clubs are good things for students to join. We just would like to voice our concern on this topic. There were others not included as well, and we hope that this will help them have a voice.

*-The Senior Leadership of Cultures United*

# LifeLessons

Average age to learn how to walk and to say first words (1) the most common first word is "MOM"

1

When I was really little I was watching a football game with my dad. The other team had scored So he yelled out a curse word, and then a little bit after that I said it too. So that was my first word. Watch out for what you say around little kids, cuz they're like sponges and they'll soak it up.

-Senior Ethan Arnold



Average age to get the first baby hair cut

2

When I was little I was extremely afraid of hair cuts, I was deathly afraid of the buzzer. It'd make me cry. Its really scary when your little, cuz when your little its like when your at the salon and the lady turns on the buzzer its like BZZZZZ your ear is gone! Watch out for buzzers when you're little.

-Senior Kyle Nybakken



Average age to lose the first tooth

5

In third grade, I was determined to lose all my teeth. So I just about every other weekend, I'd get together with my friend and we'd think of ways to rip out each others teeth. One morning I came home and I had 4 teeth out since the day before. So I learned I had a good pain tolerance, but take your time growing up.

-Senior Andrea Johnson



Average age to learn how to ride a two-wheeler and for a first crush

6

I was in preschool and I really liked this boy. I tried to give him a kiss on the cheek but he ran away crying to his mom. I was scared of boys till the 6th grade. I thought if I'd kiss a boy they'd run away. So don't kiss boys when your really little.

-Sophomore Samantha Schaeftbauer



Average age for the first kiss

8

Alright, well in preschool, you know how boys chase girls and girls chase boys because they both have cooties. I ran away from this girl and tried to hide in a tunnel. She had one friend block one side and she crawled in the other while her friend blocked it after her. Then she kissed me on the cheek and ran away. I was crying because girls had cooties and I thought I had cooties.

-Junior Kaleb Stevens



Average age to watch an "R" rated movie

9

I was at my grandma's house when I was 7 or 8. I had watched the movie *Urban Legend* with my older cousin. When it was done I went upstairs and was really scared because I thought someone was going to get me, that's what the movie is about. My dad had me watch cartoons till I fell asleep. I learned to not watch scary movies when you're little.

-Freshman Sarah Frost



Average age to be privileged with your licence

16

I had to pick up my little brother and I was already mad about something and not paying attention to my driving. My dad was parked behind me and I backed into him four times in a row. Each time I retried I thought I could back around it. His car was fine, my car was dented and scratched.

I learned to watch where you back up!

-Senior Rebecca Ernhart



Average age to crash your car and or get a speeding ticket

17

I was on my way to school and I was already late, I went around a dirt road S-bend and my back end slipped out and went into the ditch, then my truck followed and rolled one time over and landed in its wheels, so I drove back out and went to school. Don't rush to get places and respect your vehicle and what it is capable of.

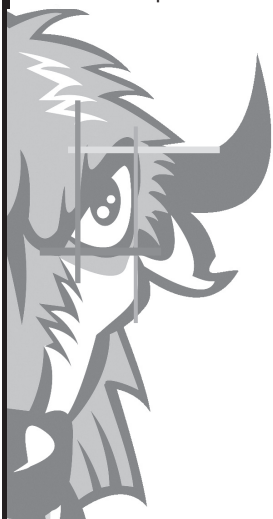
-Junior Nathan Engfer



# Toso's selflessness should be applauded

## Eye of the Bison

Hoofprint Editorial



During the spring of 2007, when a stressful and exhausting hiring process produced no acceptable candidates for a permanent replacement for Dr. Miller, Superintendent Jim Bauck turned to Rick Toso. Toso, who did not apply for the position, graciously stepped into a temporary position.

Mr. Toso served the school during one of its most trying moments. Through the failed referendum and the subsequent budget freezes, to the painful decisions about teacher reductions

and course changes, Toso remained steady as a positive representative of our school.

Although he could have chosen to remain more comfortable in his former position, letting someone else deal with these painful issues, Mr. Toso chose, as he has chosen for his entire career, to act in the best interest of the school. For this he deserves the highest admiration and respect from all students.

After 28 years of dedication to the community, Toso has accomplished more than he is recognized for. Besides his brief stint as principal, he was an award-winning Assistant Principal, a distinguished health and phy-ed teacher, a coach to many athletes, driver's education instructor, and even a bus driver.

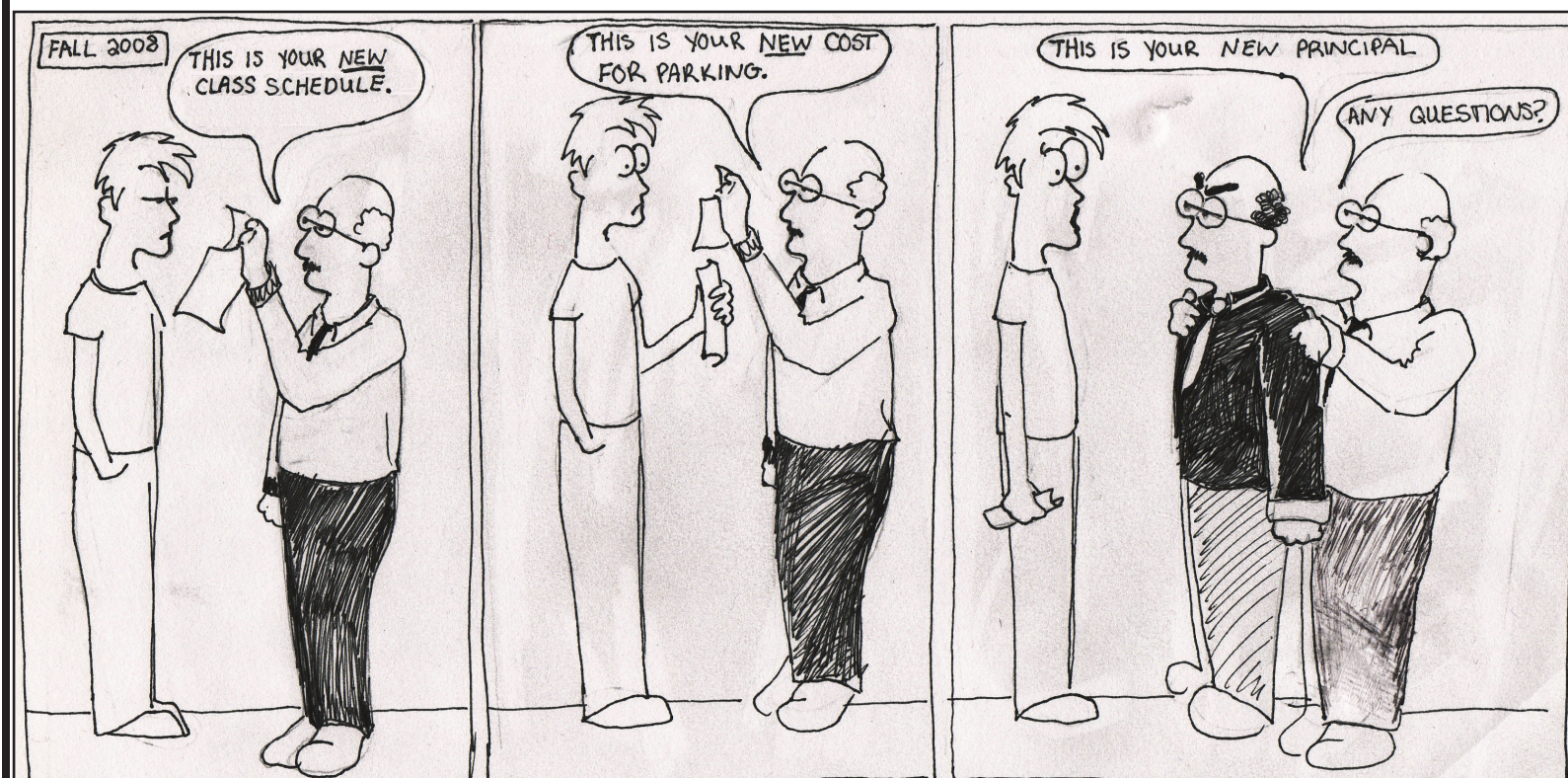
As the search for a new principal begins yet again, the focus continues to be on stabilizing our future.

Handling any sort of financial downfall is a challenge to anyone, let alone someone in his first year. Toso, along with the rest of the administration, has done a great job at preserving our way of life at Buffalo High School; they've managed to hold onto the block scheduling for at least one more year, and while there will be staff reductions later this year, they will not be crippling.

When the school board and superintendent make their final decision about a new principal, they need to keep the desire for stability at the forefront of their concern. At the beginning of next year, half of our student body will never have had the same head principal for more than one year. To upperclassmen, the recent administration shuffles don't seem like a big deal; however, in the stress-filled atmosphere that is high

school, administration balance and consistency play a very important role.

While many teachers and even the superintendent would have liked to see Toso continue for another year of transition, we now have an opportunity to find a selfless leader like Mr. Toso, or Dr. Miller before him, who is able to make a long-term commitment to the future of our district. We need someone who can maintain the positive and respectful atmosphere of the school, but also understands the current situation our district faces. Without this style of leadership, we face a greater danger than a lack of resources. The climate that Toso projected can bring our school through these difficult times.



## What are the most important qualities in a new principal?

Photo Poll



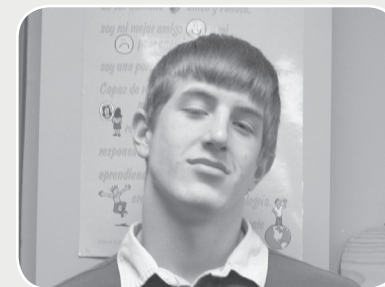
"I wish the new principal would make lunches free!"  
-Sophomore Jon Kramnic



"I think a principal should be able to really connect with students, and just be fun and exciting."  
-Junior Nathan Engfer



"Principals should be open and friendly to students."  
-Sophomore Ashely Anderson



"I think our principal should be laid back, and actually talk to students."  
-Sophomore Aaron Duske



Toso with the physical education staff in 1986.



Among many other sports, Toso coached the Girls' Basketball team.



# reactions

how do you feel  
about Toso leaving?



"Miller was amazing and Toso carried that on this year; students should be able to have a close relationship with their principals. So, we should have a say in the decision. They don't have to listen, but it will affect us. It's our future."

**Junior**  
Celeste Lundgren-Laws



"Toso was kind of thrust into this position. You know, he becomes principal and then the referendum fails. It's a lot of responsibility to fall on him."

**Senior**  
Griffin Trevino



"It's nerve-racking to think of all the big changes going on next year. I just hope the new principal is understanding and helps us out."

**Freshman**  
Becca Bjork



"It hasn't really changed much since Miller left because Toso has maintained the school and its traditions. I think it's really sad that he only got one year. He deserves recognition because he's done such a great job throughout the years."

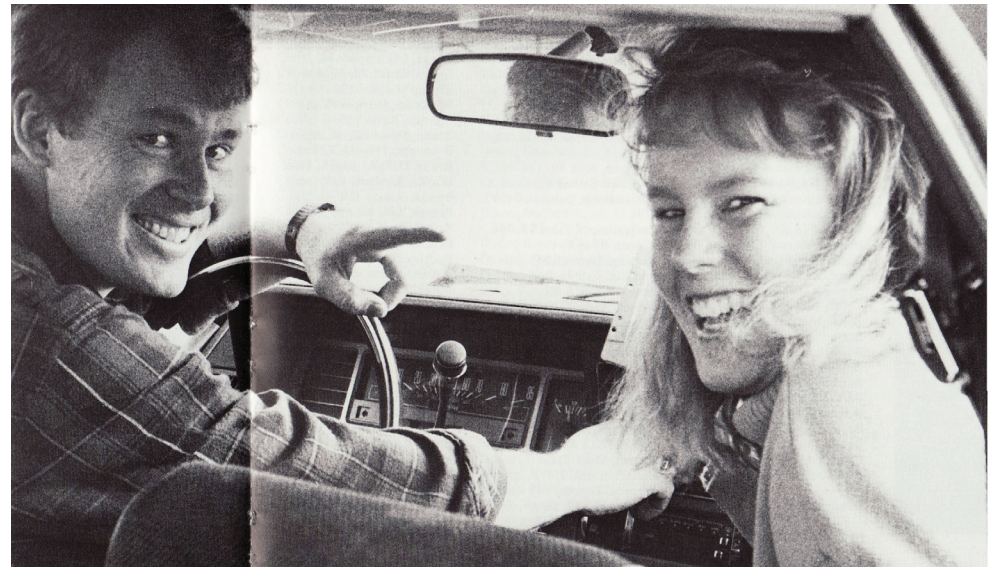
**Sophomore**  
Greta Hagstrom-Dahl



Toso as a new teacher at BHS in 1978.



Teaching gym was Toso's first teaching assignment.



Toso gives his daughter, Amy, a ride to school. Toso spent many years as a driver's education teacher.

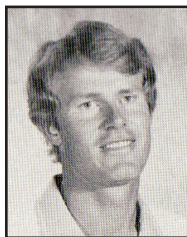
# after over 30 years of service TOSO retires

**1972** – Graduated from Concordia Moorhead, spent the next six years teaching health and PE. in Renville, MN  
*"I knew I didn't want to stay there, I wanted to get into a bigger and better location."*

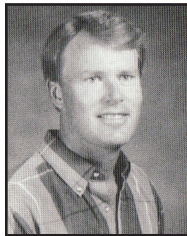
**1978** – started his 16 years of teaching health and PE. in Buffalo  
*"I started Girls Softball, Girls/Boys Soccer, the Downhill Ski team and I was a Head Football Coach, PE./Health Chair, and Event Manager."*

**1995** – Named Administrative Assistant  
**1996** – Put in charge of moving buildings and adjusting students to block schedule  
**1997** – Became Middle School Assistant Principal and Middle School Activities Director

**1998** – Moved to High School as an Assistant Principal  
**2007** – Stepped in as High School Interim Principal  
*"(Over the Years) I've taken on a lot of leadership roles. I've practically done it all, even some emergency bus driving."*



1978



1988



1997



2007

**Kayla Ronnie**  
*Editor-in-Chief*

"I was hoping we'd be able to squeeze a little more time out of him," said Superintendent **Jim Bauck**.

As Principal Rick Toso announced his retirement at the end of this year, ending over 30 years of working in education, Bauck, among many others, continued to express disappointment in seeing him leave.

"After being in so many roles throughout his years, Toso has been so visible for so long," said Art Teacher **Jon Holtz**. "Toso knew our system - he knew what made this place tick."

Familiar to the system and the history of the school, teachers agreed that Toso's choice to step in was the right one.

"I actually sent the district an e-mail right away. I thought, 'quit this mumbo-jumbo' and put Toso in," said Science Teacher **Kip Wold**. "He knows the system and people respect him. He knows what he did and why he did it."

As the possibility of change caused a stir of emotion, staff and students prepare for the potential adjustments.

"I think kids will be just fine," said Holtz. "I don't think they'll even realize the changes that are happening because they adapt so well. It's a good place to be and you can tell that because of the lack of panic even during such changes."

With the levy failing and another principal change, confidence must be found in specific elements controlling the school.

"It'll be interesting to see what changes," said Social Studies Teacher **Brigitta Rettman**, "we have a number of good leaders supporting us through these changes. I think all of our administrators have good potential. [Administrative Assistant **Bob**] **Driver**, [Assistant Principal **Matt**] **Lubben**, [Assistant Principal **Brandon**] **Prell**, they all have a lot of the similar values."

Similar values: a desired quality in administrative roles, whether hired from within or outside the school district.

"I'm pretty nervous about who's going to step up here, who's going to take that leadership and continue keeping

the school awesome," said Toso. "That person has to work hard. They have to be well informed about our success and really weigh in determination."

Though confidence is strong in the hiring process for the next principal, teachers and students fear the upheaval of the school's current standards.

"We don't need fixing," said Wold. "If we get an unknown in here, it could possibly tip our worlds upside down."

"We'll hire somebody who has a vision," said Holtz. "It will be somebody that wants to stick around for awhile and will provide some stability for the whole school."

Security, most feel, has been justified due to the rigorous steps and process as a whole.

"Last year we ran some characteristic surveys," said Bauck "We talked to students, faculty, staff, parents, the community and everybody in between. I think we'll be able to use that data because it's still very relevant."

At this point, the position has been posted and District Administrators will soon do first round interviews.

"We even bring in an outside consultant as well as parents, students, and staff. When we have those chosen people in place we will do some site visits," said Bauck. "The team will visit

the final candidates working in their environment. All the while I'll be monitoring the whole process, but I don't get completely involved until the very end when I do my own interviews. We're hoping to have the entire process wrapped up by Spring Break and hopefully somebody announced by late March, early April."

As the selection process finalizes, the end of the year will follow, bringing Toso's final thoughts of himself and his career at Buffalo High School.

"What a blessing to love what you do. As I look back I have had a tremendously rewarding career," said Toso. "Soon the administration will take on the task of controlling the school. It was really sad to realize they don't need me anymore. It's just, at the end of every year, I've realized I will always want one more year."

**"Toso knew our system - he knew what made this place tick."**

**-Art Teacher Jon Holtz**



# 15 years of domination

“Nerve-wracking and competitive, One-Act is one of the hardest theatre programs to perform in. You can only do so much, but really it’s a whole group effort, it’s all about the ensemble. I thought that Sections was our best performance, and I’m glad we saved our best for last. We can’t go to State every year and I’m glad to see that Dassel-Cokato is going.” - Senior Emily Carlson

## 2008 - “Blues” Sub-Sections - 1st Place Sections - 2nd Place Mississippi 8 Conference Winner

With ratty clothes and trash thrown all over the stage, the performance started with a small glowing flame.

“The play deals with homelessness in America, and is brought to date with foreclosures; and how you don’t think it will happen to you,” said Senior **Emily Carlson**.

The first performance of the “Blues” one act play was held at Monticello High School and was against other high schools in the conference. The performers were judged on stage picture, time, diction, judges’ preference and acting. They had ten minutes to put up their set and get everything in a ten foot by ten foot square, and then they had five minutes to take it all down.

Unlike at sub-sections the actors were judged by the directors of the others plays that were being performed that day.

“At sub-sections and sections, each judge ranks the shows first through however many teams competed. Each judge ranks every school and the school whose rankings add up to the smallest number receives first place. For example, if judges give us one, one, and two for rankings, our total score is four.” said Senior **Mariah LaQua**. “At conference and state we are judged by ‘stars.’ In order to star you have to have two out of the three of the judges decide that your performance deserves a star. Starring is all based on the judges opinion of your performance.”

The actors starred at their first performance at Monticello High School. This lead the ensemble to a first place victory at sub-sections and a second place win at sections.

In 1992 **Tracy Hagstrom-Durant** overtook the position as director of the One Act play. Their success was

immediately taken to a new level. Since Hagstrom-Durant took over, the One Act has had numerous conference and sections wins, with four state appearances and three state wins. Not only have the trophies multiplied in the display case over the past years, but so has the activity’s popularity. With only twenty participants allowed to take part in the performance, the competition has increased along with the number of students auditioning for the play.

“It is harder to get into the one act play than a musical with sixty people because it is competition,” said Junior **Philip Rossin**. “It all depends on the size of the cast and how many people try out, and it seems like there were a lot this year.”

The small cast means that only those with the most talent and dedication make it into the show.

“We get really close, closer than a family, said Rossin. “People with the best skills make it in and that is always more fun.”

## One-Act Record

### 1993 - “The Inner Circle”

Sub-Sections - 2nd Place  
Sections - 3rd Place  
North Suburban Conference Winner

### 1994 - “Blues”

Sub-Sections - 1st Place  
Sections - 1st Place  
North Suburban Conference Winner  
State Festival Participant

### 1995 - “Infancy”

Sub-Sections - 1st Place  
Sections - 2nd Place  
North Suburban Conference Winner

### 1996 - “The Gnadiges Fraulein”

Sub-Sections - 2nd Place  
Sections - 3rd Place  
North Suburban Conference Winner

### 1997 - “Alice in Wonderland”

Sub-Sections - 1st Place  
Sections - 1st Place  
North Suburban Conference Winner  
State Festival Participant

### 1998 - “All’s Well that Ends as You Like It”

Sub-Sections - 1st Place  
Sections - 4th Place  
North Suburban Conference Winner

### 1999 - “The Boys Next Door”

Sub-Sections - 1st Place  
Sections - 1st Place  
North Suburban Conference Winner  
State Festival Participant

### 2000 - “An Echo of Wings”

Sub-Sections - 1st Place  
Sections - 4th Place  
North Suburban Conference Winner

### 2001 - “Black Comedy”

Sub-Sections - 1st Place  
Sections - 4th Place  
North Suburban Conference Winner

### 2002 - “The Laramie Project”

Sub-Sections - 1st Place  
Sections - 1st Place  
North Suburban Conference Winner  
State Festival Participant

### 2003 - “The Last Meeting of the Knights of the White Magnolia”

Sub-Sections - 1st Place  
Sections - 3rd Place  
North Suburban Conference Winner

### 2004 - “Under the Stars & Stripes”

Sub-Sections - 1st Place  
Sections - 2nd Place  
North Suburban Conference Winner

### 2005 - “The Elephant Man”

Sub-Sections - 1st Place  
Sections - 1st Place  
North Suburban Conference Winner  
State Festival Participant

### 2006 - “Amber Waves”

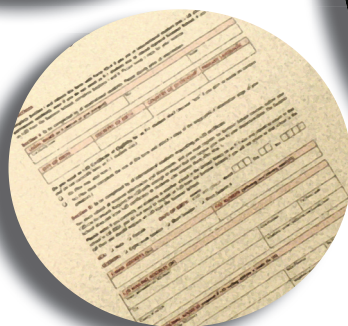
Sub-Sections - 1st Place  
Sections - 3rd Place  
Mississippi 8 Conference Winner

### 2007 - “Hidden in this Picture”

Sub-Sections - 1st Place  
Sections - 1st Place  
Mississippi 8 Conference Winner  
State Festival Participant

# College...

# Ready or not



**Kelly Schimmele and Ashleigh Norris**  
*Journalism Staff*

Every year a new generation graduates school, and must go on to seek their future. But what happens if they don't know what they want to do, where they want to go, or how they're going to get there?

"I've been thinking about going to Argosy," said **Senior Kari Morrell**, "but I'm not sure yet."

Colleges across the U.S. are trying to help with all the indecisions. Every year, colleges send out brochures, pamphlets, and/or postcards to hundreds of thousands of students nation-wide.

"I receive mail from colleges almost everyday," said **Senior Brianna Barker**.

Every student surveyed said that they do receive mail from colleges, but while some students found the information to be very helpful, and some found it not helpful at all, most were somewhere inbetween.

"I find the information helpful," said **Senior Alyssa Tryggeseth**, "especially if there are rally days or tours that we can attend."

These brochures, pamphlets, and postcards give students an idea of what the college has to offer, where it's

**"It sucks having to get ready for the future."**

**-Senior Brian Shepard**

located, and how students can request more information or even visit the college.

"I've gotten to visit a couple of colleges," said **Senior Logan Carlstrom**, "to see what they're like and if they're what I'm looking for."

On a typical college visit, you meet with an admissions counselor for an overview of the college, including information on student life, what the college offers, the different costs, the admission process and more.

"When I went [on a college visit] I was told what to expect, and had a guide show me around the campus," said **Senior Abby White**. "They answered all of the questions that I had."

Visiting colleges and receiving mail from colleges

obviously make students think about moving on to that next stage of life. However, whether or not they are ready for that stage varies from student to student. Some students can't wait to move on.

"I can't wait to graduate," said Morrell, "and finally live on my own."

Others fear the change, and some are unsure about the idea.

"I'm excited to be more independent," said White, "but I'm also going to be sad to leave this part of my life [high school] behind."

**"I cannot wait to graduate and be able to live on my own."**

**-Senior Kari Morrell**