

# The Hoofprint

Volume 39 Issue 3

Buffalo High School Thursday, December 20, 2007



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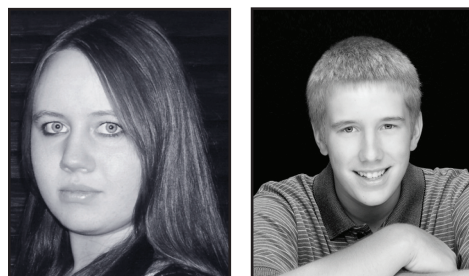
parking fees begin in 2008 school year

on page 5



## News Briefs

### ● Each week honors star students



**Chelsey Kramer**  
Journalism Staff

Each week, a department in the school picks four students—one from each grade, to be the student of the week. Student Council strived for the idea to be accomplished.

“It was a student-directed thing, and was all their idea,” said Student Council Advisor, **Evan Ronken**. “They came to me and said that we’ve never done it. I had never really thought of it before, but it was a good idea.”

Student Council members Senior **Jackie Hendrickson** and Junior **Mycee Chang** took charge of the plan, and now a few others are also involved. The senior that’s rewarded has a slide for themselves on the monitor, and the teacher/department who nominated the senior has a paragraph written to them for why they were nominated. Although they are only rewarded for the week, they get a “Student of the Week” lunch pass, which grants them to the front of the line.

### ● One Act starts in January

**Kelsey Bergman**  
News Editor

With the Conference competing fast approaching, One Act has begun preparing for another successful season.

“I am zealous about this season,” said Senior **Mariah Laqua**. “We are a competitive ensemble, and I think this show will be a challenge for everyone involved. I’m looking forward to what we come up with for the set.”

The season’s play, “Blues”, follows the difficult lives of the homeless living in America.

“It’s a really touching play and the characters each tell their own story,” said Senior **Emily Carlson**. “We don’t realize how hard it is or how many people need help out there.”

The Conference meet takes place in Monticello on January 19.

# Bowling alley reopens

### ● Huikko’s welcomes customers back with a new look



1. With her teammates cheering her on, Junior Sarah Ramsey rolls up her sleeves as she takes her turn. 2. Senior Kayla Christofferson concentrates on a win. 3) Sophomore Lizzie Lunderbrek celebrates a victory. 4) Senior Allie Robasse gathers her team together to think up a game plan. *Photos by Kayla Ronnie*

**Paige Brummer**  
Journalism Staff

After waiting in anticipations, Huikko’s has reopened. Students now are anxious to see the changes that have been made. Before they had eight lanes, but after the renovations, they have added an additional six lanes. New chairs and tables have also been added for a family-friendly environment.

“I’m really pumped because I’m going there this weekend. With their new bowling lanes and also the new mini gulf course I hope I get a hole in one,” said Senior **Kelly Laven**.

The miniature gulf course has been the largest addition to the bowling alley. The course has 18 holes and a number of water fountains.

The grand opening for the bowling alley will be towards the end of January. They are thinking more toward the weekend of the 26th.

“Well I think it was about time we finally got a new one. It looks really nice from the outside. Finally something else to do in Buffalo again,” said Laven.

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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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WHAT ARE MY ACTIVITIES? Do I Have Enough Credits To Graduate? Can I Switch My Classes? I Don't Like My Teacher... I Want To Switch To My Friend's Lunch. Help Me With My Bullying. What Class Should I Take? Should I ACT? What Class Should I Take?

# Giving Direction

**Maren Jung**  
Journalism Staff

Counselors. The people students can go to when they need to change out of a class if they don't like the teacher or can't hack it. They walk into the student service office with the classic excuse or reason to change their class. A usual problem for a counselor? Well, to students it may seem like that, but to a counselor it is just a small part of a hectic day.

"There is never a regular day," said Gloria Rose, a counselor of Buffalo High School for 21 years. "It is all about the time of year for us. Right now, we are meeting with current seniors about their futures and career."

Guidance is a generalization of their job. The three major things that they help students with are academics, social problems and issues, and also their future careers.

"Academics is all about helping students getting the right amount credits, scheduling classes, and helping them do well on tests," said Rose. "Recently we helped the sophomore class with PLAN testing. Directing and guiding kids in their future careers closely ties in with academics.

We ask students what they are interested in and we assist them in finding the classes that would suit them best. This prepares each student for their future, whatever it might be. We also help kids with personal issues involving family or drugs, and we help with difficulties with their peers and teachers. Again, it is all about the time of year or certain. There is never a dull day."



From top, clockwise: Deb Anderson helps Senior Stephanie Mock schedule an appointment with her counselor. Junior Aimee Cote and Senior Bill Kane go into the student service office to talk to a counselor. Counselor Gloria Rose checks uses her computer to change classes for students. Counselor Rose and Mock meet to discuss issues that she has with her current classes.

**GUIDANCE**

# Changes in technology raise questions about students' literacy

## *Students admit to reading fewer books, more websites - but is that a harmful exchange?*

**Cora Fox**  
Journalism Staff

A student sits quietly after completing a test. They look around to see if anyone notices before taking out a book to read. Between 1984 and 2004, the percentage of teenagers reading for fun, ages 17 and up, has dropped from 31% to 22%. The National Endowment for the Arts, a group tracks the literary world, reported in 2006 that teenagers nationwide read from seven to ten minutes a day, if they read at all.

"People who want to read, will," said Sophomore **Meghan Gruber**. "People who don't want to read, won't. It's simple as that."

A survey of students at this school, reported that a majority read from zero to one book a quarter in their free time. Yet in the same survey, there were students who read from 30 to 40 books a quarter.

"I think it's sort of a stigma," said Media Director **Todd Manninen**. "Kids, boys in particular, don't like the idea of studying or reading. In the book discus-

sions, I like to pick a book that makes the person think about what they read. Boy's don't want to be seen reading a book like that unless it has some sort of outlook on sports."

A survey taken at over 900 schools in 2003 reported that 16% of boys never read in their spare time compared to only 7% of girls.

"People read online instead," said Sophomore **Avery Holm**. "Stories that don't ever get published or other random works."

Manninen says that online reading differs from reading a book, but the reader still gets the same experience from reading online.

"It's a different type of reading. It's text online. A different outlet for literacy, instead of reading a book," said

Manninen.

A nationwide study taken in 2005 of children and teenagers, age 9-16 supports Manninen's theory. Asking over 2600 parents about their children's reading habits, the study focused on the influences that computers and the Internet have on them. The parents reported that their children actually read more than they did when they were younger, and one of the leading causes was the Internet. However these results were asked for children and teenagers, age 9-16. and older teenagers might have different results.

To encourage teenagers to read, book discussions are made available by local schools. A time when students can relax

by reading a good book and talking about it with friends or fellow students.

"It's a way for students to see their teachers in a different light and build a relationship with them," said Manninen. "See how that book is affecting the teacher; If that book connects with them."

Students like to talk about the books and hear each others opinions.

"[Reading] allows people to look at life with a different perspective," said Manninen. "It makes them great thinkers and intelligent people."

The chosen books are either realistic fiction or non-fiction. They involve situations that make teenagers think to themselves about important issues.

"They usually advocate something about the author or looking at something that could happen," said Sophomore **Lauren Johnson**.

"They're fun," said Johnson. "Mr. Manninen even brings cookies."

Technology has impacted reading on today's society. However with activities like a reading discussion, teens still have a time to socialize with a book in their hands.

"[Reading] allows people to look at life with a different perspective," says Media Director **Todd Manninen**. It makes them great thinkers and intelligent people."

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# Balance

*Veteran gymnasts carry young team*



Junior Christina Bond finishes her routine on the beam. Bond helped carry the team with her consistent high scores. "The beam routine went well for us, I was pleased to see so," said Coach Martha Driscoll-Nelson

*Photo by Joel Morehouse*

**Graham Wyatt**  
*Sports Editor*

The Varsity Girls' Gymnastics team had their first competition of the year on December 7th. They lost 135.1 to 130.125.

Regardless of impressive performances from **Junior Briana Smith** and **Junior Christina Bond**, the Bison succumbed to St. Francis.

"It was a good meet, we did better than we thought we were going to," said **Coach Martha Driscoll-Nelson**.

Smith placed second in the individual portion of the meet with a score of 34.15 Bond took fourth with a score of 32.575.

"I was really happy because I stuck my beam routine," said Smith. "It was a great meet and I did really well on floor."

Even with talented upperclassmen, the Bison are still young this year.

"It's a rebuilding year," added Driscoll-Nelson. "But I am confident in all of our young hard workers."

With all of the inexperience on the roster,

the upperclassmen are looked up to as a leader, which comes as a new feeling to most.

"Gymnastics is fun and it keeps me physically fit," said **Sophomore Brittani Babler**. "Were so close it's like were sisters."

The JV team competed at the meet as well, they lost 118.050 to 108.6.

"Our JV team works really hard," said Driscoll-Nelson. "They give us everything they have."

A gymnastics meet consists of four events; vault, floor, bars, and beam. The Bison received higher score in their beam exercise; they came close to victory for beam as well.

"The bars event went really well for us," said Driscoll-Nelson. "They were all pretty successful though."

Despite the loss, the Bison continue to improve in all aspects of gymnastics.

"If you plan to improve in all of your events you start to win competitions," added Driscoll-Nelson.

# Rematch

The Boys' Basketball team faced off against last year's state tournament opponent Armstrong and lost 44 to 61

**Graham Wyatt**  
*Sports Editor*

The Buffalo Boys' Varsity Basketball team played their first season game at home against the Armstrong Falcons this past Saturday. The Bison lost 61-44 to the Falcons.

The game was a re-match of the Boys' Class 4A State basketball game that the Bison won last year at the Target Center.

The game started with a score from Buffalo, but it went downhill from there. The Falcons started to play with more confidence than the Bison.

"They started off really fast, and we got behind early. We just weren't looking to score," said Junior Brock Korbel.

The Falcons finished the first half with a comfortable lead over the Bison 28-16. The Falcons were playing faster and more efficient than the Bison.

"We came out and our defense played well, they will be strength to our team this year," said Coach Nick Guida. "But we didn't get started offensively, that was a drawback for us in the early game."

Despite playing well defensively, the first half deficit was a setback for the Bison that was too difficult for them to climb out of. Which eventually lead to the loss.

The Bison had eight turnovers in the game. Dee Broadnax, Korbel, and Zack Kassulke tied for the leading scorer for the team, each with 7 points. As a team they made 32% of their shots from the field, but only 13% of their 3-point attempts.

David Pallesen had a good game as he shot 100% from the field, making three baskets.

"We just aren't going to win if we can't

make shots," added Guida.

There were some differences between the rosters from last year's matchup and this past weekend's.

"Three starting seniors graduated last year that carried a major portion of our leadership roles," said Coach Nick Guida. "They were all big scorers on the team last year."

The Bison had two returning starters to the team this year, Erik Olson and Jake Duske. While the Falcons lost all five of their starters.

"We have lots of young players with talent this year, but they have little varsity experience," added Guida.

A good portion of this year's team makes up new varsity players and there are plenty of new leadership roles available for them. But they will have to learn the varsity game of basketball first.

"It will take time for the young players to step into their roles and know when to pass and shoot. We had some guys that didn't know what to moment, which thinking about

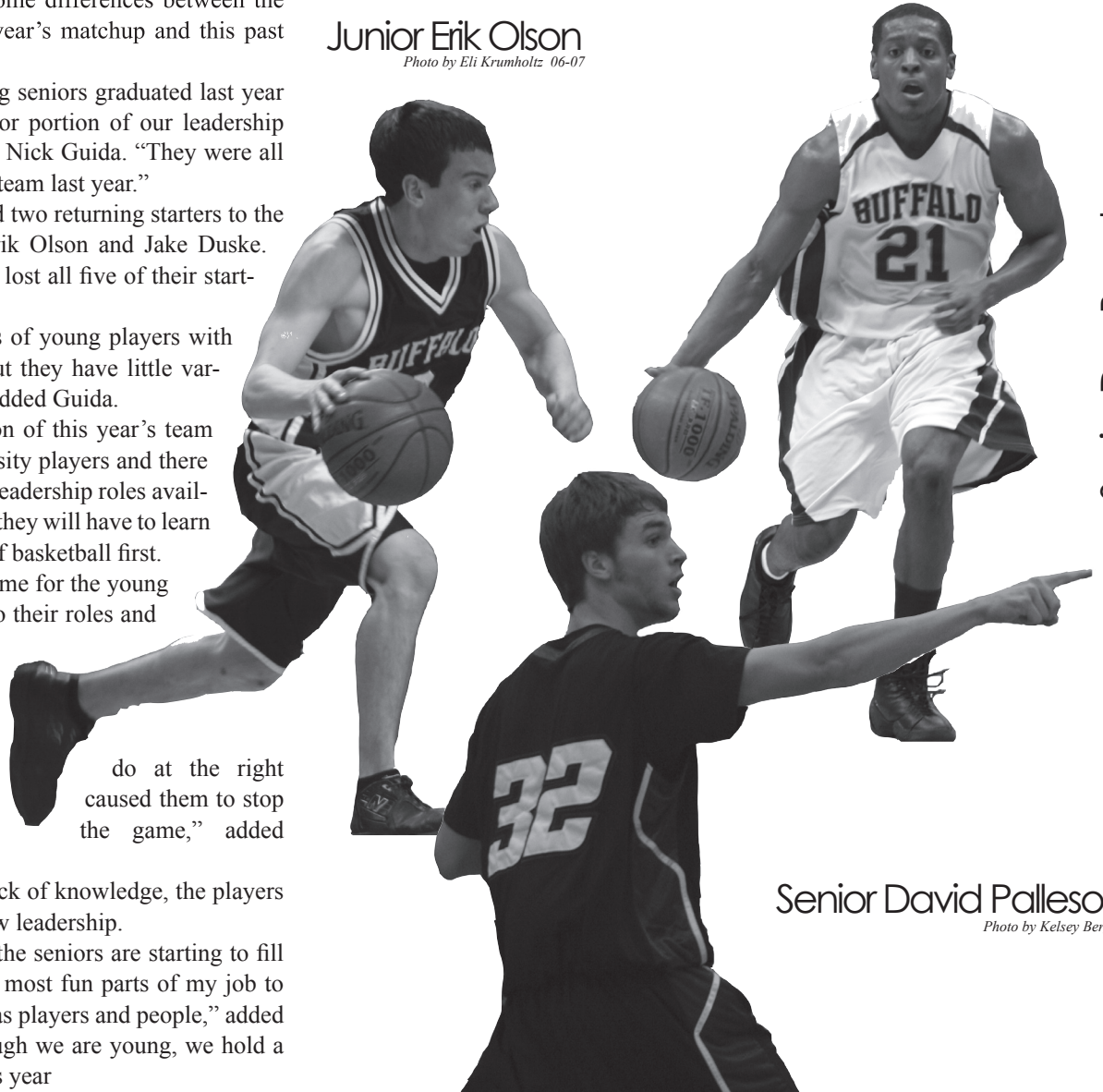
do at the right caused them to stop the game," added Guida.

Despite the lack of knowledge, the players are starting to show leadership.

The shoes of the seniors are starting to fill up. It's one of the most fun parts of my job to watch them grow as players and people," added Guida. "Even though we are young, we hold a lot of potential this year

Junior Erik Olson

*Photo by Eli Krumholtz 06-07*



Senior Dee Broadnax  
*Photo by Eli Krumholtz 06-07*

Senior David Pallesen

*Photo by Kelsey Bergman*



*Photo by Eli Krumholtz 06-07*

“We just aren't going to win if we can't make shots,

- Head Coach Nick Guida



32.7%  
Bison's shooting percentage

3/22  
Three Point makes/attempt

21  
Leading Armstrong scorer

7  
Leading Bison scorer

## Rough Replay

Upcoming Games:

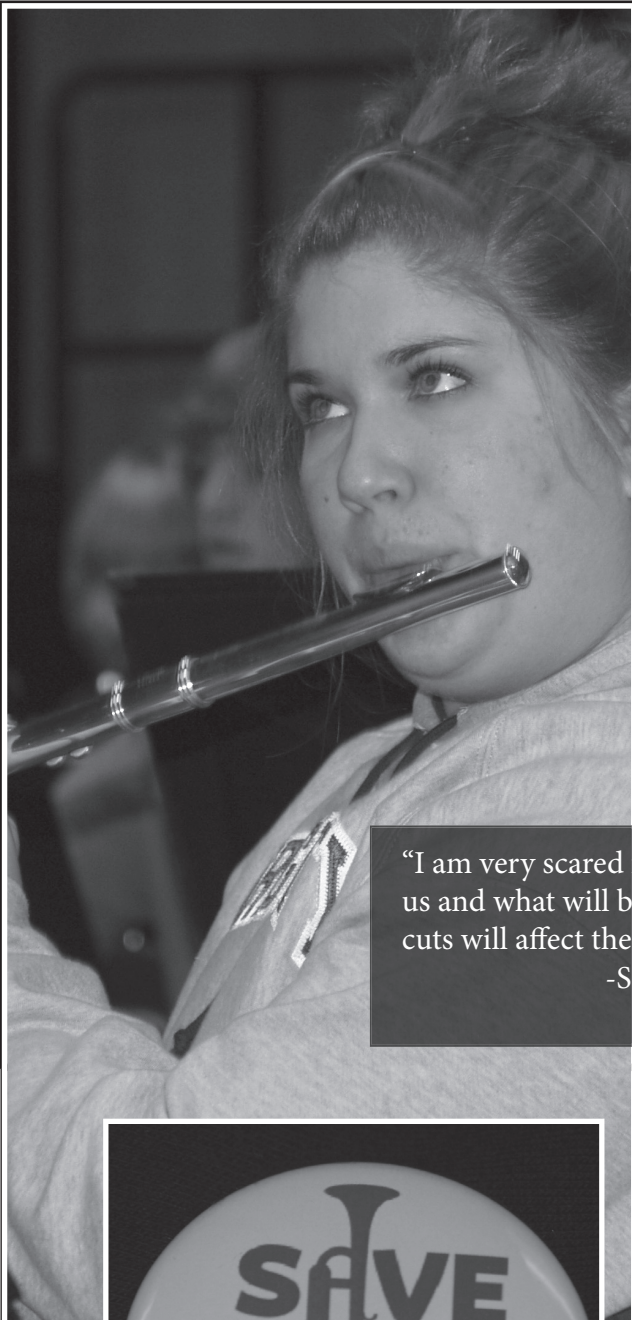
Today 7:00 @ Coon Rapids

12/27 8:00 PM @ Duluth East (T)

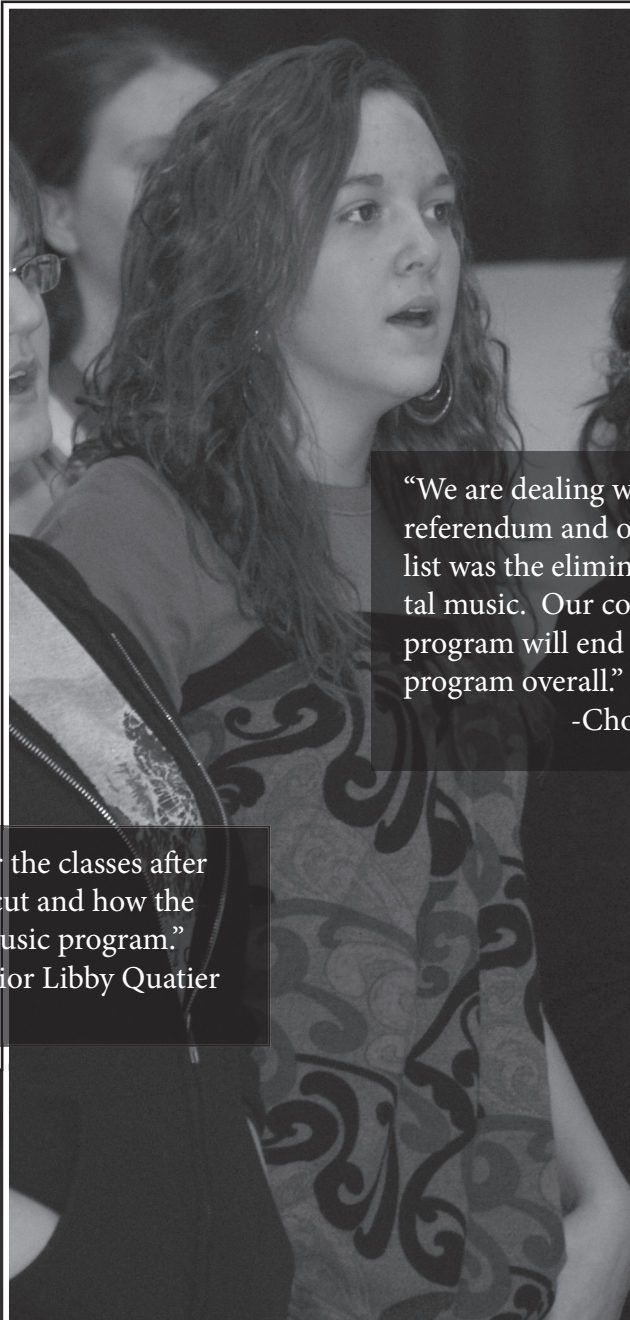
12/28 @ St. Cloud Tech (T)

(T) = Tournament

# [ Artist Exposé: Save the Music ]

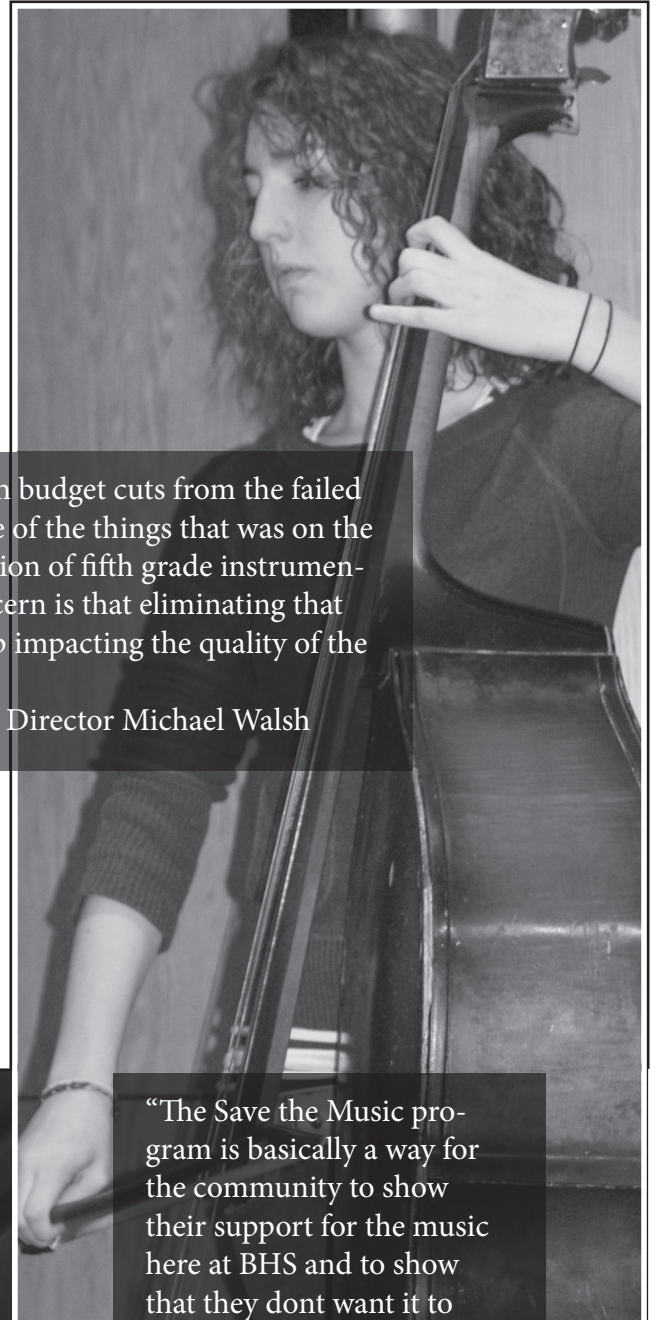


"I am very scared for the classes after us and what will be cut and how the cuts will affect the music program."  
-Senior Libby Quatier



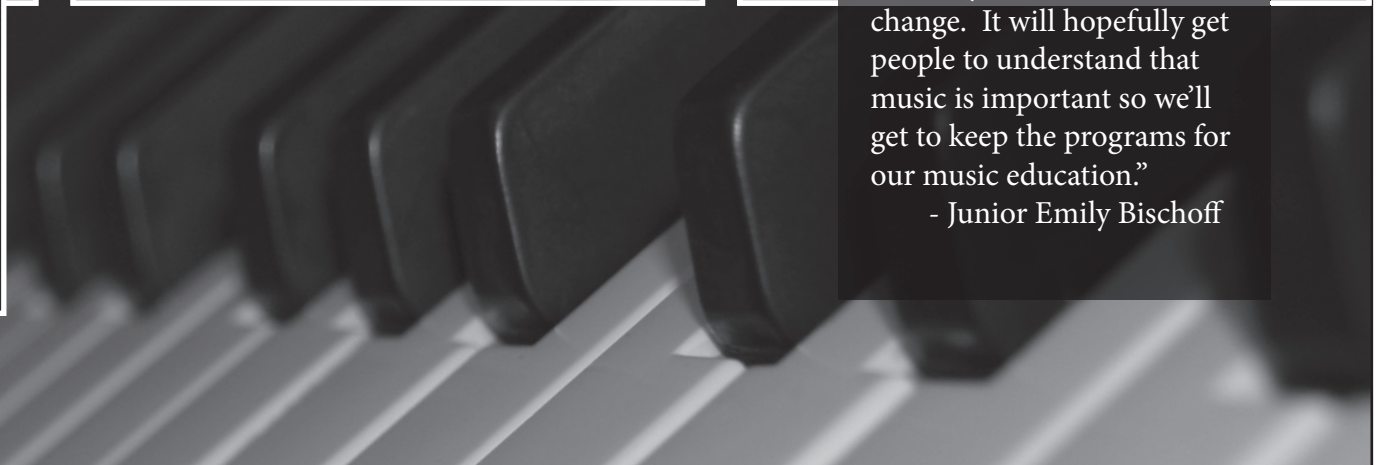
"We are dealing with budget cuts from the failed referendum and one of the things that was on the list was the elimination of fifth grade instrumental music. Our concern is that eliminating that program will end up impacting the quality of the program overall."

-Choir Director Michael Walsh



"The Save the Music program is basically a way for the community to show their support for the music here at BHS and to show that they don't want it to change. It will hopefully get people to understand that music is important so we'll get to keep the programs for our music education."

- Junior Emily Bischoff



# ICE CREAM

**Paige Brummer & Ashleigh Norris**  
*Journalism Staff*

When you are at the ice cream shop, or standing in the frozen treats aisle at the grocery store, there are many varieties of ice cream to choose from. They range from classic vanilla, to more unique flavors, such as cookie dough twist.

Studies show that people who chose more traditional flavors stay more on the “safe side” in life.

Senior **Lisa Pylka** is adventurous when it comes to her ice cream choices, “I love all different flavors of ice cream.”

Even with summer in the past, and winter in the present, ice cream is still a popular choice among students.

“Ice cream is the best thing since sliced bread,” said Pylka. “It’s heaven in a tub, I eat it every single day no matter what!”

For some people, studies show, mood plays a big factor in what types of food they choose to eat at certain times. The most common time for someone to sit down and enjoy a bowl of ice cream is when they feel depressed; they enjoy the stimulation of sugary foods.

This is not always the case for students. Most students will eat ice cream for whatever mood they are in. The only role mood plays in their choices it seems is what type of ice cream they eat.



*Photo by Paige Brummer*

Senior Kaylynn Annis dispenses some soft serve from the cafeteria. The school offers many selections of ice cream confections.

“Traditional flavors [are my favorite],” said Junior **Jacob Westman**. “Some of the more complex flavors just overdo it.”

With mood as an internal factor, there are other, external dynamics which may play a role.

“It depends on where I am,” said Senior **Lynd-**

**say Reiersen**. “If I’m by Coldstone, I’ll go crazy, but if I’m at home, than I’m stuck with vanilla.”

Students likes are pretty well distributed among traditional and unique flavors. “Both types have their benefits,” stated Senior **Andrea Johnson**. “It depends on which taste buds are matured at that moment.”

55%

of students prefer vanilla over chocolate ice cream.

22%

of students eat ice cream every day.

55%

of students prefer unique flavors over traditional ones.

# Relics

**Ben Kolbinger**  
Staff Writer

The halls are filled with the sounds of students: rushing toward their lockers, chatting with friends, heading to classes. Laughter, shrieks of joy, surprise, anger, and more can be heard, even if you don't try and listen. All at once a hush; the students are gone, the halls empty. A late student or cleaning janitor may be seen in the distance, but no more. These are the halls where the artists from not that long ago find solace in the fact that their work will not be forgotten; the halls where murals hang forever on the walls.

Many students pass by without ever knowing who exactly these people were. One "Gilmer" has a mural hanging from 2000. Seven years ago; over one entire cycle of students going from being freshman to graduation. There is a collage of smaller works done by the "Senior Class of 1970-71," with names including Nola Carlson, Ed Biegler, and Philip Cornell. When this year's seniors were eighth-graders, in 2003, another painting, one depicting two faces, went up; a name that may be familiar to some, Renee Bathke. These are the works of art from many a year ago - some from the days before BHS was built. Strangely enough, the rarer sight is not a painting from decades passed, but from just last year. Some students have claimed they do not know how to get a mural of theirs up, others simply do not want one up.

"I've looked at some of them once or twice, but it's never a name I recognize," said Junior **Jacob Westman**. "The dates are something from, like, the 90's. It sort of seems like no one is taking an interest in them anymore."

Many of the names have gone on to cause thought in the minds of certain passers-by, but some students do not feel a pressing urge to find a name or a date.

"I've never really thought that the stuff in the halls was that big a deal," said Junior **Matt Sandhoefner**. "I usually kinda pass by without looking at them."

As for what will become of these artistic displays remains to be seen. Perhaps more students will take notice of them, and seek to add their names to the walls; perhaps they will become nothing more than relics of a by-gone era. Regardless, one can always enjoy the sight of a dragon soaring through the night sky when they are late to their English classes.

*From the past*



Right: A mural, created by Gilmer, depicting a dragon decorates the South end of the West Corridor.

Bottom: Rene Bethke's Painting of two faces, was put up in 2003.  
*Photos by Chelsey Peterson*





## 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*

7:15 am



7:30 am



7:45 am



All photos by Michael Lundebrek and Kayla Ronnie

“

I park in the back next to my freinds, we park back there because its away from all the other cars.

-Junior Ryan Spike

”

“

I usually try to park in the same general area. Sometimes on accident, I'll park next to my friends.

-Senior Anne Rasset

”

“

We park next to each other so we know who we park next to because of door dings and stuff.

- Junior Jordan Burns

”



“

It's my first year driving to school, its exciting. I get to drive by myself, but at the end of the day it's the same ol' same ol' driving.

- Junior Dawn Lensegrav

”

“

I park in front because it takes less time to get out to to my car. Then I drive out to Wright Tech, and we only have like 10-15 minutes to get there.

-Senior Tara LaFave

”

“

I try to back in the front row near a walkway. If all else fails I'll park facing towards the school in the second row.

-Senior Aaron Grefsrud

”







9  
An average of 9  
Accidents Per Year

8  
An average  
of 8 parking  
violations per  
day

500  
500 spots get  
filled up

40  
40 Ford Tauruses  
(Most Common Car)

5  
5 Car boots so  
far this year

713  
713 parking  
spaces available

# Filling in the Spots

## Students find their perfect space

**Michael Lundebrek**  
*Journalism Staff*

From 6:30 in the morning until school starts, cars roll into the parking lot choosing their parking spaces; some fill in randomly and some with purpose.

"I get to school around 7:35 so I can get there close to the warning bell," said **Junior Eric Bunting**. "I don't want to be to school early because there is nobody there and nothing to do."

The time that kids get to school varies on what the student's needs are. Ranging from getting the right spot to coming early to hang out with their friends or projects to work on.

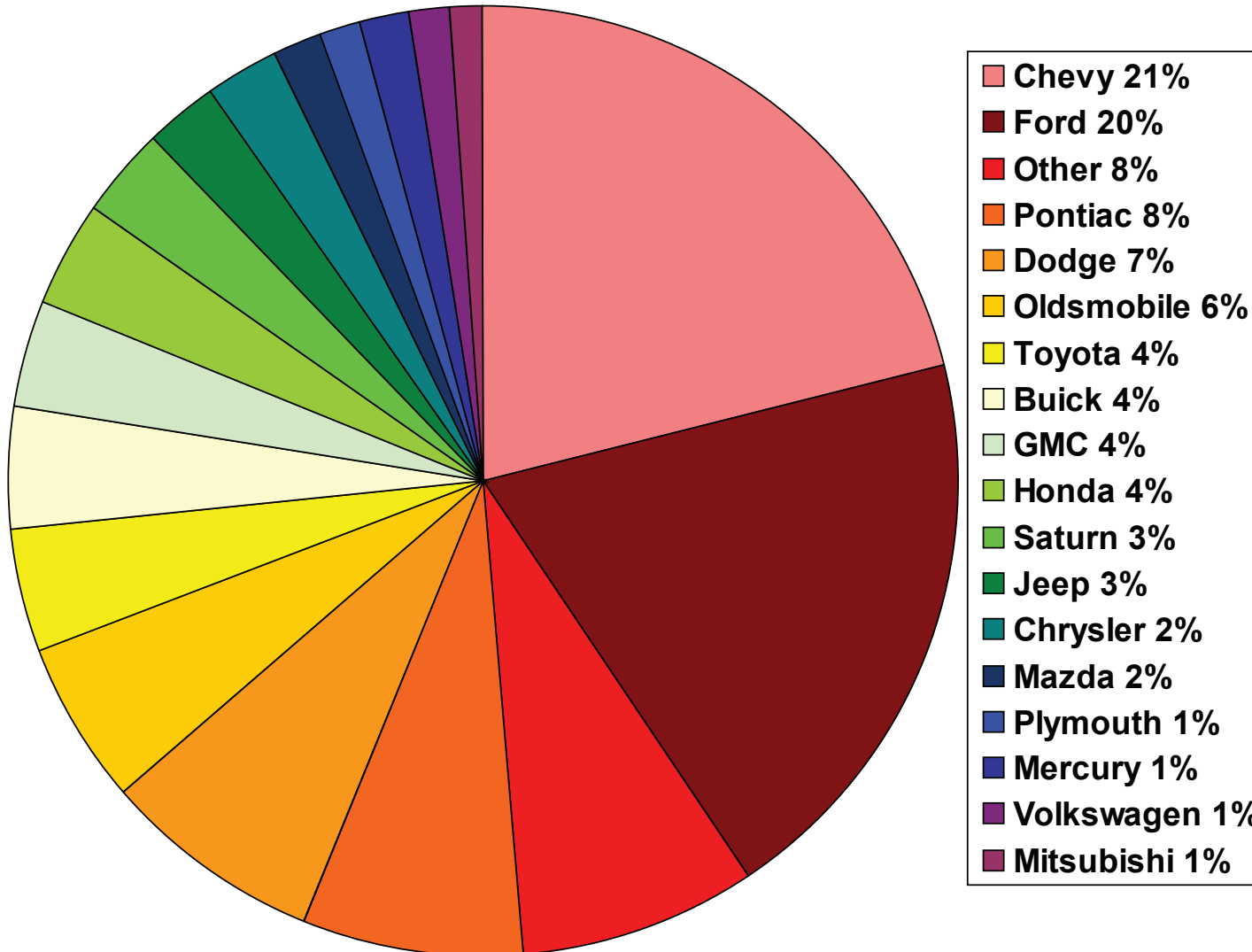
"I used to get to school around 7:10 because I'm a procrastinator and I'd put all of my homework off until the

morning it was due," said **Senior Ben Holthaus**. "So I'd get to school early to work on it. Now with my new schedule I don't have too much homework, so I get it done the night before and I get here around 7:25."

From picking the closest random spots to parking in the same space every day, kids find the spot that fits them best.

"Both [**Senior**] **Beau Zumbusch** and I back into the same spot everyday," said **Senior Donnie Mans**. "We park on either side of the walkway crosswalk thing so that we don't have to worry about people being stupid about door-dings and other stuff. [**Senior James Ward**] parks on my other side so I don't have to worry about it. Beau and I want to make signs for our spots."

At the end of the day, its only pavement and lines of paint.



# Inside a different kind of classroom

19 Teachers      253 Students      2 Special Olympic Sports



Photos by Kelly Kiernan

Special Education Teacher Amy Jensen 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 Jensen**. “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. Jensen 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?” Jensen asks the students. “Which one is bigger tablespoon or a teaspoon?” Jensen 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.

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# The crayon box overflows with unused colors

Cora Fox  
Journalism Staff

I remember coloring as a child with those cool Crayola color crayons, coloring the grass green and the sky blue. Sometimes I might throw in a red flower, a brown football, or something that was special to me. Other times I liked to draw myself or my family members in disfigured shapes with over-sized heads, little or no necks, and stick-like hands. When I had company, my little friends and I would pull out the Classic 24 pack of Crayola Crayons and just go to town. You can't do that anymore. Why? There are there too many colors in a crayon box.

It seems like every few years, Crayola has campaigned a new color. A new color like 'Macaroni and Cheese'. Yeah, because every little kid loves to draw macaroni and cheese, especially when that color looks a lot like regular solid orange. What happened to the basics?

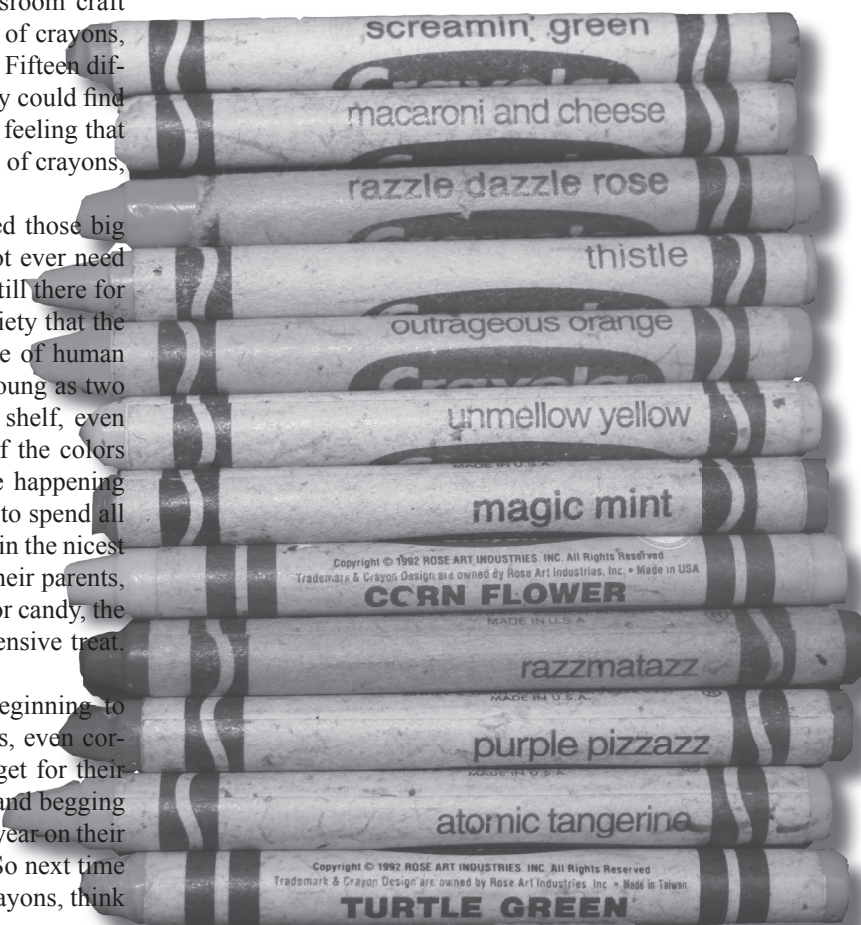
Little kids see the huge economy size Box O' Crayons with a grand total of 120 colors (complete with a crayon sharpener on the back) and just go wild. It's so much better than the stupid 24 pack that they're stuck with. Then, when that kid buys those special crayons, they end up only using the basic colors, give or take a turquoise or sky blue for that specific light-colored sky. They leave all those other colors to sit in the box untouched, unused, and waiting for the day that maybe the child would need to color with a 'Purple Mountain Majesty' instead of the good old regular purple.

I can guarantee that sometime in your life when you needed crayons, you picked out at least five dif-

ferent shades of red while looking for the regular one. One day in Journalism, I went to the classroom craft closet, pulled out the giant Tupperware bin of crayons, and picked out fifteen different types of red. Fifteen different types of red! I asked ten people if they could find the real red, and none of them did. I have a feeling that when people begin to buy the new 120 pack of crayons, they are going to be very frustrated.

Now, some people claim that they need those big boxes. It's all for the variety. You might not ever need to use some of those crayons, but they are still there for you- just in case. But is it really for the variety that the box is purchased, or is it that ancient sense of human greed? The greed that drives someone as young as two to beg for the best box of crayons on the shelf, even though they would never need to use all of the colors in one picture. Things like that seem to be happening more and more these days. Kids are asking to spend all their money on the most expensive clothing in the nicest department stores. Kids go shopping with their parents, and when their parents buy them ice cream or candy, the kids beg and cry for the biggest, most expensive treat. It's all personal gain.

I think this is all insane. Greed is beginning to spread over everything, and the sad thing is, even corporations like Crayola are using it as a target for their merchandise. They depend on the whining and begging of children to boost their sales quota for the year on their products. It's wrong and its getting worse. So next time you or someone you knows wants to buy crayons, think again.



# Video game consoles vary between buyers

## Videogame-console Lifetime Sales

Wii- 14.92 M

XBOX360- 13.72 M

PS3- 6.36 M

John Kreitlow  
Journalism Staff

The Next Generation of video games is now the Current Generation. With the one-year anniversaries of the Nintendo Wii and Playstation 3 in November, and Microsoft's XBOX 360 already two years old, it's time to cut our controller's cord and get with the times.

Don't know what to get? Here's a simple rundown on all the things you need to ask yourself before jumping on the bandwagon.

The first question is how much money can be spent? Not only are the consoles priced differently, but each console has different versions of the same machine. There's the option of extra controllers, Online service fees for multi-player, cables for that fancy-schmancy high-definition television, and all sorts of other things to consider to get the same gaming experience as that 11-year-old kid screaming over XBOX Live. Also, new games these days are upwards of \$50 or more, so keep that in mind when choosing a new console.

The second question is what will be downloaded? Nobody wants to be alone, and nobody has to be with all three systems offering online multi-player gaming (which isn't as amazing as it sounds, since some consoles' online services aren't as equal as others). The XBOX Live service offers the most integrated and robust features for online games at an annual fee, while

the Wii has Virtual Console games from ancient consoles of the past that you think you remember playing en vitro.

The final question is what do you want to play? Most people are thinking "I'm macho and I like games with blood and gore and the marines! HOORAH!!!" Mature-rated games can't be purchased unless the buyer is 17 or older, and parents might not appreciate their kid playing Gears of War with their three year old sister.

The companies have blurred but definite genres for their systems. Nintendo tends to develop "cute" games with pudgy plumbers jumping on turtles, while Sony is known for games with intricate stories that could take up to 40 hours to complete. The 360 is sort of in the middle, with sports games and first-person shooters dominating. Here's a rule of thumb: Wii = Cute, PS3 = Epic, 360 = Action.

The only way anyone can truly be satisfied with their upgrades is if they pay attention to the industry. Reading game reviews in magazines or online, watching the news and keeping track of updates, and above all, doing research before buying will make the jump into the future-present a lot less painful. A console generation usually has a life cycle of around 5-6 years, so getting the console that will last is as important as getting the best value for your money.

# Letters to the Editor

## Students respond to last issue's article: 'The Pledge of Allegiance no longer represents America'

I wanted to reply to the November 15 edition of the Hoofprint on the column about the Pledge of Allegiance.

First off, I would like to say that there were some good points in this article that I agree with. We are no longer an "Indivisible nation," and our country is beginning to rip itself up from the core. I agree that the justice system needs improvement. Actually, lots of places in our systems need work. Our great nation is not really united, but divided.

What I don't agree with is the rest of the article. When I stand up for the pledge, I

am not just being some robot. Maybe there are some people who just stand up in order to escape being criticized, but I don't. When I stand up for the pledge, I do it in honor of my country. I do it in honor of my freedoms. More importantly, I stand up for those who took the stand and gave the ultimate price for those freedoms that I enjoy.

So, I am not just being an "Automaton," and I invite my fellow class men and women to try thinking about those things next time you say the pledge, if you don't already.

Now again, I agree that this country

isn't indivisible anymore, but I still hold onto the dream that is America, and the hope that it will be an indivisible country again someday. When it is said that the pledge has become a "misrepresentation of what was once a great country," it sounds like we have already given up on our country. That doesn't help us to turn around the corruption in our country, but makes it worse.

When we give up on something, we no longer are part of the solution, but part of the problem. When we cannot stand together to even give honor to our country, then we truly are divided, and divided we will

fall. When it was said that the people sitting down instead of standing are a step ahead, I truly disagree, and believe they are behind. I think that they are back in 1775 before we got this country or the rights and freedoms that we now have. Sit for the pledge, stand for it, or don't say it; you have the freedoms to do whatever you want, but believe me when I tell you that I will be standing proudly when it comes time to do the pledge; my right hand over my heart, and saying every word.

-Joel Schmitz  
Class of '08

The Pledge of Allegiance represents America now more than ever. I'd like to start by saying the only reason you could write that article is because of the flag and what it stands for.

I believe the flag stands for liberty and freedom, not a "cruel joke". Coming from a person whose family has served in Iraq and other wars, I salute the flag out of respect for them and other men and women who have fought, and continue to fight, to give me freedom.

Now, I'm not saying we're perfect. There are drugs and violence in our country, but when you don't stand for the pledge, you're making our nation more divided. With that, I would also like to say if you compare us to Iraq and other countries that are oppressed, it makes me look at our country with more pride and patriotism. And if that doesn't do it for you, maybe living in one of these places would make you think differently, and see how great America is.

Not standing for the Pledge only reinforces those countries out there that don't like us, and want us to become a divided nation. But, if we continue to stand and salute the flag, and everything it means, America can only become better and stronger.

So, next time you see your classmates stand for the pledge, don't ask them why they're standing, ask yourself why you're *not* standing to salute a flag that gives you the freedom to do what other countries don't allow.

-Nickolas Jones  
Class of '11

First off Steven Segal does not make crappy martial arts films; they are amazing. Second, are you sure you are American? What Lies? You stand and say the Pledge of Allegiance because we are in America, and that's what TRUE Americans do. Third, America is not a perfect country, and famous people may get off easy, but that is how our economy is. They're the ones that have money to get out of everything they do. Fourth, this is still a great country. You're looking at all the negative things. Look at the positive side for once.

Fifth, pilgrims came to America for freedom of religion, speech, the whole shebang.

They made the Pledge to fight against those injustices inflicted by their peers on themselves, which is powerful enough to rise above their instincts of self preservation in the face insurmountable odds. This is reflected in the words of the pledge they give to their flag, and our country, so the principles of liberty will be preserved in their generation.

A person's allegiance reveals their commitment to the principles that will determine their integrity, and reveal what they honor above all in life. That is why I say the issue about the Constitutionality of our Pledge of Allegiance is now the single most critical issue facing, not only America at this time in history, but all of humanity. For in its decree lies the summation of the only blueprint for hope and justice that can drape the world in liberty, and free it from the fear of terrorism and tyranny. Think about that.

The pledge that each nation makes identifies and distinguishes its existence

through what it wishes to honor, and what it will defend against. In a sense, a Pledge of Allegiance of any nation is a set of fingerprints where one can trace the standards that all under its dominion are held accountable. Therefore, if you want to know what policies and actions a nation will choose to embrace on an international level, you can trace back such decisions directly to their source.

What we give our allegiance to as a people defines what we stand for, and what we will protect as a nation. It represents how the individuals of our nation have decided to cast their lot, their lives, and their fortunes. In some cases, it even runs to the extent of people risking their lives in war to defend its principles. As such, we must not betray their sacred trust.

If our pledge of allegiance is an oath that no longer honors and represents liberty, now is the time to abandon such a decree and change it to an oath that does, by our definition, honor its mandate. Any deviation from liberties found in our pledge or in our governmental institutions that support that oath must be corrected now, for if the star that we chose to guide us leads us one degree off course now, how far will we have strayed ten years from now? At that point, the world may find itself eternally encased in the winds of tyranny.

Next time the Pledge of Allegiance is said, at least stand for it. I am not asking you to recite it. Just show some respect.

-Rachel Maghrak  
Class of '10

“ You stand and say the Pledge of Allegiance because we are in America, and that's what TRUE Americans do. ”

Letters to the editor and columns represent the opinions of the authors and not those of The Hoofprint staff or the staff and administration of Buffalo High School. If you would like to get your voice heard, send a response to [mail@hoofprint.net](mailto:mail@hoofprint.net).

# Let The Hoofprint be your voice

## Eye of the Bison

Hoofprint Editorial



As a student-run publication and a forum for student expression, the purpose of The Hoofprint is clearly stated on page two of each issue.

The intent of our publication, though sometimes misunderstood, is to tell the stories of the students of

the school and the world they live in. Often, the message is positive. However, there are sometimes issues and events affecting our students and community that need to be addressed. With that said, these events and/or issues will not always be positive and something everyone agrees with. However, nothing is ever published with the intent to distract from the learning environment, disrupt the pleasantness of the school day, offend students, parents of students, or go against the mission of the administration.

Individually, students who find offense in articles, opinions, graphics, or even captions should find their voice in the midst of it all. There will always be differences in opinions.

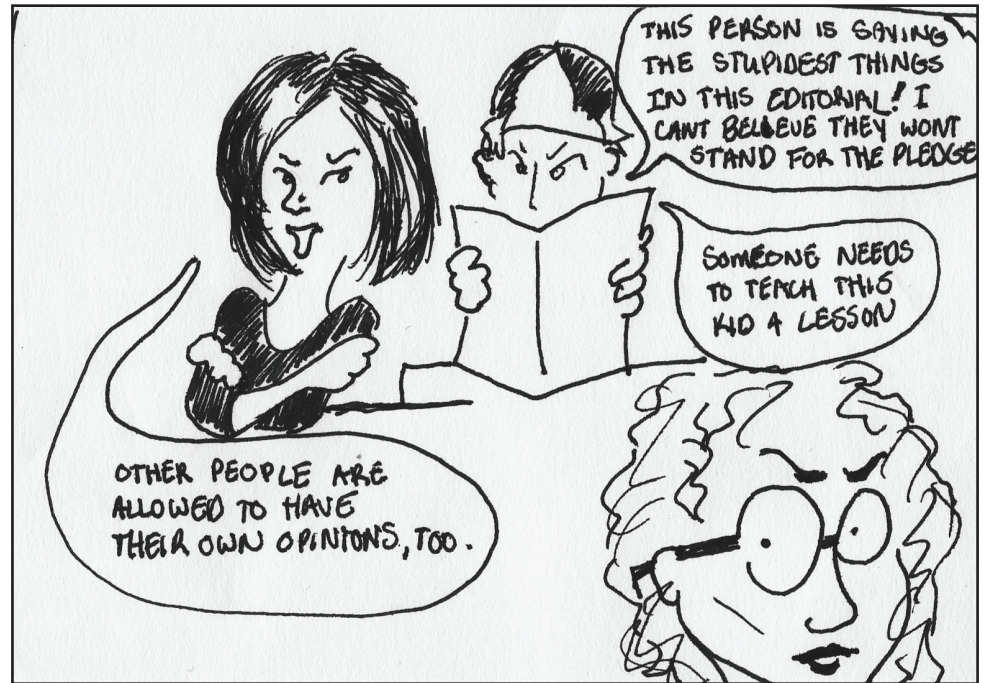
For teachers, thank you for understanding and allowing us to distribute and have our paper displayed in your rooms for students

to find. Thank you for understanding that a high school paper is important. When we do our job best, we promote a positive democratic environment by treating students and issues with honesty and respect. Also, again we encourage not only students, but anyone to get their voice heard and submit any opinion columns or letters to the editor.

For the most part, our school's administration has always been very clear and thoughtful regarding the content of every issue for the publication. However, as it happens in the real world, there have been times editors and members within the community have disagreed about the content in the paper. What we ask is for the opportunity to be a voice for the students, nothing more. The Hoofprint has and always will be for the students by the students.

Educating our students and community through the content in the paper is what drives us to continue publishing. Mutual respect has always played a huge role throughout every aspect of our school. Between the faculty, students, and editors, we all should be able to work together to create these ideas and bring them beyond paper. This is the only publication that belongs to the students of this school.

Students, staff, parents, and administration are all welcome to be a part of our paper every issue. If you have a problem, an issue to comment on, or an idea for a story, get your opinion out there. We have never turned down a letter to the editor.



## What is the purpose of The Hoofprint?

### Photo Poll



"I think the point is to inform about what's going on in our school. If I want to know about current stuff, I'll just go get a real newspaper."  
- Junior Leann Ostvig



"I think it should tell students about what's going on, and interesting things that they'd actually want to read."  
- Sophomore Stephani Theel



"I think it should focus more on people's interests instead of events that we all know happened already."  
- Sophomore Cory Klingelhoets



"I think it should focus more on news in the world. Students don't go out and buy real newspapers, so if that stuff was in our paper, more kids would know about it."  
-Junior Brittney Meyers

## Parking fees start next year



Alex Olaez  
Journalism Staff

With the referendum failing, students are concerned about what the changes will be in the the following years. Buffalo High School gives students a lot of freedom and privileges, one of them is free parking. This will end this school year.

"It is not a done deal yet, but I am sure that it'll happen," said Assistant Principal **Matt Lubben**. "The school board was presented with that issue. They will decide on it the next month, and if that's the case, students will be charged 50 dollars a semester or 100 for the year."

Students had heard rumors about the possibility parking fees and they're where not looking forward to it. They don't think its fair that they have to pay for parking when they already have to pay for gas, insurance and a lot of them don't have a job yet.

"I think its ridiculous," said Junior **Kelsey Lestic**. "Many

people are going to start riding the bus because they can't afford it. I know I don't have 100 dollars to just spend on school parking."

Buffalo is not the first school to charge for parking, schools all around Minnesota have been charging parking fees for a long time.

"We researched it and a lot of other schools already charge for parking permits like Wayzata and Maple Grove, but their fee is much higher," said Lubben.

But not every student is against this. Some of them think it's not such a bad idea and that it might help students respect the parking lot and appreciate this privilege.

"I don't think it's such a bad idea," said Junior **Britney Mayers**. "Because when you think about its only 25 bucks a quarter and is an easy way to help our school get money."

"It does kind of suck, but by doing this we're saving another teacher's job," said Lubben

## New novel cause for discussion

"A month ago it [The Absolute True Diary of a Part-Time Indian] won the award for best young adult book."

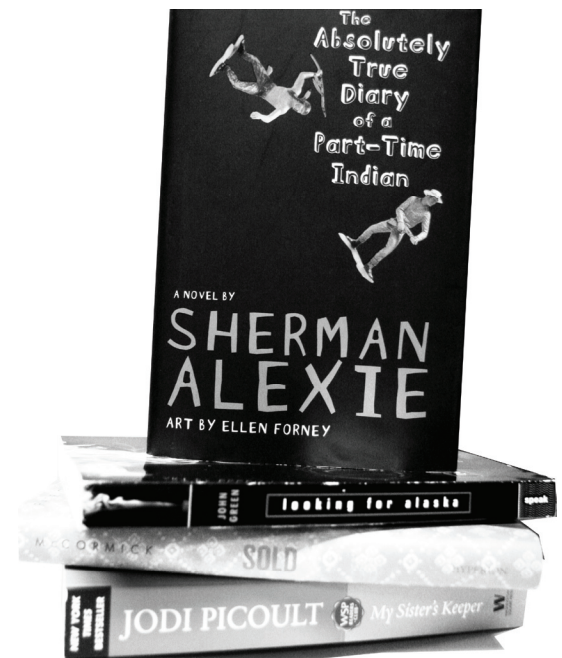
-Librarian Todd Manninen

Aimee Cote  
Editor-In-Cheif

Every month new posters are put up in various parts of the school. On these posters are certain books that are featured in a monthly book discussion. The books are different every month and chosen by a faculty member that volunteers to lead a group of students in the discussion.

This month, for the second time this year, Librarian **Todd Manninen** will be leading the book discussion. Although, this time, the book that is being publicized (The Absolute True Diary of a Part-Time Indian) is not of his personal choice.

"I'm filling in for Mr. Wilkes. He had already chosen the book before he left," said Manninen. "But a month ago it won the award for best young adult book. Besides one other



young adult book that I've read, I agree."

To become apart of a discussion in the future, students must pick up a copy of the chosen book and read it on their own time. Then on the previously decided date, the students and faculty meet together and exchange thoughts on various topics of the book.

"We start out with the obvious, did you like it or did you not like it," said Manninen. "Then we pick apart the plot, and at least once, I like to point something out that I didn't like."

Manninen's upcoming book discussion is scheduled to take place the week after students get back from winter break. If anyone is still interested in joining, copies are available in the Media Center for any student or faculty member.

## Gifted Ed loses teacher

*After eight years, Andy Wilkes leaves position*

Aimee Cote  
Editor-In-Cheif

Every year new teachers come in and other teachers move on. Retirement, transferring to different schools and districts, and choosing to pursue different jobs or positions are some of the reasons behind teachers leaving. This year Gifted Education specialist **Andy Wilkes** decided to turn in his chalk and eraser to take a position at the Target headquarters in Minneapolis.

"I'm going to be working with online training and development," said Wilkes. "It's mostly just website stuff."

Wilkes first started teaching in the fall of 1999. In his eight years, he has taught subjects ranging from freshmen English, CIS Literature, Law, and Gifted Education.

"My favorite thing that I taught was Romeo and Juliet," said Wilkes. "I can still quote lines from it."

Wilkes reasoning to switch occupations was far from losing his love of teachings.

"For the last two years I've lived in Minneapolis. It's an hour drive every morning and afternoon," said Wilkes. "I have a

13 month old daughter at home so it's really hard on my wife. We decided last summer that this would be my last year."

Along with gaining more then a few years of teaching, Wikles has also obtained close relationship with faculty and students.

"I feel sad about leaving my colleagues. And it really bums me out that I wont be able to talk with students all the time," said Wilkes. "I love talking with teens. They are so infinitely interesting. They can do anything."

Even though Wilkes has had the past three months to prepare himself for the new job, the transition from teacher to businessman proves to be challenging.

"I'm really going to miss the time off," Wilkes said laughing. "I've worked for 180 days the past eight years of my life, with a three month break. My new position gives me two weeks of vacation. It's going to suck."

After eight dedicated years of teaching, Wilkes's last day was Tuesday, November 4.

# Energy

S . E . E

**Emily Danielson**  
News Editor

Looking for ways to save money and become more energy efficient, Buffalo-Hanover-Montrose schools have implemented the Schools for Energy Efficiency (S.E.E.) program, promoting ways for our school to save energy in a variety of ways.

“For the last four weeks I have been sending out e-mails with weekly energy saving tips. One week was turn off your computer monitors when you aren’t on it, another was turn off your lights when you leave the room, even if it is for only two minutes, because two minutes can turn into 30. Also try cutting down on the light you use in your room by using one instead of two,” said S.E.E. Captain **Sara Varner**.

Besides the S.E.E. program the

custodians have also done their part to cut down on energy costs by not having the billboard in front of the school run 24 hours a day, and turning the main lights in the school off at 2:30 and not turning them back on until 7:15.

“This past year teachers started to concentrate on the little things. Prior to that, our rating was 71, and since we started doing the little things our rating is a 75,” said Varner. “It’s really nice to see how conscious people are about conserving energy.”

Since receiving an energy efficiency rating of 75, the school is now in the running to receive the Energy Star Award. The award would place BHS in the top 25 percent of energy efficient schools in the nation, but we must maintain the 75 rating for the next two quarters to receive the award.

“For the last four weeks I have been sending e-mails out with weekly energy saving tips.”

# Solution

**top 25%**  
Percentile BHS ranks in the Nation

**1/3**  
Average inefficient use of energy in schools

**2:30**  
Time main lights are turned off

**75**  
Our energy efficacy rating out of 100



**Teamwork saves energy.**

## BHS MAKES ITS WAY TO THE TOP IN ENERGY EFFICIENCY



**Save the environment.**

Layout by Brad Palmer



**Saving energy stretches our dollars further.**



**Turn off and unplug unused electronics.**

# Diverse Societies

*The purpose behind different clubs in the school*

**Aimee Cote and Bill Kane**  
*EIC and Staff Writer*

“I’m just going to ask you guys one thing, but it’s really important so take it seriously,” said Asian Culture Club President **Mysee Chang**. “What is our purpose?”

This was one of the many things Chang went over with the ACC students and amongst the list of priorities discussed was finding a volunteer to be the Historian for the newly created group.

ACC is one of many clubs offered. Students Stepping Up, Pegasus, Deca, Gay and Lesbian Alliance are also just a few of the existing clubs. Popularity of making new groups is increasing with one of the newest additions being French Club.

“French club is for anyone with an interest in French culture,” said Senior Member **Danielle Freund**. “You don’t have to speak French or anything like that. Although my friend and I are pretty much the only ones who don’t speak it.”

French club meets once a month during AAA. But the club doesn’t limit itself to in school activities, their list of plans ranges from visiting a French bakery and restaurant to watching Ratatouille in French. Anybody who is interested in joining can talk to Mr. Swanson in room A-214.

The purpose of starting a new club varies: whether it’s sharing a common interest, a chance to discuss conflicts/issues of some form, or a random group of students that don’t know their purpose yet. For Writers Support Group, their purpose is solely that of helping another group.

“The reason we started WSG was because the class Creative Writing isn’t until fourth term,” said Advisor **Dave Robinson**. “Pegasus will be well on its way to the printer by then. We needed creative stories and poems to be published in it.”

Students also join these groups for various reasons.

“I like getting out of school early,” said SSU member Senior **Lisa Pylka**. “I also really enjoy being able to go back to elementary school and have fun helping the kids. Going back there makes me feel like a little kid again.”

Groups meet once or twice a month usually during AAA. But not everything students do with their group isolates them to that twenty minute period.

“Every Friday I go to Hanover and help foreign students in kindergarten through fourth grade,” said Pylka. “We read, play Bingo, color, and I help them with writing letters.”

With this being the first year for many clubs, members are scarce but wanted. For information on certain clubs or groups, the monitor provides sufficient information regarding meeting times and who to contact.

80

60

30

20

Number of students in clubs

STUDENTS STEPPING UP - 210

FRENCH CLUB - 30

DECA - 24

WSG - 20

BOOK CLUB - 15

ASIAN CLUB - 14



AMSAC meets during AAA to discuss plans for an upcoming event they are planning. Photo by Chelsey Peterson



Members of Writers Support Group meet to share their stories and poems. Photo by Chelsey Peterson



Asian Culture Club discusses their future goals as a group and also they want to get out of being apart of ACC. Photo by Chelsey Peterson

# 52 Days in an American School



## Weirdest Things About Our School:

Vicky



"The lockers are out in the hallways instead of in the classrooms."

Luis



"The guys wear tight jeans and they look like girls."

Javier



"There is no pop or candy in the lunch lines here."

**Samantha Lefebvre**  
Staff Writer

7:15 a.m. Guatemala City, Guatemala- All high schools start the school day

7:45 a.m. Buffalo, Minnesota- The high school begins its first class of the day

A typical school day for Vicky Ramirez, Luis Chico, and Javier Garcia in Guatemala City has seven classes of 45 minutes, a recess of 20 minutes, a 30 minute lunch period, and they have to wear uniforms.

A typical school day at Buffalo High School for Vicky, Luis, and Javier has only four classes, one 30 minute lunch period, no recess, and they have the option to wear whatever they'd like to class.

"We start each day off with reflection and a prayer to God," said Ramirez.

Vicky, Luis, and Javier all attend different private schools in Guatemala City but their schedules are more or less the same. In all of their schools the students stay in the same classroom the whole day, with the exception of the gym class they have twice a week. So instead of the students moving from class to class like how it is in

our school, the teachers move from class to class.

For the past 52 days Ramirez, Chico, and Garcia have been attending our school and living in town. Coming from a huge city of over 1.2 million to a small town of about 15,000 you can just imagine how their out of school activities changed.

"Their isn't much to do in Buffalo," said Chico. "You have to drive so far just to get to a mall."

Their experience at our school has made a positive impact on the way schools in America run. Everything from the building itself to the teachers and staff has portrayed this positive image.

"I like the teachers here," said Chico. "They are much nicer and friendlier than the teachers at home. They have a more personal relationship with their students."

1:30 p.m. Guatemala City, Guatemala- The final bell rings and students head home

2:20 p.m. Buffalo, Minnesota- School is over for the day and everyone goes off and does their own thing.